Concordat to Support the Career Development of Researchers 2019 Institutional Gap Analysis

Principle: Environment and Culture

Institutions must:	Analysis Led By	Current Practice / Assessment	Identified Gaps (if any)	Suggested Actions (if any)
1. Ensure that all relevant staff are aware of the Concordat.		1. Currently the Concordat is mentioned in specific training sessions or one to one sessions for supervisors and ECRs, and has recently been included in the general induction for ECRs rolled out by the DC beginning in March 2022. 2. Information provided on the DC webpages for ECRs.	There is no policy or procedure for ensuring that all relevant staff are systematically aware of the Concordat (relevant staff here should include all staff to ensure that the concordat is 'mainstream'), although all incoming staff on researcher contracts are invited to attend a specific ECR induction led by the Doctoral College in which the Concordat receives explicit mention.	1. Make HREiR and Researcher Concordat a standing item on ECR forum (completed) 2. Comms plan developed to raise awareness and profile of the Concordat 3. References to HREiR and Researcher Concordat in ECR new welcome inductions (done) and/or staff inductions 4. Information provided to relevant staff as part of onboarding
2. Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.		The EDI team regularly reviews university policies as standard practice to ensure that they are inclusive. All policies undergo an Equality Impact Assessment before approval.	Some university policies in need of a refresh (see point 3 below), and stakeholders of such policies should be encouraged to undertake a review.	1. See above, points 2 and 3 and 4 especially, regarding communication of institutional adherence to best practice as defined in the Concordat.

3. 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.		The university policies page (https://www.surrey.ac.uk/about/policies) has several policy documents. In brief: the Code of Practice on Handling Allegations of Research Misconduct was last revised in 2019, and includes clear policies for investigation of researchers (with either associate deans of R&I or the Director of the DC on investigating panels) and there are clear provisions for staff wellbeing in cases of complaint and whistleblowing (Public Interest Disclosure policy, revised 2019), and Code on Good Research Practice (revised 2017) features reference to Concordat and its principles too. The Centre for Wellbeing (https://wellbeing.surrey.ac.uk/centre-for-wellbeing) and the DC (https://www.surrey.ac.uk/doctoral-college) promote and provide mental health and wellbeing support and training. The Dignity at Work and Study Policy has not been updated since 2016 and has no regulations specifically for researchers or those involved in supporting them. It also points members of staff to the university grievance procedure, the link for which is not live.	Clear signposting required to all relevant policies and mechanisms such as report and support. Dignity at Work and Study Policy needs updating, with a new Harassment and Bullying policy currently in creation (see right), with firmer statements of zero tolerance and clearer signposting to Report + Support as main channel of reporting.	1. Create a researcher focused central resource (webpage or Padlet) 2. Introduce 'Introduction to Researcher Wellbeing Sessions) 3. Include links to mental health and wellbeing (the importance of it and support available) on the DC ECR webpages, including signposting to relevant policies and support clearer e.g. a new video is being created by the R+S team to improve awareness of the help available at the university, and the new Harassment and Bullying policy will be launched alongside a video underlining what it stands for and its key principles. 4 . Establish a more frequent programme of wellbeing-focused communications for researchers using the DC newsletter and blog.

4. Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.	EDI, DC , Wellbeing	'Diversity in the Workplace', 'Unconscious Bias', 'Race Equity' eLearning training are required of all University staff (new starters required to complete to pass probation). Face to face Unconscious Bias training mandatory for all staff involved in recruitment, promotions and disciplinaries. We are currently rolling out a university-wide programme to provide Mental Health First Aider training to staff who are student and/or researcher facing in their roles. As of April 2022, more than 100 researcher-facing staff (academic and professional services) have been trained in Mental Health First Aid through the Doctoral College MHFA programme.	Wellbeing and mental health first aider training will not be required of all managers and this training is not necessarily suitable for everyone (see policy).	1. The development of a more accessible introduction to researcher mental health and wellbeing support, potentially in the form of an online course, could increase skills and knowledge for those unable to commit to full Mental Health First Aid training. 2. Monitor uptake of essential EDI and race equity training

5. Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	RIGO (https://surreynet.surrey.ac.uk/research-integrity-and-governance)	RIGO's website and university policy entitled Ethics for Teaching and Research Policy, written by EUC chair (instituted June 2021), contains detailed information about legal responsibilities for researchers. RIGO also runs workshops on research integrity and ethics for staff, including ECRs, and work on a one-to-one basis with researchers. DC delivers regular Virt2ue workshops to PGRs and ECRs, both raising awareness of and allowing discussion of issues related to research integrity. The online Open Research module was launched in October 2021.	Scope remains for RIGO training and Open Research training to be further consolidated within university processes. Other gaps in training provision include training on how to do a peer review, how to compose author contribution statements, and data availability statements.	Investment in Epigeum courses focused on research ethics will help strengthen RIGO and DC provision. Co-operation between the DC and Open Research and RIGO to better integrate and advertise training opportunities (cross linking of information).
6. 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.		Doctoral College Board receives input on research culture from PGRs, ECRs, academic and professional staff. DC board reports to URIC. In addition, URIC receives reports of various issues reflecting research environment and culture from faculties as well as researcher representation. This infrastructure contributes to and approves our HREiR action plan which is externally every two years. The HREiR Working group has been reformed as the Researcher Concordat Steering Group Chaired by the Pro VC Research & Innovation	Yearly external reporting is not embedded.	Research Environment and Culture semi-regular item for the ECR Forum. Embed yearly external reporting which is a requirement of the 2019 Concordat The running of CEDARS in 2023 will provide data to assess the quality of the research environment, but consideration of how best to capture the ECR voice in more regular staff surveys is also needed.

Funders must: *		**Current Practice**	**Identified Gaps (if any)**	**Suggested Actions (if any)**
1. Include requirements which promote equitable, inclusive and positive research cultures and environments, in relevant funding calls, terms and conditions, grant reporting, and policies.				
2. Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers				
3. 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.				
Managers of researchers must:		**Current Practice**	**Identified Gaps (if any)**	**Suggested Actions (if any)**

1. Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.		Compulsory staff training includes a number of best practice modules, including: Diversity at Work eLearning Unconscious Bias eLearning Introduction to race equity eLearning Face to face Unconscious Bias training. The Inclusive Supervisor/Culturally Competent Supervision training now being developed as part of the Shine Scholars Programme will be primarily aimed at supervisors of PGRs, but many PGR supervisors also supervise ECRs.	----------	
2. Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct.		See above, cell C6, for university policies, and cell C8, for RIGO and research integrity and research rigour, especially Open Research.	----------	HR and RIGO to investigate making integrity training essential for all staff
3. 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, cell C6. There are also several equality networks for staff and PGR students from under-represented groups: LGBTQ+ network Women's network Surrey Embracing Ethnic Diversity (SEED) Network Neurodiversity Network	Comprehensive awareness of all support mechanisms available and effective signposting	Workshop devised for managers of researchers which communicates the support available both to themselves and their staff for wellbeing and mental health, as well as reporting mechanisms available to report bullying and harassment. Include signposting to relevant support services including Centre for Wellbeing in the new Managers Course, and other central L&D Managers training courses. Roll out of Research Integrity online programme (Epigeum)

4. Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers.		Uni of Surrey committed to flexible working requests with a policy for work-life balance and flexible working. https://surreynet.surrey.ac.uk/news-views/news/202003/new-flexible-working-guidelines The Blended Working policy is also in place, allowing staff to order equipment so they can work from home. https://surreynet.surrey.ac.uk/blended-working	----------	N/A
5. Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.		Feedback and input from managers of researchers through the Associate Deans for Research & Innovation and Associate Deans Doctoral College as well as input from Faculty Research Committees.	Opportunities to connect and discuss between managers of researchers and ECRs	Scheduled attendance at ECR Forum to engage with ECRs At least 2 senior university leaders to present on how they are improving research environment and culture every year at ECR Forum.
Researchers must:		**Current Practice**	**Identified Gaps (if any)**	**Suggested Actions (if any)**
1. 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.		Expectations for researchers expressed clearly in several university policy docs, especially Ethics for Teaching and Research Policy (instituted June 2021) and Code on Good Research Practice (revised 2017). EDI being embedded within appraisal system to show their contribution to upholding University values, including inclusion. (21/22) Values being embedded as core competencies within promotion system, including Inclusion (22/23)	----------	Monitoring of researcher uptake in essential EDI and race equity training. Monitoring of sign up to the DC ECR Induction Workshop

2. Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion.	RIGO/EDI/DC	Equality policy and new Harassment and Bullying policy (link to come, June 22) EDI being embedded within appraisal system to show their contribution to upholding University values, including inclusion. (21/22) Values being embedded as core competencies within promotion system, including Inclusion (22/23)	----------	Monitoring of sign up to the DC ECR Induction Workshop Roll out and promote Epigeum Integrity modules. See above, ECM3. Promote Vir2ue (research integrity) training to researchers
3. Take positive action towards maintaining their wellbeing and mental health		As of 5/4/22, 87% of DC staff has been trained in Mental Health First Aid, and since May 2021 three new wellbeing-focused workshops had been designed and piloted, all designed for researchers, focusing on stress management, working remotely, and managing uncertainty.	Specific training for ECRs	New starter DC welcome sessions to include signposts to MHFA and other sources of help Also see action above noted in Principle Environment & Culture (Institution) 3. Promote good mental health and wellbeing
4. 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.		Whistleblowing procedures and protection for reporters of misconduct detailed in university policy revised in 2021 and the forthcoming Harassment and Bullying policy. Other mechanisms for reporting of misconduct or bullying include: Report & Support Directly to EDI Through HR Business Partners	--------	Review percentage change in CEDARS response from 2020 to next survey in 2023 to the question would UoS would investigate any reported misconduct or failure in integrity.

5. Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.		ECR representation via the ECR Forum	Not all depts represented on the Forum	To promote the opportunity and encourage engagement so that every dept is represented on the forum.
Principle: Employment				
Institutions must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)
1. Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.		Recruitment Guidelines (updated July 2019) policy covers merit-based and transparent recruitment. A rubric on responsible recruitment using responsible metrics is being developed jointly by Emily Farran, Emma Henderson, and Emma Lynden, for use by HR in job descriptions and job adverts. Introduction of Diversity 200 recruitment campaign, review of recruitment lifecycle process and identification of areas of under representation for proactive recruitment drive (there should be an intranet link outlining this work soon).	----------	Continue work in this area and disseminate as further information becomes available.
2. Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.		Various induction opportunities at -Institutional, - Faculty and - Doctoral College (new starter workshops) A new starter e-book is in development to welcome people to Surrey.	Need a more holistic stream lined approach to ensure that ECRs are not 'over inducted'	Review of induction processes for ECRs to be undertaken (this is in previous HREiR Action Plan – needs to be carried over to forward looking action plan). Inclusion of Open Research Online Module and RIGO content in the new starter e-book currently under development)

3. 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.		The Academic Career Pathways group is reviewing existing career pathways, with consideration of a pathway especially for researchers. Existing appraisal process, being reviewed in 22/23 with expectation about fulfilling values, including inclusion to be a key component. Promotion review due in 22/23 with EDI embedded. New incentive scheme based on values, including inclusion		Seek feedback on awareness levels from ECRS through ECR representatives on the ECR forum.
4. Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.		Range of training opportunities available to managers, including the following training modules: Supervising Doctoral Studies, led by the DC (n.b. although this is primarily aimed at those supervising PGRs, many of the skills and taught are applicable to the management of ECRs) Appraising Effectively, led by HR How to Lead a Great Appraisal, led by HR.	Line management and project management opportunities not necessarily specific to the needs of managers of researchers	Undertake a review of training available for managers of researchers, identifying potential gaps

5. Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.		University values – inclusion, integrity, inspiration and innovation key drivers for people management Responsible metrics statement in preparation will encourage recruiters and managers to value the holistic profile of qualitative and quantitative indicators. Also links to 3&4 above	----------	
6. 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.			Area that would benefit from further work within the context of the University (linked to strategy refresh, priority Create the Conditions for Success – building Surrey as the place to start and grow a career	HR to explore options to improve job security for researchers, including review of best practice at other institutions. Provide guidance on how fixed-term staff can transition to open-ended contracts.
7. 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.		ECR Forum is an important representative forum The Chair of the ECR Forum is also a member of URIC (University Research & Innovation Committee)		
Funders must: *		**Current Practice**	**Identified Gaps (if any)**	**Suggested Actions (if any)**

1. Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies.				
2. Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security.				
3. Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression.				
4. Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels.				
Managers of researchers must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)

1. Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfill their duty of care.		Managers of researchers have access, as do all staff to, a range training and development opportunities, including refreshed line manager training. The current staff appraisal system provides a mechanism to identify potential training needs.	There is currently no training specifically for managing researchers.	Undertake a review of training available for managers of researchers, identifying potential gaps
2. Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.		Policy documents including working conditions, and regulations clearly expressed in university policy documents. Relevant details and further information available in the staff handbook, revised in 2020.	---------	
3. Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion, and reward of researchers.	EDI/HR	EDI initiatives and effective and fair composition of recruitment and promotion panels Essential EDI and race equity training now available See also comment above about Diversity 200 recruitment campaign	52% of researchers in CEDARS 2020 agreed or agreed strongly that recruitment was merit-based; need to increase that percentage.	Ensure managers of researchers undertake appropriate training. Commitment of the university to this clearly communicated, via managers to researchers.
4. Actively engage in regular constructive performance management with their researchers.		Appraisal processes are under review at Surrey, with consideration of how best to recognise and reward the contribution of researchers to university research and culture.		Clearly communicate new appraisal process when becomes available.

5. Engage with opportunities to contribute to relevant policy development within their institution.		Opportunity to engage in staff surveys (both annual and pulse). Some opportunities for managers of researchers to engage in faculty or university committees to influence policy. Opportunity to contribute to institutional wide consultations on various polices.	Clearer examples of relevant opportunities to contribute communicated to managers	
Researchers must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)
1. Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.		All staff employed on contracts that require adherence to university policies and UK law.		
Understood their reporting obligations and responsibilities		Researchers trained on data management (cf. the DC's Research Data Management workshop). Where relevant at local/project level.	Limited project management and budget management training and reporting to funding bodies and groups, although one-to-one support is available from RIGO.	Consider possible training options.
3. Positively engage with performance management discussions and reviews with their managers.		Appraisal processes with SMART objectives. Link to be provided when appraisal processes have been refreshed, but staff handbook contains information on current appraisal policy.	---------	
4. Recognise and act on their role as key stakeholders within their institution and the wider academic community.		The university runs a number of events with researcher involvement that focus on the wider community, academic and public: E.g. • Annual Arts and Social Sciences Festival of Research (for the 2021 event, link available here) • Annual ESRC Festival of Social Science (link available here)		

		• Annual Doctoral College Conference encourages researcher engagement with the wider university community, with senior leadership chairing sessions and introducing the day's proceedings (link available here) Opportunities also via the ECR Forum and at Faculty level		
Principle: Professional and Career Development				
Institutions must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)
1. 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.		The university offers a wide range of training workshops/courses and opportunities for professional development. The Doctoral College provision inclusively supports the full range of transferable skills, offers opportunities to build networks and experiences outside of academia and provides careers guidance for any career pathway. The 'Fixed-term contract policy' indicates support for the Concordat, which implies support for protected development time, however, this is not explicit and nowhere is a minimum of 10 days indicated. It is noted that the 'Learning and Development Policy' appears to be in conflict with the principles of the Concordat, indicating that training should be directly related to the current role, therefore, not necessarily supporting training for a 'wide variety of employment sectors'.	Currently there is no policy indicating a minimum entitlement for professional development for fixed term contract research staff. A proposal for moving forward to embed 10 days protected development time was supported by University Research Degrees Committee.	1) Explicitly embed 10 days protected development time within the contract of relevant research staff. 2) Review the Learning and Development policy so that it is not in conflict with the principles of the Concordat. Policies should go through URIC for approval 3) Develop a recording mechanism to capture professional development (not only to enable the institutional to review and report but to support researchers in recording their professional development to facilitate future career opportunities

2. Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.		Workshops and one-to-one support on appraisal is offered to managers through University staff development.	The training and support for appraisals is not tailored to the needs of those managing researchers, particularly in terms of supporting career development outside of academia.	Current appraisal training and advice should be reviewed in light of the new Concordat, which may lead to necessary updates. DC Careers Consultants to consider possible training and support mechanisms that can be provided to managers of researchers to engage in meaningful career development reviews.
3. Ensure that researchers have access to professional advice on career management, across a breadth of careers.	DC Careers Consultants	The university has taken a strategic decision to ensure that researchers (both ECRs and PGRs have access to professional and tailored career management support through the Doctoral College. Our Careers Consultants are based within the Researcher Development and Employability team within the Doctoral College, working specifically with our PGRs and ECRs through both one to one career guidance sessions and groupwork. This includes a specific Career Management Programme for Surrey ECRs	----------	

4. Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.		There are a wide variety of opportunities for researchers to develop their leadership skills, including acting as mentors for peers or PGRs, supervising PGRs, becoming involved in various University committees and acting as ECR forum reps	There is no policy on providing researchers time to develop their researcher identity. Researchers are not always aware of the opportunities, or how such opportunities might support the development of their research identity and evidence leadership skills.	1) Explicitly embed 10 days protected development time within the contract of fixed term research staff. 2) Specifically indicate that researchers should have opportunities and time to development their independent research identity and their leadership skills. 3) Ensure opportunities are clearly and transparently advertised with the benefits articulated.
5. Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	DC Careers Consultants	Links to 3. Ensure that researchers have access to professional advice on career management, across a breadth of careers.		
6. Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.		Annual appraisals allow for researchers to record their developmental activities and HR collects data on learning and development needs identified in appraisals.	1) Learning and development needs are not the same as career development needs for researchers who may be moving on to different sectors. 2) There is poor infrastructure for continually monitoring staff engagement with professional development or with protected development time to enable accurate reporting.	Potential Action: Invest in technology, such as Inkpath which will enable researchers to record their development activities so that these can be better captured engagement in a range of professional development activities. And/or Ensure the Researcher Appraisal process captures and records 10 days professional development time.
Funders must: *		**Current Practice**	**Identified Gaps (if any)**	**Suggested Actions (if any)**

1. 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 rate per year, and evidence of effective career development planning				
2. Embed the Concordat Principles and researcher development into research assessment strategies and processes				
3. Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit.				
Managers of researchers must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)
1. Engage in regular career development discussions with their researchers, including holding a career development review at least annually.		Appraisal process provides an opportunity. See staff handbook for details.	Appraisal may not, by all managers, be regarded as a career development review	Improve managers training for appraisals. Provide managers with clear guidance relating to the management of research only staff.

2. Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.		Managers of researchers currently support researchers in exploring and preparing for a diversity of careers during the appraisal process.	Not necessarily consistent in terms of how mangers of manager support ECRs	Collect data on referrals to career and employability services and track ECR career destinations.
3. 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.		Not a current university requirement	How do we ensure that managers of researchers encourage and/or let their researchers take the time necessary to undertake 10 days of training? And how to ensure that the training on offer can be taken by ECRs, given busy and irregular schedules?	
4. 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.		There is currently no statement in researchers' contracts of employments outlining an entitlement to 10 days of professional development time, and nor is there any recording mechanism in place to capture evidence of researchers undertaking such development opportunities.	There are many opportunities but currently the university does not have a mechanism to identify where/how this is happening.	Communicate opportunities in the ECR forum and in the DC newsletter.
5. Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	L&D	All staff have access to relevant training opportunities including leadership and management (See L&D course offerings above) and there is specific training for line managers (see info above about the Managers Foundation Programme and Leadership Programme).	Current training for line managers may not fully capture the complexities of managing researchers in particular.	
Researchers must:		Current Practice	Identified Gaps (if any)	Suggested Actions (if any)

1. 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.		DC ECR new starter welcome session reinforces how ECRs should think proactively about their careers and goals and signposts support in the DC, particularly that available by the DC Careers Consultants.		
2. Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.		DC Careers support Employer Mentoring Programme ECR Mentoring Programme (currently under review) The Doctoral College is also building on work undertaken in developing a framework for PGR placements to establish a framework for ECR secondment opportunities		
3. 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.		No current university-wide software or database to record evidence of professional development.	There is a need for learning management software, with HR investigating systems such as Inkpath and whether they could be rolled out to capture the necessary data.	Review and evaluate potential professional careers and professional development platforms to support researchers in maintaining a live professional development plan and evidence portfolio (applicable for all staff)
4. Positively engage in career development reviews with their managers		Appraisal process		
5. Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.		Various opportunities offered in the doctoral college; training offered via LinkedIn and L&D		

6. Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.		There are a number of opportunities for researchers to engage in knowledge exchange, commercialisation and public engagement within the wider community and across the university e.g. Commercialisation Fellowships https://www.surrey.ac.uk/impact-acceleration-account/work-with-us/commercialisation-fellowship Building Researcher and Innovation Communities (Contact Beau Bell) See the retrospective action plan for more details.	Limitation of time to engage	