

## HREiR Action plan template (2021-2023)

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
<b>Institution name:</b>	LSHTM	<b>Audience</b>	<b>#</b>	<b>Comments</b>
<b>Cohort number:</b>	18	Research staff	752	LSHTM's main audience for the HREiR action plan are staff on fixed term contract (Research Assistants, Research Fellows and Assistant Professors)
<b>Date of submission:</b>	24-Oct-19	Research and teaching staff	369	This would be LSHTM's managers of researchers
<b>Institutional context</b>	As a research-intensive organisation, all academic staff (Research Assistant, Research Fellow, Assistant Professor, Associate Professor and Professor) are engaged in research. For the work relating to the Researcher Development Concordat, LSHTM defines "researcher" as any staff member with a research time allocation and Research Degree (RD) students. All actions will benefit researchers at the School, however actions in the 2021-2023 action plan particularly focus on staff on fixed-term contracts (particularly Research Assistants, Research Fellows and Assistant Professors).			

Column1	Obligation2	Action	Success Measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/result
	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
<b>Environment and Culture</b>							
<b>Institutions must:</b>							
ECI1	Ensure that all relevant staff are aware of the Concordat	ECI1.1. Develop an updated communications plan to raise awareness of the Researcher Development Concordat.	Campaign developed and launched by June 2021. Increased engagement with work related to the Concordat. Awareness of the Concordat from all staff increased by 20% as measured at CEDARS 2023 (from 43% of respondents in 2021) in question 43.1.	October 2023	Head of TED / Strategic Research Officer		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	ECI2.3. Develop LSHTM core 'Values' that articulate the expected values and behaviours which create a positive working environment.	Values consultation undertaken at the School to decide values that demonstrate LSHTM culture and guide behaviour by Spring 2022. Values decided and embedded School-wide and in all processes and practices.	November 2022	Director/Values working group		
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	<p>ECI3.1. Introduce online tool to report issues of bullying and harassment, including anonymous reporting alongside communication and provision of support via the anti-bullying and harassment advisor network. Trend analysis and reporting.</p> <p>ECI3.2. Establish an agreed framework for allocating workload in a fair and consistent way. Review workloads and long hours culture to ensure these do not negatively impact on staff health and wellbeing.</p> <p>ECI3.3. Wellbeing group and Wellbeing Task and Finish Group to continue working on improving wellbeing of staff and students. Identify issues and needs using surveys. Update wellbeing initiatives.</p>	<p>Increase use and awareness of Report and Support tool. Aiding in creating working culture where staff do not feel subject to bullying or other forms of mistreatment. Increase by 10% to the question: "Have you reported being currently harassed or bullied at work? (as % of people who are currently being harassed and bullied at work)" from 38% in 2019 in staff survey 2022. And a 10% increase in respondents agreeing in question 38.3 of CEDARS 2023 (from 45.81% in 2021).</p> <p>Framework developed and staff at LSHTM engaged with the tool. Reduction in work-related stress absence by 5% by 2023. Increase by 10% to question 14.9 in CEDARS 2023 of respondents agreeing from 28.39% in CEDARS 2021.</p> <p>Wellbeing initiatives launched. Feedback through surveys and RSF. Increase response to question "I feel the School promotes good health and wellbeing at work" from 61% to 70% at the staff survey 2022. 10% increase in respondents agreeing in question 41.4 in CEDARS 2023 (from 61.29% in CEDARS 2021).</p>	<p>November 2022</p> <p>November 2023</p> <p>September 2023</p>	<p>EDI manager</p> <p>Athena SWAN Chair &amp; EDI manager</p> <p>Health &amp; Safety / Chair of wellbeing group</p>		

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ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>1.4.d. Increase completion rates of new mandatory training. TED to provide support and information to enable managers to ensure their new staff complete the mandatory training. Increase communication to new starters and managers about mandatory training.</p> <p>ECI4.1. Review and refresh current 'Leadership and Management Behaviour Framework' to ensure it is fit for purpose and relevant, and links to LSHTM's Values (once finalised).</p> <p>ECI4.2. Increase staff training and understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support.</p>	<p>New starters better engaged with mandatory training and in the induction process. 20% increase in completion rates for 6 months (from 31%) and 10% increase for week 1 (from 70%).</p> <p>Successful PDR outcome and academic promotion contingent on staff meeting expected professional standards and behaviours. Staff who fall short of these expectations challenged as necessary by senior management.</p> <p>Increased communication about expectations for staff relating to EDI and how to respond. 10% increase in respondents agreeing in question 41.3 to CEDARS 2023 (from 60% in CEDARS 2021). Measure through Athena SWAN and Race Equality Charter surveys that 80% of staff feel well informed on EDI, race equality and equipped to challenge microaggressions/unacceptable behaviours or know where to source support to do so.</p>	<p>December 2022</p> <p>November 2023</p> <p>November 2023</p>	<p>Training &amp; Development Advisor</p> <p>Executive Team</p> <p>EDI manager</p>		
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	ECI5.1. Responsibilities around research integrity to form part of academic expectations available to all staff.	Updated academic expectations published. Awareness measured through the Research Staff Forum and CEDARS. 5% increase in respondents agreeing to question 41.2 in CEDARS 2023 (78.07% in CEDARS 2021).	September 2023	Head of RGIO		
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	<i>No further actions identified - this is business as usual</i>					
<b>Funders must:</b>							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	N/A					
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A					
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	N/A					
<b>Managers of researchers must:</b>							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<i>No further action identified - see ECI4.2</i>					
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	ECM2.1. Full online version of the Ethics and Good Research Practice courses to be developed and advertised to all staff.	Training to be part of mandatory training and available to all. Completion rates monitored with other mandatory training aiming for 80% completion rates from new starters. Increase by 10% of respondents having done in CEDARS 2023 in question 26.7 (from 14.19% in CEDARS 2021).	November 2023	Head of RGIO		
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	<i>No further action identified - see ECI4.2, ECR3.1 and ECI2.3</i>					
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	ECM4.1. Flexible Working Policy to be reviewed by HR and Trade Unions. Develop a more inclusive flexible working environment for all staff through review and implementation of the flexible working policy including line management training and networks for parents and carers.	Policy successfully updated and promoted to staff. Awareness of flexible working measured through staff surveys and Research Staff Forum. 5% increase of respondents agreeing to question 25.10 (from 81% in CEDARS 2021).	June 2022	Director of HR		

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ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	<i>No further actions identified - staff are invited to join the various initiatives such as the EDI committees or the Research Staff Forum/Research Culture sub group and to participate in staff consultations.</i>					
<b>Researchers must:</b>							
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 students	<i>No further action identified - see ECI4.2</i>					
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	<i>No further actions identified - see ECI5.2</i>					
ECR3	Take positive action towards maintaining their wellbeing and mental health	ECR3.1. Attendance to wellbeing training and events to be monitored to ensure appropriate communication of available support.	Good take-up of wellbeing events across the School. Monitor satisfaction rates from training feedback to be higher than 80%. 10% increase at CEDARS 2023 in respondents agreeing in question 42.5 (from 76.13% in CEDARS 2021 ) and to question 41.4 (from 61.29% in CEDARS 2021).	June 2023	Training & Development Advisor		
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	ECR4.1. Monitor reports of complaints made to the Research Governance and Integrity Office and reviewed at the Research Governance Committee and use of report and support tool for bullying and harassment by EDI team through termly reports.	Reports monitored and outcomes communicated to the School. Trust monitored through free text boxes in surveys and the research staff forum (and other groups at the School). 10% increase of respondents agreeing in CEDARS 2023 to question 39.1 (from 38.71% in CEDARS 2021), to question 39.2 (from 51.61% in CEDARS 2021), to question 38.1 (from 57.42% in CEDARS 2021) and to question 38.2 (from 50.97% in CEDARS 2021).	November 2023	Head of RGIO / EDI manager		
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	ECR5.1. Review representation of staff at the School's Committees. Diversify decision making committees through on-going diversity review of membership and positive action measures  ECR5.2 Launch a call for EDI / research culture awards to fund 2 projects working to improve the research culture and EDI.  ECR5.3 Review representatives within the Research Staff Forum and transition to be representative of the main audience for the action plan work of academics on fixed term contracts.	Review of diversity data on committees completed. Increased diversity of decision making committees by 5%. 10% increase in respondents agreeing they have opportunities to participate in decision making processes in CEDARS 2023 (from 68.4% in CEDARS 2021) in question 14.3  10 projects of up to £8,000 funded to work on improving research culture or EDI. Learnings communicated and implemented School-wide.  Group reworked and to be representative of the audience with representatives from Research Assistant, Research Fellow and Assistant Professors across Faculties and Units.	June 2023  March 2023  December 2022	Governance / EDI manager  Strategic Research Officer / EDI manager  Strategic Research Officer		
<b>Employment</b>							
<b>Institutions must:</b>							
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<i>No further actions identified - this is business as usual</i>					
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	3.6. Review on-boarding information for new staff and using feedback from staff develop revised information resource. Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Revisit local induction for new staff - consider including meeting the Head of Department and more information about academic expectations and promotions criteria.	Feedback from new starters on induction process. Resources updated as needed. Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the induction day useful. Increase by 10% of respondents at CEDARS 2023 agreeing to question 20.1 (from 39.06% in CEDARS 2021).	July 2023	Head of TED		

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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	EI3.1. Ensure EDI considerations and expectations are embedded within development and academic career progression - including inclusive and anti-racist pedagogy	EDI considerations successfully embedded in LSHTM processes and progression procedures. Increase by 10% in the staff survey question: "I feel the School acts fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation in regard to career progression / promotion" (2019 = 66%) Monitor further through EDI surveys, Athena SWAN and Race Equality Charter self assessment work.	November 2022	Deputy Director and Provost		
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	EI4.1. Online Good Management Practice seminars developed and promoted. Heads of Department Programme training developed. Develop introduction to line management as mandatory part of induction and Essential Skills for Line Management as mandatory refresher every three years.	Training provided to line managers and attendance monitored to ensure engagement. Monitor and maintain over 80% satisfaction rates to the seminars. 20% increase in respondents having done training related to managing others (from 15.9% in CEDARS 2021) in question 33.8.	June 2023	Head of TED		
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	<i>No further actions identified - see EI3.1 and EC2.3</i>					
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	1.3.a. Review and revise current Fixed Term Contract Policy and Procedure to ensure compliance with legislation. Ensure staff on FTCs are aware of the type of contracts they are employed on and what support is available to them.	Policy and procedure updated and readily available to staff. All information available on the intranet and circulated to new and existing staff on FTCs. Awareness monitored through surveys and Research Staff Forum. This will impact many areas such as redeployment.	June 2023	Head of HR Partnering & Policy		
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	<i>No further actions identified - business as usual</i>					
<b>Funders must:</b>							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	N/A					
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A					
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A					
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A					
<b>Managers of researchers must:</b>							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	<i>See actions EI4.1, ECM2.1, EC14.2, 1.4.d, 1.3.b</i>					
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	1.3.b. Develop and launch virtual screen-cast on Managing Fixed Term Contracts, as part of the School's Good Management Practice guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.	Screen cast successfully developed and launched. Completion rates monitored (aim for 50% completion rate by line managers in first year of launch). Monitor feedback from the sessions to ensure at least 80% found it useful.	March 2023	Training & Development Advisor		
		2.4.a. Ensure staff are aware and encouraged to participate in the redeployment process. Line managers to meet with staff coming to the end of their contract to discuss options and redeployment.	Increased awareness of redeployment process by staff to be measured through a 10% increase in respondents to CEDARS 2023 being confident in question 25.2 (from 48.1% in CEDARS 2021) and a 15% increase in respondents agreeing in question 17.4 (from 23.23% in CEDARS 2021).	March 2023	Head of HR Operations / Head of HR Partners		

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EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	EM3.1. Develop and use positive action within academic career development support to close pipeline gaps, including use of CV review process and follow up support	Improved and more equitable academic career development. Monitor through discussions with staff through Research Staff Forum and other initiatives and their surveys. Measured through a 10% increase in the number of respondents in CEDARS 2023 responding that they agree that the institution treats them fairly in terms of opportunities for promotion and progression (from 51.6% in CEDARS 2021) to question 14.4 and a 15% increase in respondents agreeing that the institution has equitable opportunities for career progression (from 33.2% in CEDARS 2021) to question 17.2.	September 2023	EDI manager / Deans of Faculty		
EM4	Actively engage in regular constructive performance management with their researchers	EM4.1. Review PDR training and guidance to ensure it is focused on positive performance management.	Implemented for 2021 and reviewed in evaluation and through staff feedback (80% of respondents agree the PDR process is effective). Aim for 10% agreeing usefulness in question 21 in CEDARS 2023 (from 47.74% in CEDARS 2021).	November 2023	Head of TED		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	<i>No further actions identified - staff are invited to join various committees and participate in School-wide staff consultation for policy development and initiatives.</i>					
<b>Researchers must:</b>							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	<i>No further actions identified - business as usual</i>					
ER2	Understand their reporting obligations and responsibilities	<i>No further actions identified - see ECI3.1 and ECI4.2</i>					
ER3	Positively engage with performance management discussions and reviews with their managers	<i>No further actions identified - see EM4.1, PCDI2.1 and PCDM1.1</i>					
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	ER4.1 Empower staff networks to provide a safe space to discuss issues and input into LSHTM policies and processes as relevant including development of guidance	Space for issues to be discussed created and embedded in the culture of the School. Increase by 10% in 2022 response to "I feel there are adequate opportunities to raise points of concern" (2019 = 58%). 10 % increase in respondents agreeing in question 14.3 in CEDARS 2023 (from 49.67% in CEDARS 2021).	October 2023	Director / EDI team		
<b>Professional and Career Development</b>							
<b>Institutions must:</b>							
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	PCDI1.1. Campaign and promote the 10 days protected time for training and development activities and promote the use of CPD template along with it.  3.1.b. Review current training programmes across the School ensuring they are suitable. Existing training will be mapped to Vitae's RDF to identify any gaps in training requirements. Ensure all training offered is readily available on the intranet and promoted to staff.	Awareness of 10 days for training and development increases and embedded in the culture. 20% increase in respondents to CEDARS 2023 that spent 5-10 days on training and other continuing professional development activities (from 23.23% in CEDARS 2021) in question 35 and 20% increase in respondents agreeing to question 30.5 in CEDARS 2023 (from 19.79% in CEDARS 2021).  Review and mapping of training available undertaken and gaps identified. Engagement with training available to researchers monitored. Data used to inform priorities for the TED programme to support career development for research staff.	November 2023  March 2023	Research Staff Forum / Deputy Director & Provost  Training & Development Advisor		
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	PCDI2.1. Provide guidance on developing a Personal Development Plan for managers and researchers. Guidance to also be available in PDR guidance and plans to form part of PDR discussions.	Guidance developed and advertised to all staff. Aim for 50% of early career researchers using the plan by 2023. 20% increase in respondents agreeing to question 30.5 in CEDARS 2023 (from 19.79% in CEDARS 2021).	October 2023	Head of TED		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	3.4.a. Review careers support and advice service available to researchers.	Careers services available for researchers expanded and promoted. 10% increase of respondents agreeing to question 30.4 at CEDARS 2023 (from 5.2% in CEDARS 2021).	March 2023	Training & Development Advisor/Strategic Research Officer		

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PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<i>No further actions identified - business as usual</i>					
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	3.2.a. Establish the careers event Changing Expectations as a feature of the TED programme to be run every other year. Obtain feedback on the event to review what type of careers researchers would prefer to have included.	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event with 100% agreeing the session was effective.	November 2023	TED team / SRO team		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	<i>No further actions identified - business as usual and see 1.2.d.</i>					
<b>Funders must:</b>							
PCDF1	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	N/A					
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A					
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	N/A					
<b>Managers of researchers must:</b>							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	PCDM1.1. CPD discussions to take part of the PDR process and made clearer to emphasise the importance and expectations around career development.	Use of the CPD template and discussions to happen at PDRs. Monitor through discussions with the researcher staff forum and the ECR network. Measure through increase by 5% in respondents in CEDARS 2023 agreeing in question 30.1 (from 80.2% in CEDARS 2021) and 10% increase in respondents agreeing in question 30.2 (from 36.45% in CEDARS 2021).	September 2023	Head of TED		
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	3.5.a. Revise and review Mentoring scheme annually using feedback from mentors and mentees. Aim to increase number and spread of mentors thus reducing time taken to match mentees with mentors.	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks. Scheme revised. Satisfaction rates for the scheme to be over 80%.	March 2023	Head of TED		
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	<i>No further actions identified - see PCDI1.1</i>					
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	<i>No further actions identified - see PCDI2.1</i>					
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	PCDM5.1. Develop further training for research leaders and Heads of Departments	Training needs evaluated and developed. Monitor attendance and feedback - aim for 60% of staff attending training by 2023 and 80% satisfaction rates to feedback.	September 2023	Head of TED		
<b>Researchers must:</b>							
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	<i>No further actions identified - see PCDI1.1</i>					
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	<i>No further actions identified - this is done through various events at the School as well as the mentoring programme. See actions 3.2.a and 3.4.a</i>					
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	<i>No further actions identified - see 3.1.b, and PCDI2.1</i>					
PCDR4	Positively engage in career development reviews with their managers	<i>No further actions identified - see PCDM1.1</i>					

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PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<i>No further actions identified - there are many leadership and other courses available through LSHTM that are very well attended. This is actively monitored and staff are encouraged to attend these.</i>					
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	<i>No further actions identified - many opportunities are available at the School around policy, knowledge exchange, innovation and public engagement. See also actions 3.2.a and 3.4.b</i>					

\* 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 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.