HREiR Action plan template for institutions (2024-2027)

HR EXCELLENCE IN RESEARCH

Details

Institution name:	**University of Surrey**
Cohort number:	**Cohort 5a**
Date of submission:	**20th September 2024** **Revised submission 2 June 2025**
Institutional context:	The University of Surrey is a research-intensive institution with twenty-three research active Schools/Centres within three faculties: the Faculty of Engineering and Physical Sciences (FEPS), the Faculty of Health and Medical Sciences (FHMS) and the Faculty of Arts, Business and Social Sciences (FABSS). The University continues to refine and deliver on its Research and Innovation Strategy to drive the economic and societal benefit of Surrey's research. Central to this strategy is fostering an inspiring researcher community dedicated to the career development of early career researchers (ECRs). This includes dedicated provision for Postgraduate Research students (PGRs) through the University's Doctoral College and a new initiative to support ECRs (defined here as those who have completed their PhD (or equivalent) and are either transitioning to a professional academic career, or to a career beyond academia) called the "ECR Academy". From 2024/25 onwards, the ECR Academy will be responsible for our HR Excellence in Research (HREiR) process. The University of Surrey has approximately 417 members of research staff who are contracted to work either solely or primarily on research, across a wide range of disciplines with a variety of contract types at various stages in their career. This HREiR action plan is intended to inclusively support this varied population. Whilst we take this inclusive approach, we do appreciate that ECRs on fixed term contracts have very specific support and development needs. Therefore, when appropriate, specific actions have been targeted solely to benefit this staff category, ensuring that their unique career development needs are being met. All HREiR documentation is currently available on the Doctoral College Website and will move to a new "ECR Academy" website once the Academy formally launches in late 2024/early 2025.

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	417	Research active staff, of which 309 are classified as Early Career Researchers
Postgraduate researchers	1,500	PGR students
Research and teaching staff	686	Lecturers, Associate Prof. and Prof.
Teaching-only staff	341	Teaching Fellows
Technicians	153	Technical & Experimental
Clinicians	18	
Professional support staff	1,356	Includes operational staff (397) and professional service staff (959)
Other (provide numbers and details):	Emeritus (148) Associates (214) Honorary contracts (38) External Examiners (84)	Data correct as of 05/09/2024. Source: University of Surrey HR.

Complete for submission							*To be completed only when reporting on action plan*		
Obligation	**Action**	**Carried over from previous action plan?**	**Deadline**	**Responsibility**	**The targeted impact of the action (success measure)**	**Comments (optional)**	**Progress update**	**The actual impact of the action (reporting against the success measure)**	**Outcome (ongoing/carried forward/no further action)**
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
ECI1	Ensure all relevant staff are aware of the Concordat and their responsibility for engaging with the support provided within it	1. The Concordat will be promoted through the new ECR Academy and the ECR Forum, which comprises ECR Representatives from each School/research unit across campus. (The Concordat will	Yes (cf. 2020_16), apart from the ECRWiki which is new.	Ongoing.	ECR Lead.	Increasing awareness of the Concordat year-on-year in the annual ECR Survey. **Targets:** (a) >50% of respondents aware of the Concordat in 2025, rising to 75% by 2027.				

		be a standing item at ECR Forum meetings.) 2. The Concordat will be promoted at monthly ECR coffee events and its purpose and importance reiterated to the community. 3. The Concordat will be promoted via a new "one-stop-shop" web-portal for research active staff, the "ECRWiki".				(b) ECR Lead able to confirm line-manager awareness of the Concordat during annual meetings with senior leadership teams from each School and Faculty (i.e., reviewed annually). (c) Active discussion of Concordat during a majority of ECR Forum meetings (including comments from ECR Reps based on discussions within their School), as documented in meeting minutes. Review annually in December.				
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	1. Set up new web-portal for research active staff, ECRWiki, to ensure ECRs are aware and have ready access to institutional policies. 2. ECR Representative will sit on the ECR Forum and the University EDI Forum to ensure equitable and inclusive practices, relevant for researchers, are adopted and communicated. 3. EDI will be explicitly considered throughout policies and procedures in the remit of the Research, Innovation & Impact team. Any necessary changes, and new policies, will be widely publicised.	Not as such, though there are links to 2020_18. The ECRWiki and explicit links between the ECR Forum and EDI Forum are new.	Ongoing.	ECR Lead (1,2) & Director of RII (3)	(1) Communication of policy: Engagement with ECRWiki pages on institutional policies as measured through editing activity, views, and click-throughs. Baseline and target traffic levels to be established by 12/25. (2) ECRs directly influencing policy: ECR EDI representatives appointed and regularly reporting to the ECR Forum (as documented in minutes) on their input to at University level. Review annually in December. (3) Institutional actions: Policies around demand management, matched funding, and bid support updated to improve EDI. New policies disseminated via senior leaders at Faculty R&I Committee meetings and also directly to academics via Sharepoint, with new items and updates flagged via links in the weekly R&I bulletins emailed to all academic staff. Draft policies produced as of 5/25; aiming for approval, dissemination, and implementation by 12/25.				

ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	1. Set up and run a new annual ECR survey with questions specifically designed to capture research culture and seek feedback for improvements. Current questions seek feedback on training, mentorship, communication, resources & services, line management and general happiness. 2. Research culture to be a standing item and ECR Forum meetings. 3. Feedback and learnings from 1. and 2., above, to feed into the annually updated ECR Academy Action Plan, communicated to ECRs through their Representatives and the ECRWiki.	Not exactly, though cf. 2020_16; also related is 2020_18. The ECR Survey, ECRWiki and ECR Forum are all new.	Ongoing.	ECR Lead.	Improvement in key metrics in the annual ECR Survey: A. "How happy are you with the amount and quality of the training you receive in Surrey?" **Target:** increase from 54% "happy or very happy" in 2023 to >75% by 2027. B. "How happy are you with the amount and quality of mentorship you receive in Surrey?" **Target:** increase from 55% "happy or very happy" in 2023 to >75% by 2027. C "Are you happy with the amount and quality of ECR-relevant communication you receive from the University?" **Target:** increase from 56% "happy or very happy" in 2023 to >75% by 2027. D "How happy are you as an ECR in Surrey?" **Target:** increase from 58% "happy or very happy" in 2023 to >75% by 2027. ECR Forum to agree on priority areas and corresponding initiatives for each upcoming year (captured in Action Plan revisions); and leaders of each initiative to be able to report on progress (actions, engagement, qualitative feedback) at Forum meetings.				
ECR1	Encourage researchers to 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.	1. Refresh the ECR Forum with ECR Representatives from every School/Institute in the University. 2. ECR Representatives to join monthly ECR coffee event to increase community engagement. 3. ECR community building events run "by ECRs for ECRs" throughout the year, led by ECR Representatives.	Yes (cf. 2020_15, 2020_16).	Forum refresh complete by 12/12/24. Coffee mornings and events ongoing.	Chair of ECR Forum, ECR Lead.	(1, 3) At least two ECR-focussed events to run throughout the year, led by ECR Representatives. Review annually. (2) Grow attendance at monthly ECR gatherings to avg. >20 (aside from reps) by end of 2026.				

Wellbeing and mental health										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	1. Ensure transparent and fair workload allocation models (WAM) throughout the University. 2. Mental health first aid training for key ECR-focussed staff, including the ECR Lead and at least one staff member in each of the Faculty Research & Innovation Offices. 3. Ensure "core hours" are adhered to, wherever possible, when organising meetings. 4. Ensure ECRs are aware of the Wellbeing Champions and how to access them	Yes, cf. 2020_14. Wellbeing training was previously included in the staff induction, and training for key staff was part of the previous action plan. Training will now also be covered in greater depth by the ECR Academy training package.	Transparent WAM in place across campus by 12/26. Mental health first aid training complete for key staff by 12/25. Core hours already adhered to (ongoing).	Director of HR (core hours; transparent WAM). FRIMs (R&I staff training)	Mental health question to be added to ECR Survey. **Target:** >75% "happy or very happy" in response to this question by 2027. Workload allocation question to be added to ECR Survey. **Target:** >75% "happy or very happy" in response to this question by 2027. Core hours question to be added to ECR Survey. **Target:** >75% "happy or very happy" in response to this question by 2027. ECR reps to regularly publicise well-being services (including the University's new Wellbeing web portal, launched in 2024) among ECRs within their Schools, as discussed under the Well-being standing agenda item in ECR Forum meetings. Review activity annually in December.				
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	1. Ensure mental health training is included in the essential HR Learning & Development training for line managers.	No, but cf. 2020_14.	Training in place by 12/25.	HR L&D Manager	Training in place and delivered to all line managers by 12/26.				
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	1. See ECI4. 2. New question to be added to annual ECR Survey on mental wellbeing.	No.	Survey updated by 12/24.	ECR Lead.	See ECI3.				
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	1. Ensure HR L&D training for line managers covers Surrey flexible working policies. 2. Ensure ECRs (and line managers) are aware of Surrey flexible working policy, use the new ECRWiki site.	No.	Training updated by 12/24.	HR L&D Manager	Training updated and delivered to all line managers by 12/26. Engagement with flexible-working page of the ECRWiki, as measured by views and click-throughs. Baseline to be established by 12/25.				
ECR3	Ensure researchers take positive action towards maintaining their	1. See ECI3. 2. Set up and deliver annual	No.	Ongoing. Mental health awareness day event to run	ECR Lead, Chair of ECR Forum in liaison with Director of HR	ECR-focused activities to coincide with Mental Health Awareness Week annually.				

	wellbeing and mental health.	event to coincide with mental health awareness day (10th October), with specific events aimed at researchers.		yearly on October 10th from 10/10/25, at the latest.						

Bullying and harassment

The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.

ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	1. Ensure all research staff are aware of Surrey zero tolerance policy on bullying & harassment, and know about "report & support", using the ECRWiki web-portal, ECR Representatives, ECR coffee, and other relevant events. 2. Run events to coincide with international stand up to bullying day (in February or November), with specific events aimed at researchers and their line managers.	No.	Ongoing. Anti-bullying day event to run yearly in Feb or Nov from 01/02/25, at the latest.	ECR Lead, Chair of ECR Forum. Director of OD, Culture & EDI (in HR).	ECR-focused activities to coincide with annual anti-bullying day. Research staff awareness of Surrey policy and "report & support" measured through annual ECR Survey. **Target:** raise ECR awareness of "report & support" from 18% in 2023 to >70% by 2027.				
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	1. Ensure that "report & support" is promoted as part of the essential HR L&D training for line managers.	No.	Training updated by 12/24.	HR L&D Manager provides the training – this is communicated by HRBPs.to local Leaders. Accountability for it to happen is with Local Leaders.	Training updated and delivered to all line managers by 12/26.				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	See ECI3.	No.	Ongoing.	HR L&D Manager provides the training – this is communicated by HRBPs.to local Leaders. Accountability for it to happen is with Local Leaders.	Reporting of any incidents to increase, as measured by the annual ECR Survey question "Did you report the incident?" **Target:** positive response to increase from 40% in 2023 to >70% by 2027.				

Equality, diversity and inclusion

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.

| ECI4 / ECM1 | Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work. | 1. Ensure all managers take essential EDI training at Surrey. | Yes. | Ongoing. | EDI Lead ensures this is provided, HRBPs communicate, local leaders then accountable for ensuring correct mechanisms are used | All managers to continue to take essential EDI training. | | | | |

ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	1. Ensure all researchers take essential EDI training at Surrey.	Yes (cf. 2020_15).	Ongoing.	HR L&D Manager ensures included in training, correct application rests with Local Leaders.	All researchers to continue to take essential EDI training.				

Research Integrity

The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.

ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	1. Research integrity standards to be publicised on the ECRWiki. 2. Research integrity to be part of new ECR Academy training.	No.	Standards on ECRWiki by 12/24. New ECR Academy training to be delivered by 12/25.	ECR Lead.	Research standards on ECRWiki by 12/24. New ECR Academy training to be delivered by 12/25, with >75% of participants agreeing in feedback that it has enhanced their understanding of research integrity				
ECM3	Ensure managers report and address incidents of poor research integrity.	1. Ensure that "research integrity" and reporting processes resources are promoted as essential training for all researchers and line managers of researchers.	No.	Training updated by 12/24.	Director of RII	Training updated and delivered to all line managers by 12/26.				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	See ECM3 and ECI5/ECM2.								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See ECM3 and ECI5/ECM2.								

Policy development

The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.

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.	1. Engage researchers through their ECR Representatives and the ECR Forum. 2. Provide the opportunity for ECR Representatives to sit on key University committees (the EDI Forum, the University Research & Innovation Committee, the Faculty Research Committees, and similar).	Yes.	Ongoing.	ECR Lead. Chair of ECR Forum.	New ECR Survey questions to be added by 12/24: A: "I have the opportunity to contribute to, and influence, University decision making." **Target:** positive response to this question >75% by 2027. B: "My feedback/input to University decision making has been taken on board, or it has been clearly explained to				

		3. Ensure key strategy and policy, relevant to researchers, is presented to researchers, with the opportunity to provide timely feedback, via the above committees and forums. 4. Ensure feedback from researchers to University policy is responded to in a timely manner, with key decisions explained and clear action plans put in place to respond to staff feedback. 5. New questions to be added to annual ECR Survey to measure researchers' engagement with institutional decision-making.				me why it could not be taken on board." **Target:** positive response to this question >75% by 2027.				
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	1. Ensure that line managers understand how to contribute, when consultation is sought, to University policy and decision making, ~~as part of the essential HR L&D training for line managers.~~ 2. Measure ability for managers to influence University policy and decision making via all-staff Surveys.	Yes.	Ongoing.	Asst Director for People Services	Positive response to all staff survey questions: A: "I have the opportunity to contribute to, and influence, University decision making." **Target:** positive response to this question >75% by 2027. B: "My feedback/input to University decision making has been taken on board, or it has been clearly explained to me why it could not be taken on board." **Target:** positive response to this question >75% by 2027.				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See EI7 and ECM5.								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See EI7 and ECM5.								
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See EI7 and ECM5.								
Employment										

	Recruitment and induction									
	The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	1. All shortlists for jobs should be checked for diversity and, where not diverse, explicitly justified. 2. All job search and interview panels should checked for diversity and, where not diverse, explicitly justified.	Yes.	Ongoing.	Asst Director of People Services	Shortlists and interview panels to continue to be diverse, wherever possible.				
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	1. Staff induction to continue as currently.	Yes.	Ongoing.	HR L&D Manager	Continue to deliver strong staff induction, with ECR Reps able to relate positive feedback from new colleagues at Forum meetings. Review Forum minutes annually in December for evidence on this topic.				
	Recognition, reward and promotion									
	The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
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.	1. Continue to ensure researchers are aware of opportunities for promotion, as advertised through the ECRWiki web portal.	Yes.	Ongoing.	Associate Director (HR Business Partners) Chair of ECR Forum	Progressive narrowing of the gender, ethnicity and disability gaps between senior leaders and total staff population, as disclosed in the annual EDI report produced by the EDI team in HR. Review annually following publication of the report.				
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	1. New questions to be added to the ECR Survey about the promotions process to encourage awareness and uptake.	No.	New questions to be added by 12/24.	ECR Lead.	New questions added to the survey: A: "I am aware of opportunities to go for promotion." **Target:** >75% positive response by 12/25. B: "I understand when the right time to apply for promotion is, and what the criteria are." **Target:** >75% positive response by 12/25. For both questions, a target of no significant difference between those who are from a marginalised or minoritised group and those who are not. Achieve by 2027.				

Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers 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. Ensure that line managers understand their obligations, and relevant University policy, as part of the essential HR L&D training for line managers.	Yes.	Ongoing.	HR L&D Manager	Training updated and delivered to all line managers by 12/26.				
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	1. Advertise institutional policies and procedures through the new ECRWiki web portal. 2. Ensure ECRs learn about University policy and procedures through the new ECR Academy training programme.	No.	Policy/procedures on ECRWiki by 12/24. New ECR Academy training to be delivered by 12/25.	ECR Lead	Policy/procedures on ECRWiki by 12/24 with regular pageviews and click-throughs. Baseline and targets to be set by 12/25. New ECR Academy training to be delivered by 12/25, with >75% of participants agreeing (in feedback) that it has enhanced their understanding of policies and procedures that are relevant to them.				
ER2	Researchers understand their reporting obligations and responsibilities.	See ER1.								
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	1. All Line Managers will be offered Essential Management training. Project Management development is offered through the LinkedIn learning offering.	Yes.	Ongoing.	HR L&D Manager	Training delivered by 12/26.				
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.	1. See EI4. 2. Expectations embedded in ECRWiki to ensure research active staff know what to expect from appraisals and workload allocations. 3. See ECI3 on delivering a transparent and fair WAM for all.	Yes.	Ongoing.	Director of OD, Culture & EDI (in HR), ECR Lead.	Expectations clearly advertised on the ECRWiki by 12/24. Target (by 2027) of >75% positive responses in ECR survey on questions related to these topics.				

EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	1. See EI4. 2. Package of leadership and management training available to up-skill leaders at Surrey.	Yes.	Ongoing.	HR L&D Manager ensures training available. Local leader responsible for application	Training delivered by 12/26. ECR Lead to convene annual focus group of managers who have received training, to understand whether and how it has positively impacted their management of researchers. Any positive impact will be considered successful, but any gaps identified will be fed back to L&D for iterative improvement. Convene first group by 12/25.				
EM4	Managers actively engage in regular constructive performance management with their researchers.	1. Annual Professional Development Review (PDR) to continue to be run by line managers for their staff in line with the Criteria for Academic Performance (part of the Optimising Academic Achievement programme)	Yes.	Ongoing.	Associate Director (HR Business Partners)	Annual PDR process to continue. ECR reps able to report positive feedback from peers annually, at the ECR Forum meeting following the end of the PDR window. First evaluation by 10/25.				
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	1. Annual PDR to continue to develop clear targets and action plans for staff. 2. Line managers to continue to regularly check in on their staff to ensure progress against their yearly action plan and provide any necessary support.	Yes.	Ongoing.	Associate Director (HR Business Partners)	Researcher satisfaction with their line management to be measured via the annual ECR Survey question "How happy are you with your line management at Surrey?" **Target:** increase from 73% "happy or very happy" to >80% by 2027.				
Job security										
The aim of this obligation is to improve the job security of researchers.										
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. Opportunities to transition to open-ended contracts to be clearly advertised to Surrey staff. 2. ECRs to develop a personal career strategy and action plan, as part of the new ECR Academy training programme. 3. ECRs to develop a well-oiled "plan B" for careers beyond academia, and when and how to make the leap, as part of the new ECR Academy training programme.	No.	New ECR Academy training to be delivered by 12/25.	Associate Director (HR Business Partners, ECR Lead.	New ECR Academy training, with HR participation for action (1), to be delivered by 12/25. Target >75% of participants agreeing that it has enhanced their strategy for gaining an open-ended contract whether in academia or not.				
Professional and Career Development										

Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
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.	1. Commitment to 10 days professional development to be clearly advertised to ECRs through the ECRWiki, the ECR Representatives, ECR events, and the annual ECR Survey. 2. Awareness of 10 days professional development measured through a new question to be added to the ECR Survey.	Yes.	Ongoing.	ECR Lead.	Awareness of commitment to 10 days professional development time to be measured through the annual ECR Survey: "I am aware that I am entitled to a minimum of 10 days of professional development pro rata per year." **Target:** >90% responding "yes" by 2027.			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	1. HR to continue to collate information on uptake of training opportunities and report this through the ECR Forum. 2. Uptake of new ECR Academy training to be monitored and reported via the ECR Forum. 3. Uptake of training to be measured through the annual ECR Survey.	No.	Ongoing.	Associate Director (HR Business Partners) ECR Lead.	Training uptake measured via the ECR Survey question: "How happy are you with the amount of training you receive in Surrey?" **Target:** increase from 38% "happy or very happy" in 2023 to >70% "happy or very happy" by 2027.			
PCDM3	Managers 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.	1. See PCDI1. 2. Ensure that line managers are aware of the 10-day commitment, as part of the essential HR L&D training for line managers.	Yes.	Ongoing.	HR L&D Manager and ECR lead responsible for offering training – allocating 10 days is responsibility of local Managers	Training delivered by 12/26.			
PCDR1	Researchers 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.	1. New training to be delivered through the new ECR Academy to ensure all researchers have a clear career strategy and implementation plan, and that this is regularly discussed an updated with their line manager and mentors.	No.	New ECR Academy training to be delivered by 12/25.	ECR Lead.	New ECR Academy training to be delivered by 12/25; baseline uptake rates and future uptake targets to be established by 6/26. ECR Reps able to report informally at 2025 Forum meetings that they and fellow ECRs are benefitting from their 10 days of development. Appropriate complementary tracking mechanism to be considered, decided by 12/25,			

						and implemented by 6/26				

Career development reviews

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	See EM4 and ER3.								
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	See ER3.								
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See EM4 and ER3.								
PCDR4	Researchers positively engage in career development reviews with their managers.	See EM4 and ER3.								

Career development support and planning

The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.

PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	1. Careers training will be delivered as part of the new ECR Academy training programme. 2. ECR Representatives will run a series of annual careers events, in collaboration with industry partners, to promote opportunities beyond academia. 3. New survey question to be added to the annual ECR Survey to measure success.	No, but cf. 2020_7, 2020_8.	New ECR Academy training to be delivered by 12/25. At least one careers event per faculty to be run annually by 12/25.	ECR Lead, Chair of ECR Forum.	Success to be measured via a new annual ECR Survey question: "Are you happy with the careers support and advice you receive at Surrey?" **Target:** >75% positive response by 2027.				

PCDR3	Researchers 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.	1. Researchers will develop this as part of the new ECR Academy training programme.	No, but cf. 2020_7.	New ECR Academy training to be delivered by 12/25.	ECR Lead.	New ECR Academy training to be delivered by 12/25. Target >75% of participants agreeing that the plan and portfolio will boost the quality of their future job applications.				
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1. Researchers will develop this as part of the new ECR Academy training programme.	No, but cf. 2020_6, 2020_8.	New ECR Academy training to be delivered by 12/25.	ECR Lead.	New ECR Academy training to be delivered by 12/25. Target >75% of participants agreeing that it has helped them develop their research identity and leadership skills.				
PCDM4	Managers 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.	1. Ensure that line managers are encouraged to support the professional development of their staff, and provide opportunities for them to grow, as part of the essential HR L&D training for line managers. 2. Ensure ECRs are aware of what to expect from line managers, via the ECRWiki web portal and ECR Representatives.	No.	Training updated by 12/26. Expectations content added to ECRWiki by 12/24.	HR L&D Manager and ECR lead responsible for offering training – allocating 10 days is responsibility of local Managers	Training updated and delivered to all line managers by 12/26.				
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	See EM1.								
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See EM1.								
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										

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.	1. A programme of careers events will be run by ECR reps in each Faculty to ensure ECRs are aware of their "Future Directions" possibilities. 2. See PCDI3.	No.	New ECR Academy training to be delivered by 12/25.	ECR Lead.	New ECR Academy careers events to be delivered by 12/25 and annually thereafter. Target >75% of participants agreeing that it has enhanced their understanding of diverse career paths and options.			
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	1. New mentorship programme delivered as part of the ECR Academy, with both academic and industry mentors matched to researchers.	No, but cf. 2020_7.	New ECR Academy mentorship programme up and running by 12/25.	ECR Lead.	Success measured via the ECR Survey question: "How happy are you with the quality of mentorship you receive in Surrey?" **Target:** increase from 55% "happy or very happy" in 2023 to >70% in 2027. Baseline participation rate in mentorship programme, for future target setting, to be established by 12/26.			
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	1. See PCDI15. 2. See PCDR3. 3. From 2024 onwards, placements for ECRs will move under the remit of the new ECR Academy. A plan is in development to expand ECRs' opportunities to undertake an industry or entrepreneurship placement during their time in Surrey.	No, but cf. 2020_7.	New ECR careers events programme up and running by 12/26.	ECR Lead.	Target 100% of participants agreeing that the placement has helped them understand future options in different sectors.			
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	1. This will be covered by the new ECR Academy training programme. 2. See PCDR2.	No.	New ECR Academy events to be delivered by 12/25.	ECR Lead.	New ECR Academy training to be delivered by 12/25. Target >75% of participants agreeing that it has enhanced their awareness of how to plan and navigate their way through the wider research ecosystem.			

* The Researcher Development 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 Researcher Development 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.

Further hyperlinks and supplementary information **(more rows can be added)**	**Abbreviations and glossary** **(more rows can be added)**

1		ECR	**Early Career Researcher**
2		PDR	**Professional Development Review**
3		HR	**Human Resources**
4		L&D	**Learning & Development**
5		ECRWiki	**"One-stop-shop" web portal for ECRs to obtain key information**
6		ECR Academy	**A new support service for ECRs that will: offer a central package of training; provide access to information through a new website and ECRWiki; and ensure ECRs are engaged in all aspects of University life.**
7		ECR Lead	**Academic Lead in charge of the ECR Academy**
8		ECR Forum	**Forum comprising the ECR Lead, ECR Representatives from each School/Institute in the University, and key University stakeholders**
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10		ECR Forum Chair	**ECR Representative assigned to be chair of the ECR Forum**
11		RII	**Research, Innovation and Impact (Professional Services Directorate)**
12		FRIM	**Faculty Research & Innovation Manager (1 per each of 3 Faculties); line manager of all Faculty R&I professional services**
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