

HREiR Action Plan (2022-24)



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| Institution Name | University of Surrey | The institutional audience* for this action plan includes: | | |
| Cohort Number | Cohort 5 | Audience (beneficiaries of the action plan) | Number | Comments |
| Date of Submission | 29 th July 2022 | Research staff | 376 | |
| Institutional Context | <p>Surrey is a research-intensive university with almost 400 research staff and 700 research and teaching staff and has held the HREiR award since 2012 and is committed to the principles of the Researcher Concordat of 2019. As the Executive Summary explains, the Concordat to Support the Career Development of Researchers Steering Committee has identified three key guiding priorities underpinning the actions for 2022-24:</p> <p>1: The more robust collection of data to aid in the evaluation of the success of existing initiatives and in the planning of future actions.</p> | Research and teaching staff | 690 | |
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| | | | (figures above from April 2022) | |

* 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.

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| | <p>2: Identifying methods to ensure that our ECR community are fully aware of the support and opportunities available at Surrey, including raising greater awareness of the Researcher Concordat.</p> <p>3: Securing 10 days of protected development time into relevant contracts.</p> <p>These priorities seek to continue to develop an institutional culture where ECRs feel supported, empowered and have a sense of belonging, and where managers who support research staff, value and recognise their contribution and who are themselves appropriately supported.</p> <p>Specific actions that correspond with a broader guiding priority have been colour-coded appropriately.</p> | | | |
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| | Obligation | Action | Success measure (SMART) | Deadline | Responsibility | Progress update (to be completed for submission) | Outcome/ result | Action carried over from previous action plan? |
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| Environment and Culture | | | | | | | | |
| Institutions must: | | | | | | | | |
| ECI1 | Ensure that all relevant staff are aware of the Concordat | <p>Continue ongoing communication strategy, including briefing incoming ECRs in the DC induction, communicating progress through institutional channels, and keeping relevant DC webpages updated.</p> <p>Faculty inductions to inform all incoming academic and teaching appointments of the</p> | Increase awareness of HREiR and Researcher Concordat as reflected in CEDARS 2023 to at least 75% awareness of Concordat (level in 2020 was 55%) | Action ongoing, measure Spring 2023 (next CEDARS survey) | DC, HR, ADDCs | | | |

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| | | <p>Researcher Concordat and its principles. ADDCs to assess current faculty inductions and gaps in provision.</p> <p>Where relevant, ongoing communication strategy to make explicit mention of the 10 days protected time afforded to researchers by the Researcher Concordat (on evidencing take-up of the 10 days, see below, PCDI1).</p> <p>Institutional appraisal review to consider if mention of Concordat can be integrated into yearly appraisal process for relevant staff, including researchers and line managers of researchers</p> <p>HR to investigate integrating mention of Concordat (and other Concordats and codes of conducts) into all staff inductions into Managers Foundation Course.</p> | | | | | | |

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| ECI2 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | <p>Ensure that relevant policy documents remain online and updated.</p> <p>Steering Committee to consider whether scope exists to raise awareness of all concordats and codes of conduct in a holistic and succinct manner e.g. in the form of a dedicated Surrey webpage or linked-up policy document available online.</p> | <p>6 monthly reviews to ensure that relevant institutional policies and practices are easily accessible</p> <p>Decision taken on approach and resource live</p> | <p>Ongoing</p> <p>Jan 2023</p> | Steering Committee, HR | | | |
| 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>Create and launch a researcher-focused central resource (webpage or padlet) collating relevant internal and external information about wellbeing support, policies, and guidance. Actively maintain and update response to researcher feedback and new initiatives.</p> <p>Develop and launch 'Introduction to researcher wellbeing' sessions, designed to be delivered to ECRs, PGRs, or a combination of the two. To be delivered initially at dept/school level, and</p> | <p>Researcher focused central resource created</p> <p>Four sessions to be delivered at dept/school level by December 23</p> | <p>July 22</p> <p>Sep 22</p> | DC (wellbeing lead) and HR | <p>An initial padlet has been created in collaboration with PG research directors in Health Sciences (April 2022) and will be circulated to PGRS and ECR reps for consultation in May 2022</p> <p>Initial feedback and suggestions received from PGR forum rep chairs in 2/3 faculties (April 2022)</p> | | |

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| | | subsequently added to the ongoing DC schedule. | | Dec 22 | | | | |
| | | Deliver dedicated Mental Health First Aid Training to ECR Forum Reps | >75% of ECR reps to have received training by DEC 22; all reps to have been offered training within the same timeframe. | Dec 22 | | | | |
| | | People Survey currently asks questions about mental wellbeing, with HR to investigate changing reporting categories so that ECRs can be identified and analysed separately. | HR to report findings to Steering Committee | Oct 2022 | | | | |
| | | Investigate usage data from the Report & Support tool to identify if qualitative and quantitative insights into ECR experience of the workplace can be measured | Investigation undertaken and findings reported to the Steering Committee | Oct 2022 | | | | |
| ECI4 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health | Monitor uptake of essential EDI and race equity training for incoming staff, including managers of researchers. | Assessment of attendance statistics at relevant compulsory induction courses | ongoing | HR | | | |

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| | | HR to review how managers of staff are identified, creating so that their attendance at essential training can be monitored. | | | | | | |
| ECI5 | Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity | <p>Ensure cross-linking on DC pages to relevant RIGO pages detailing the Researcher Integrity Concordat. University policy documents to include links to Concordat where relevant.</p> <p>Online Research Integrity courses (Epigeum) promoted, staff encouraged to participate</p> <p>HR and RIGO to investigate making integrity training essential for all staff.</p> | <p>Cross linking on web complete</p> <p>Review participation rates for the on-line Research Integrity course</p> <p>Increased awareness of Researcher Integrity Concordat as reflected in Cedars to at least 75% (level in 2020 was 52%)</p> | <p>Oct 2022</p> <p>Spring 2023 (next CEDARS survey)</p> | <p>RIGO and DC</p> <p>HR and RIGO</p> | | | |
| 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 | Make 'Research environment and culture' a semi-regular item on the agenda of the ECR Forum (every other meeting) and include questions pertinent to the theme in staff surveys. | <p>Inclusion of questions about research environment and culture in staff surveys; collection of feedback on theme in ECR Forum.</p> <p>66% of researchers agreed or strongly</p> | Ongoing | Steering Committee, DC and HR | | | |

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| | | Steering Committee to discuss and define what is meant by 'research culture' and possible KPIs to measure improvements in research culture, including guidance on the introduction of the narrative CV approach and a review of relevant HR policies, training and guidance to ensure that they are in-line with our requirements as a signatory to DORA and our institutional Responsible Metrics statement Open Research Culture's inaugural lecture took place in April 2022. Future event planning to consider integrating research culture | agreed that they felt included in the research culture of the university in Cedars 2022. Target of 75% in Cedars 2023. 2023 lecture delivered with a broader theme to integrate research culture | April 2023 | | | | |
| 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 | 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 | | | | | | |

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| 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 | | | | | | |
| 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 | See above, ECI4 | | ongoing | All managers of researchers | | | |
| ECM2 | Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct | See above, ECI5 | | ongoing | All managers of researchers | | | |
| 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 | See above, ECI3. Also: DC to develop and run for managers of researchers a workshop which communicates the support available both to themselves and their staff for wellbeing and mental health and reporting mechanisms available to report bullying and harassment. Include signposting to relevant support services including Centre for Wellbeing in the new Managers Course, and | Workshop devised, 20% of managers of researchers attending 12% of researchers in CEDARS 2020 reported pressure to compromise integrity and research standards. Aim for 5% or under by CEDARS 23 | Summer 24 | DC and RIGO and all managers of researchers | | | |

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| | | <p>other central L&D Managers training courses</p> <p>Roll out Epigeum Integrity module</p> <p>RIGO to assess misconduct reports as part of yearly audit</p> | Report to Steering Committee, [10% reduction in misconduct reports?] | July 2024 | | | | |
| ECM4 | Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers | All staff already have right to request flexible working patterns. | | ongoing | HR and all managers of researchers | | | |
| ECM5 | Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | <p>Scheduled attendance at ECR Forum to engage with ECRs</p> <p>At least 2 senior university leaders to present on how they are improving research environment and culture every year at ECR Forum and to take questions</p> <p>DC and HR to work together to ensure ECRs are included in the piloting of narrative CV approaches for recruitment, reward and recognition.</p> | <p>2 sessions held (2022/23)</p> <p>2 sessions held (2023/24)</p> | ongoing | All managers of researchers | | | |
| 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 students | Ensure all researchers have completed essential EDI and race equity training and that researchers attend DC ECR induction workshop | Attendance statistics of above 50% for essential EDI and race equity training. Attendance of at least 30% of new-starter ECRs at DC ECR induction workshop. | Review June 2023 Review June 2024 | All researchers Monitoring HR/EDI and DC | | | |
| ECR2 | Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion | Encourage ECRs attend DC ECR induction workshop. Roll out and promote Epigeum Integrity modules. See above, ECM3. Promote Vir2ue (research integrity) training to researchers | Attendance statistics of above 30% for new-starter ECRs at DC ECR induction workshop. | Review June 2023 Review June 2024 | All researchers Monitoring RIGO and DC | | | |
| ECR3 | Take positive action towards maintaining their wellbeing and mental health | See above, ECI3 | | | All researchers | | | |
| 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 | Regarding the Report & Support tool, see above, ECI3. | In CEDARS 2020 61% of researchers responded that they either agreed or strongly agreed that UoS would investigate any reported misconduct or failure in integrity. Target 75% by CEDARS 2023 | Spring 2023 | All researchers | | | |

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| ECR5 | Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution | <p>Researchers to be encouraged to engage with ECR Forum.</p> <p>Researchers to be encouraged to respond to all staff surveys to ensure a broad range of views are represented in surveys.</p> | <p>To have every dept represented in the ECR forum by summer 2024</p> <p>12% of researchers in CEDARS 2020 reported bullying or harassment. Target of 5% or under by CEDARS 2024</p> | Summer 2024 | All researchers | | | |
| Employment | | | | | | | | |
| Institutions must: | | | | | | | | |
| EI1 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices | Ensure all managers of researchers and those involved in the recruitment of researchers have undertaken compulsory EDI and race equity training. | Attendance statistics of above 90%. 52% of researchers in CEDARS 2020 agreed or agreed strongly that recruitment was merit-based. Aim for 75% by Cedars 2024. | ongoing | HR | | | |
| EI2 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position | <p>Review DC ECR induction workshop (first delivered in Feb 22) and that it remains fit for purpose.</p> <p>Review institutional and faculty level inductions</p> | <p>Annual review undertaken</p> <p>Reviews completed and amendments made as appropriate</p> | <p>Feb 2023</p> <p>Jan 2023</p> | <p>DC HR</p> <p>HR and Faculty (ADDCs)</p> | | | |
| 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 | Ensure all staff, including researchers, aware of the revised and refreshed appraisal processes when becomes available. | Seek feedback on awareness levels from ECRS through ECR representatives on the ECR forum. | Oct 2022 | HR DC Faculty | | | |

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| EI4 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent | <p>Ensure managers of researchers and HoDs are aware of and are encouraged to undertake line management training offered by HR, including their 'Lead and Manage' programme, launched in March 2022</p> <p>Undertake a review of training available for managers of researchers, identifying potential gaps</p> | <p>Track and assess completion records of 'Lead and Manage' programme – target that 50% of PIs and HoDs have undertaken line management training</p> <p>Review undertaken and proposals made for future developments</p> | <p>June 2024</p> <p>July 2023</p> | <p>HR / L&D</p> <p>L&D / DC</p> | | | |
| 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 | See above, EI3 and EI4. | | Ongoing | HR | | | |
| 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 | <p>HR to explore options to improve job security for researchers, including review of best practice at other institutions.</p> <p>Provide guidance on how fixed-term staff can transition to open-ended contracts.</p> | In CEDARS 2020 9% of researchers were on open-ended contracts. Target of 20 by CEDARS 2023 | June 2024 | HR | | | |

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| 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 | See above, ECR5. | | | DC and HR | | | |
| 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 | 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 | | | | | | |
| Managers of researchers must: | | | | | | | | |
| EM1 | Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care | See above, EI4. | | Ongoing | All managers of researchers | | | |

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| 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 | See above, ECI2 and ECI5. | | Ongoing | All managers of researchers | | | |
| EM3 | Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers | Managers of researchers undertake essential EDI and race equity training. See above, EI1 | Completion statistics of above 90%. 52% of researchers in CEDARS 2020 agreed or agreed strongly that recruitment was merit-based. Aim for 75% by Cedars 2023. | ongoing | All managers of researchers | | | |
| EM4 | Actively engage in regular constructive performance management with their researchers | Managers of researchers to engage in regular reviews with their researchers and undertake annual appraisal. HR plan on building the appraisal into their new software package, making for a more robust uptake in appraisals, encouraging more regular discussions around performance. | 90% of managers of researchers undertaking annual appraisals. | Review Nov 2022 Review Nov 2023 | All managers of researchers HR to monitor | | | |
| EM5 | Engage with opportunities to contribute to relevant policy development within their institution | Managers should encourage managers of researchers to engage in staff surveys and university committees so that a range of perspectives can be captured, and to engage actively in new initiatives and consultations. | | ongoing | All managers of researchers | | | |
| Researchers must: | | | | | | | | |

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| ER1 | Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder | See above, EI2 | | | | | | |
| ER2 | Understand their reporting obligations and responsibilities | See above, EI2 | | | | | | |
| ER3 | Positively engage with performance management discussions and reviews with their managers | See above, EM4 | | | | | | |
| ER4 | Recognise and act on their role as key stakeholders within their institution and the wider academic community | See above, ECR5 | | | | | | |
| 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 | <p>Ensure that researchers are made aware of opportunities available to them during the DC ECR induction workshop.</p> <p>HR to investigate amending employment contracts to include reference to 10 days protected professional development time.</p> <p>L&D to explore data capture mechanisms to record ECR attendance at professional development opportunities. (Software packages offered by D2L, in particular the Continual Professional Development tracker, are</p> | 10 days protected professional development time included in employment contracts by summer 2024 | ongoing | DC and HR | | | |

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| | | currently under active consideration) | | | | | | |
| PCDI2 | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers | DC Careers Consultants to consider potential training and appropriate support mechanisms. DC Careers Consultants to design and develop materials on 'How to Hold Effective Career Conversations with Researchers' to help equip managers to have effective, honest careers conversations with their Research Staff | Report produced with recommendations Recommendations approved implemented Evaluation undertaken | Jan 2023 April 2023 April 2024 TBC | | | | |
| PCDI3 | Ensure that researchers have access to professional advice on career management, across a breadth of careers | DC to continue offering careers guidance and careers workshops aimed at ECRs, including the Careers Management Programme for Surrey ECRS (ran in 2021 and 2022). | | ongoing | DC | | | |

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| | | <p>DC to assess engagement and uptake of career development and management opportunities and ensure they remain accessible and fit for purpose</p> <p>DC to review the two ECR mentoring programmes and refresh as appropriate</p> | <p>In CEDARS 2020 33% of researchers agreed or agreed strongly that they had a career development plan in place. Aim for 50% by Cedars 2024</p> <p>Revised provision for ECR mentoring in place by summer 2024</p> | | | | | |
| PCDI4 | Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills | See above, PCDI1 and PCDI3 | | | | | | |
| 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 | See above, PCDI3 | | | | | | |
| PCDI6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews | See above, PCDI I and PCDI3 | | | | | | |
| 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 | n/a | | | | | | |

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| 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 | | | | | | |
| Managers of researchers must: | | | | | | | | |
| PCDM1 | Engage in regular career development discussions with their researchers, including holding a career development review at least annually | See above, EM4 | | Ongoing | All managers of researchers | | | |
| 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 | See above, PCDI2 and PCDI3 Undertake a feasibility study to assess how the | 78% of researchers in CEDARS 2020 agreed or agreed strongly that their managers encouraged them to engage in career development activities. Target 85% in CEDARs 2023. 40% of researchers agreed in CEDARs 2020 agreed or agreed strongly that their managers encouraged them to consider careers outside of academia. Target 60% in CEDARs 2023. Feasibility study completed. | Ongoing Sept 2022 | All managers of researchers DC | | | |

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| | | university can implement a secondment programme for ECRs. Pilot ECR secondment programme. | ECR secondment programme piloted. Programme Evaluated. | Jan 2023 Jan – March 2024 | DC DC | | | |
| 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 | See above, PCDI3 | | Ongoing | All managers of researchers | | | |
| 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 | See above, PCDI3 | | ongoing | All managers of researchers | | | |
| PCDM5 | Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development | See above, EM3 | | ongoing | All managers of researchers | | | |
| Researchers must: | | | | | | | | |

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| 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 | <p>Flagged at DC Induction and other relevant inductions.</p> <p>Signposted to relevant support mechanisms and opportunities including the Career Management Programme for ECRs</p> <p>Continue to promote support available from DC Careers consultants and 121 career coaching sessions for researchers to discuss career planning and development activities, maximising 10 days professional development.</p> | | ongoing | All researchers | | | |
| 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 | <p>See above, PCDI3, and:</p> <p>DC Careers consultants to support researchers in exploring a broad range of options and transitions across employment sectors.</p> <p>DC to continue to offer "Career Insights" sessions inviting researchers from a range of employment sectors to share career journeys through short talks and Q&A sessions.</p> | | ongoing | All researchers | | | |

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| 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 | See above, PCDI1. Researchers to be encouraged to record their professional development as and when the software to do so becomes available. | 55% of researchers in CEDARs 2020 agreed or agreed strongly that they maintained a record of their career development. Target 75% in CEDARs 2024. | ongoing | All researchers | | | |
| PCDR4 | Positively engage in career development reviews with their managers | See above, EM4. | | ongoing | All researchers | | | |
| PCDR5 | Seek out, and engage with, opportunities to develop their research identity and broader leadership skills | See above, PCDI1 and PCDI3 and PCDR6. | | ongoing | | | | |
| 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 | All chairs of university committees to consider how to encourage ECR membership and involvement. DC ECR induction to emphasise importance of joining university committees and bodies and the associated career development opportunities. Steering Committee to consider whether involvement in committees and university bodies can be part of the 10 days protected development time. HR to explore how membership of committees | Uptake in ECR success in Building Research and Innovation Culture Awards (3 ECRs in 2020-1 – target of 6 in 2023-4) | ongoing | HR, DC, Research Strategy and all chairs of university committees and all researchers | | | |

| | Obligation | Action | Success measure (SMART) | Deadline | Responsibility | Progress update (to be completed for submission) | Outcome/ result | Action carried over from previous action plan? |
|--|-------------------|--|-------------------------|----------|----------------|--|-----------------|--|
| | | <p>can be recognised in appraisals or workload allocations.</p> <p>More targeted advertising of events relevant to ECRs to increase reach and uptake, including Open Research Culture events and fellowship opportunities, such as Commercialisation Fellowships and Building Research and Innovation Culture Competition Awards.</p> <p>Research Strategy to review internal funding mechanisms holistically to increase uptake in applications and success rates among ECRs.</p> | | | | | | |