

HREiR Action plan template: November 2021 - November 2023

Details				
Institution name:	Manchester Metropolitan University	The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Cohort number:	9	Audience (beneficiaries of the action plan)	Number of	Comments
Date of submission:	26th November 2021	Research staff	174	Made up of 120 fixed-term researchers and 54 permanent research-only members of staff.
Institutional context:	Our primary target audience includes 670 teaching and research and 174 research-only staff who are identified as full research members of one our University Centres of RKE (UCRKE). Our secondary audience includes a further 750 teaching and research staff. Compliance with the Concordat is included in the RKE Committee's Terms of Reference and is overseen by an HREiR Oversight Group that consists of representatives from the RKE Directorate, Human Resources and early career researchers from across the Universities faculties. The HREiR Oversight Group typically reports into RKE Committee twice a year. Actions highlighted in blue represent 'focus areas' of our action plan.	Postgraduate researchers		
		Research and teaching staff	1420	670 of which are included in our primary target audience (members of University Centres of RKE with a significant responsibility for research).
		Teaching-only staff		
		Technicians		
		Clinicians		
		Professional support staff		
		Other (please provide numbers and details):		

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Continue to raise the profile of the Concordat through creation of a Concordat resource area on the intranet, including links to the Learning and Development portal, new RKE welcome email (ECI2) and new Research Development Training Programme (PSD11).	Intranet page created. Baseline data for page visits collected and an increase in visits recorded annually. Increase in percentage of CEDARS respondents who are aware of the Concordat by 10% (63% in 2021). Increase in the number of people taking part in the CEDARS survey to 50% of UCRKE members (33% in 2021). Aim for a representative response from fixed-term researchers (under represented in 2021 at 7% of total).	Jun-22	Head of Research Environment and Impact		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Ensure RKE process are better communicated by 1) Review of the RKE intranet to ensure key pages are updated more regularly 2) Creation of a welcome message and key links on the RKE intranet to be included as part of the university welcome email sent to all new staff. 3) Use new intranet analytics feature to start tracking number of page visits (aligned to E12).	Web pages updated and created. Baseline data for page visits collected and an increase in visits recorded annually. Increase in percentage of PSQS respondents who feel RKE policies and procedures are clear and accessible to pre-Covid levels of 65% (from 55% in 2021).	Aug-22	RKE Marketing and Communications Manager		
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Continue to enhance and improve awareness of wellbeing and mental health training through relaunch of mental health and wellbeing e-modules.	Modules relaunched. Increase in the number of (all) staff who have completed all 4 mental health awareness e-modules to 500 per year (200 in 2021). Increase in CEDARS respondents who feel Man Met actively promotes the importance of good mental health and wellbeing by 10% (49% in 2021).	Aug-22	Senior Manager, Evaluations and Improvement		
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Develop a new action plan specifically for Equality and Diversity in Research and Knowledge Exchange through the University's RKE Committee in close consultation with Equality and Diversity colleagues in Human Resources. Its aim will be to provide equal access to resources that support equality and diversity and inclusion in research and knowledge exchange e.g. how to access childcare to attend conferences, how to manage individual circumstances appropriately, returning to work after periods of maternity, paternity and adoption leave.	Plan developed including associated actions, resources and key performance indicators. Increase in percentage of CEDARS respondents who agree Man Met is committed to E and D by 5% (67% in 2021).	Aug-23	Head of Research Environment and Impact		

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ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Maintain high levels of research integrity awareness via launch of the previously piloted RKE Research Integrity seminar series. Inclusion of details as part of RKE induction email (ECI2)	Seminar series launched. 75% of attendees agree seminars were effective in enhancing their awareness of research integrity (via programme evaluation). Increase in percentage of CEDARS respondents who agree Man Met promotes the highest standards of research integrity by 5% (65% in 2021). Increase in percentage of CEDARS respondents who are aware of the Research Integrity Concordat by 5% (63% in 2021).	Aug-22	Research Ethics and Governance Manager(s)		
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Track changes in researcher opinion by committing to running the CEDARS survey during national timeframes and also during intervening years. Target survey at UCRKE membership and fixed-term researchers.	CEDARS survey successfully run in 2022, 2023 and 2024. Increase in the number of people taking part in the CEDARS survey to 50% of UCRKE members (33% in 2021). Aim for a representative response from fixed-term researchers (under represented in 2021 at 7% of total responses).	CEDARS run annually June 2022, June 2023, June 2024	Head of Research Environment and Impact and Researcher Development and Training Manager		
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF2	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions	Internal funding review Part 1: Review effectiveness of new Covid Research Recovery Fund at supporting equality of funding opportunities via equality monitoring data collected as part of the application process. Report to RKEC with recommendations to inform future RKE funding planning.	Review completed and recommendations approved. Aiming to increase the percentage of CEDARS respondents who feel they are appropriately recognised for their contributions by 10% (47% in 2021).	Aug-22	Head of Research Environment and Impact and Researcher Development and Training Manager		
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work						
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional						
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity						
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers						
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Focus Groups 1A: Run focus groups with managers. First to co-create actions and associated success measures to improve methods of recognising researcher contributions, second to measure impact of co-created actions.	Focus groups held. First group to devise actions and associated success measures. Second to find actions have met agreed success measures. Aiming to increase the percentage of CEDARS respondents who feel they are appropriately recognised for their contributions by 10% (47% in 2021).	Actions developed by Aug 2022. Actions implemented by Aug 2023.	Head of Research Environment and Impact and Researcher Development and Training Manager		
Researchers must:							

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ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and						
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion						
ECR3	Take positive action towards maintaining their wellbeing and mental health						
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct						
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Focus Groups 1B: Run focus groups with researchers (including fixed-term researchers). First to co-create actions and associated success measures to improve methods of recognising researcher contributions, second to measure impact of co-created actions.	Focus groups held. First group to devise actions and associated success measures. Second to find actions have met agreed success measures. Aiming to increase the percentage of CEDARS respondents who feel they are appropriately recognised for their contributions by 10% (47% in 2021).	Actions developed by Aug 2022. Actions implemented by Aug 2023.	Head of Research Environment and Impact and Researcher Development and Training Manager		
Employment							
Institutions must:							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Maintain high standards of recruitment including enhancement of how we manage redeployment of people on fixed-term contracts, through external review of recruitment process as part of Race Equality Charter commitments.	Review completed and actions and associated success measures identified. Maintain average percentage of 82% (2021) of CEDARS respondents who agree their recruitment, selection and appointment was fair, inclusive, transparent and merit-based.	Aug-22	Director of HR and OD		
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Ensure RKE process are better communicated by creating a welcome message and key links on the intranet to be included as part of the university welcome email sent to all new staff. Use new intranet analytics feature to start tracking number of page visits (aligned to EI2).	Page created. Baseline data for page visits collected and an increase in visits recorded annually. Increase in the percentage of CEDARS respondents who found the institutional level induction useful by 5% (53% in 2021).	Aug-22	RKE Marketing and Communications Manager		
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	Increase the transparency of the academic promotions process through 1) run additional workshops for potential women and potential BAME applicants to the Reader/Professor promotions process, evaluate and analyse learning from feedback and tracking of attendees. 2) develop a communications plan to provide insight into the process including for e.g. showcasing successful applicants experiences and consider sharing summary details of applicants at each stage.	Increase in the number and ensure diversity of successful applicants to Reader/Professor promotion (in 2021 women and men had comparable success rates and a greater proportion of BAME applicants were successful compared to white applicants). Increase in the percentage of CEDARS respondents who agree progression opportunities are equitable (36% in 2021) and promotions are made on merit (31% in 2021) by 10%.	Aug-22 and Aug-23	Reward and Pensions Manager		
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Launch of a new leadership development approach based on 2 strands: 1. Base line offer of events and workshops around key leadership skills, development of a leadership community, launch of an intranet based Managers' Hub, signposting to long-form development programmes and enhanced support for new managers. 2. Regularly revised Leadership Priorities, working with senior University leadership to identify focus areas for leadership development and engagement.	Hub launched and promoted through manager networks. Priority area identified and approved. Increase in percentage of all staff leadership engaged in development by 5% (45% during academic year 20/21). Maintain average percentage of 73% (2021) of CEDARS respondents who are confident in their abilities. Increase the proportion of researchers who agree their manager clearly articulates expectations and encourages them to engage in CPD by 5% (61% and 69% in 2021 respectively).	Jan-22	People Development Manager		
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Continue to enable excellent people management through increasing awareness of the new PDR toolkits through managers networks to support managers and researchers to have effective PDRs. Use new intranet analytics feature to start tracking number of toolkit visits (aligned to PCDI2).	Toolkits promoted. Baseline data for toolkit visits collected and an increase in visits recorded annually. Increase in the proportion of CEDARS respondents who find annual PDR review process useful by 5% (53% in 2021).	Aug-22	People Development Manager		

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EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	To better understand the experience and development needs of fixed-term researchers at Man Met: 1) Investigate the career destinations of previous fixed-term researchers employed by the institution. 2) Hold focus groups to determine the career aspirations, development needs and barriers to progression of the current fixed-term researcher population.	Investigation completed. Focus groups held. Actions and associated success measures co-created. Produce recommendations for future employment and career development support to be presented to RKEC.	Aug-23			
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Improve opportunities for early career researchers to inform institutional decision making by: 1) Reviewing the terms of reference of the ECR Forum to ensure fit for purpose 2) Reviewing membership to ensure active representation from each UCRKE and from fixed-term researchers 3) Create a formal reporting line to RKE Committee.	Survey by ECR Forum members finds ECR community agree that the Forum provides opportunities to inform institutional decision making. Increase in the proportion of CEDARS respondents who agree they have fair opportunities to participate in decision making by 5% (45% in 2021).	Aug-23	Researcher Development and Training Manager		
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	Internal funding review Part 2: Review effectiveness of RKE funding opportunities at supporting career progression. Review and mapping of current internal funding opportunities to academic career pathways to identify any gaps in support for each career stage (including fixed-term researchers). Review and recommendations to be submitted to RKEC.	Review completed and approved recommendations made to funding call guidelines. Aim to contribute to an increase in the percentage of CEDARS respondents who agree progression opportunities are equitable (36% in 2021) and promotions are made on merit (31% in 2021) by 10%.	Aug-23	Head of Research Environment and Impact and Researcher Development and Training Manager		
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care						
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding						
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Focus Groups 2A: Run focus groups with managers. First to co-create actions and associated success measures to improve the transparency of the academic promotions process, second to measure impact of co-created actions.	Focus groups held. First group to devise actions and associated success measures. Second to find actions have met agreed success measures. Aiming to increase the percentage of CEDARS respondents who agree progression opportunities are equitable (36% in 2021) and promotions are made on merit (31% in 2021) by 10%.in the percentage of CEDARS respondents who feel they are appropriately recognised for their contributions by 10% (47% in 2021).	Actions developed by Aug 2022. Actions implemented by Aug 2023.	Head of Research Environment and Impact and Researcher Development and Training Manager		
EM4	Actively engage in regular constructive performance management with their researchers						
EM5	Engage with opportunities to contribute to relevant policy development within their institution						
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder						
ER2	Understand their reporting obligations and responsibilities						

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ER3	Positively engage with performance management discussions and reviews with their managers	Focus Groups 2B: Run focus groups with researchers (including fixed-term researchers). First to co-create actions and associated success measures to improve the transparency of the academic promotions process, second to measure impact of co-created actions.	Focus groups held. First group to devise actions and associated success measures. Second to find actions have met agreed success measures. Aiming to increase the percentage of CEDARS respondents who agree progression opportunities are equitable (36% in 2021) and promotions are made on merit (31% in 2021) by 10% in the percentage of CEDARS respondents who feel they are appropriately recognised for their contributions by 10% (47% in 2021).	Actions developed by Aug 2022. Actions implemented by Aug 2023.	Head of Research Environment and Impact and Researcher Development and Training Manager		
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community						
Professional and Career Development							
Institutions must:							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Enhance professional development opportunities via 1) the launch of the new Research Development training and development programme including self-service resource area, 'Know your Funder' talk series and recently piloted programme of workshops addressing grant capture, peer review, impact, research integrity and idea generation. Programmes to be arranged and run through UCRKEs as requested. 2) Encourage researchers to seek professional recognition for their teaching and support of learning, through our AdvanceHE accredited fellowship provision.	Programme launched and promoted to each UCRKE. Weekly talk series run from Nov 2021 with session recordings added to self-service area. Each talk to receive 50 views. 75% of workshop attendees to agree workshops supported their professional development (from programme evaluations). Promote access to the HEA fellowship process and monitor levels of engagement. Offer a developmental workshop for research staff to support applicants. Increase in the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021).	2021/2022 Research Development programme launched and evaluated by Aug 2022. Evaluation to inform 2022/23 programme Promote Advance HE accredited provision in January 2022, workshop delivered in Spring 2022. Monitor applications/success rates to August 2023.	Research Development Officers and Researcher Development and Training Manager Research Development and Training Manager/University Teaching Academy CPD Team		
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Support for managers to engage in meaningful PDR discussions with development of 'Career Conversations' toolkit and associated training.	Toolkit and training developed and rolled out. Increase in percentage of all staff leadership engaged in development by 5% (45% during academic year 20/21). Increase in the proportion of CEDARS respondents who find annual PDR review process useful by 5% (53% in 2021).	Mar-22	People Development Manager		

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PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Provision of professional advice on career management through 1) Inclusion of career development coaching as part of the Future RKE Leaders and Good to Great development programmes (PCD14). 2) Expansion of the MCR cross institutional mentoring programme.	Coaching opportunities created. 90% of Future RKE Leaders and Good to Great cohorts agree coaching supported their career management (via programme evaluations). MCR mentoring programme expanded from 2021 pilot to support 30 pairings. 90% of mentees agree mentoring supported their career management (via programme evaluations).	2021/2022 Future RKE Leaders launched and evaluated by Aug 2022. Evaluation to inform 2022/23 programme. Good to Great planned and launched by Aug 2022. Second round of the MCR mentoring programme recruited by Aug 2022.	Researcher Development and Training Manager		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Provide opportunities to develop research identity and leadership skills by 1) 2021/2022 and 2022/2023 rounds of the Future RKE Leaders and the Good to Great researcher career development programmes. 2) Continue to build intranet case study collection detailing research leadership development journeys.	Both programmes successfully recruited to and run. Maintain high percentage of participants who agree the programme supported their leadership development (90% in 2020 prog evals). Increase in proportion of programme participants who agree the of programme supports development of their research identity by 10% (75% in 2020 prog evals). 10 case studies collected and promoted. Increase in the CEDARS respondents who agree they have time to develop their research identity and leadership skills by 10% (35% and 27% respectively in 2021).	2021/2022 Future RKE Leaders launched and evaluated by Aug 2022. Evaluation to inform 2022/23 programme. Good to Great planned and launched by Aug 2022.	Researcher Development and Training Manager		
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Enhance awareness of different employment sectors via curation of a LinkedIn learning resource which addresses career development planning and the consideration of a wide range of employability sectors open to researchers. Link to Learning and Development portal and PDR toolkits.	Resource created and trialled with ECR Forum members. Forum members agree resource effective in supporting career development planning and a wide range of career options.	Aug-23	Research Development and Training Manager		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Utilisation of CEDARS and University Employee Voice Survey to track changes in engagement of researchers and managers in professional development activities and the PDR process.	Survey data collected and reported to RKE committee annually.	Aug 22 and Aug 23	Research Development and Training Manager		
Funders must:							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning	Internal funding review Part 3: Review RKE funding schemes and application processes to determine how opportunities for development support can be incorporated into the calls (including support for fixed-term researchers). Review and recommendations to be submitted to RKEC.	Review completed and approved recommendations made to funding call guidelines with the aim of contributing to an increase in the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021).	Aug-22	Head of Research Environment and Impact and Researcher Development and Training Manager		
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
Managers of researchers must:							

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PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually						
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments						
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	Enable managers to more effectively support their teams to recognise different activities as CPD and plan future professional development activities through promotion of the new Learning and Development statement via manager networks.	Statement promoted. Increase in the proportion of academic staff who feel they have access to opportunities and support to help their development by 10% (47% in July 21 Employee Voice Survey). Increase in the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021).	Jan-23	People Development Manager, Research Development and Training Manager		
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	Enhance support for managers through development of a series of case studies describing the role of managers in supporting team member career development. Case studies to be added to the PDR toolkit.	5 case studies created and added to PDR toolkit. Increase in the proportion of academic staff who feel they have access to opportunities and support to help their development by 10% (47% in July 21 Employee Voice Survey). Increase in the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021).	Jan-23	People Development Manager and Research Development and Training Manager		
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development						
Researchers must:							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	Support researchers to take ownership of their career via 1) promotion of the recently piloted UCRKE Group Mentoring programme for ECRs. Programmes to be arranged and run through UCRKEs as requested. 2) Refresh and relaunch of Research Professional resources and training.	Mentoring programme promoted to each UCRKE. Programme feedback to find at least 75% of mentees felt supported to work towards career goals (programme evaluation). Research Professional training delivered with recording added to self-service area and receive 100 views. Aiming to increase the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021).	Aug-22	Research Development Officers and Researcher Development and Training Manager		
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments						
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications						
PCDR4	Positively engage in career development reviews with their managers						
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	ECR Forum to develop and run a cross University conference, providing opportunity for ECRs to present their research and build their cross-disciplinary networks.	ECR conference held and attended by at least 100 ECRs representing each Faculty. Conference feedback to find at least 75% of attendees felt supported to develop their research identity. Increase in the modal number of days spent by CEDARS respondents on training per year to 3-4 (1-2 in 2021). Increase in the CEDARS respondents who agree they have time to develop their research identity and leadership skills by 10% (35% and 27% respectively in 2021).	Aug-22	Researcher Development and Training Manager with support from the ECR Forum membership		
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation						

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral

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researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.