

HREiR Action Plan 2026-2029		<p>This forward-looking action plan outlines priority institutional actions to support implementation of the Concordat to Support the Career Development of Researchers for the period 2026–2029. Actions have been informed by institutional survey data, researcher engagement activities and consultation with relevant professional services and governance groups. The plan focuses on areas where institutional action can have the greatest impact on researcher experience, management practice and research culture. Progress will be monitored annually through Research Culture and People Development governance structures.</p> <p>Success measures combine delivery indicators (such as events, participation and implementation of initiatives) with outcome indicators, including improvements in institutional survey data where available. Where survey indicators are referenced, progress will be assessed through positive movement against the 2025 baseline across the action plan period.</p>
Action plan timeline:	March 2026 - March 2029	
Institution name:	Ulster University	
Cohort number:	11	
Date of submission:	06-Mar-26	
The institutional audience for this action plan includes: <input checked="" type="checkbox"/> Research-only staff (n180) <input checked="" type="checkbox"/> Academic & Teaching staff (n820)		



	Obligation	Action to be taken during three year cycle to support obligation	Carried over from previous action plan?	What will success look like? including KPIs, metrics, feedback mechanisms etc We encourage you to create SMART measures for success	Expected Impact of this Action for your plans audience (please include Research only staff (Concordat priority audience))	Deadline	Responsibility
Environment and Culture							
Awareness and engagement							
1A	Ensure all relevant staff are aware of the Concordat and that institutional policies and practices related to researchers are inclusive, equitable, and transparent.	1. Embed Concordat principles within researcher-facing policies, and leadership and development activity, ensuring continued visibility and relevance beyond initial awareness-raising.	No	<p>By March 2027, Concordat principles are explicitly referenced within core researcher-facing guidance, the institutional researcher development programme for staff, and at least one leadership or management development programme.</p> <p>Awareness of the Concordat among research staff increases to at least 70% by the 2028 internal researcher survey, demonstrating improved understanding of institutional commitments to researcher development and research culture (baseline: 72% in 2025).</p>	Concordat principles are embedded within researcher-facing practice and governance and sustained through core operations.	Mar-27	<p>Owner: Director of Research & Innovation</p> <p>Contributor: Research Staff Development Officer</p>
		1. Deliver a coordinated programme of researcher feedback and engagement activities to capture a broad range of researcher perspectives on the research environment and culture.	No	<p>Shared experience sessions delivered 3–4 times annually, engaging ≥60 researchers per year, with ≥70% positive feedback on opportunities to contribute to institutional discussions. Researcher feedback from sessions reported through Research Culture governance and used to inform institutional discussions on the research environment.</p> <p>Café-style research culture event piloted by March 2027; engagement monitored alongside the Research Culture & Community suggestion box.</p> <p>Researcher Network programme delivered annually (~6 events per semester) with participation tracked.</p> <p>Town hall events on all three campuses at least once per year, with all Contract Research Staff and Early Career Researchers invited, and feedback used to inform review of research strategy, policy and priorities.</p> <p>Participation in the 2027 Research Culture Landscape Survey led by Vitae, with findings reviewed alongside institutional survey data.</p> <p>Increase the proportion of researchers who agree that their views are represented in institutional decision-making in the CEDARS survey by at least 5 percentage points from the 2025 baseline by 2029.</p>	Research staff have accessible and inclusive opportunities to share feedback, with evidence demonstrating increased understanding of research culture issues through internal data and external benchmarking. Researcher feedback informs future research strategy, policy development and institutional priorities, strengthening an inclusive and responsive research environment.	Delivered and reviewed annually to March 2029	<p>Owner: Director of Research & Innovation</p> <p>Contributors: Dean of Doctoral College Research Culture Manager Research Staff Development Officer Research Engagement Officer Organisation Design & Change – Employee Voice Partner Compliance & Learning Technologies Partner People Development Learning & System's Co-ordinator Researcher Network Leads</p>

1B	Regularly review and improve the research environment and culture by seeking feedback from researchers and implementing changes based on the findings.	2. Review, prioritise and respond to researcher feedback through the Research Culture Steering Committee and associated workstreams, ensuring findings systematically inform research culture priorities, policy development and action planning.	No	<p>The Research Culture Steering Committee meets at least once per semester, with researcher representation across all research culture priority workstreams; meetings, decisions and actions are minuted and recorded.</p> <p>Research culture priority workstreams meet a minimum of 3-4 times in year 1, with outputs documented and reported through Research Culture governance structures.</p> <p>Key themes arising from researcher feedback are collated and reviewed at least annually, with agreed priorities, actions or recommendations formally recorded.</p> <p>Evidence demonstrating how researcher feedback informs research culture actions, policy review and/or strategic priorities is documented and reviewed annually (e.g. committee papers, action logs, policy updates).</p>	Research staff have increased influence on institutional decision making, with researcher feedback consistently reviewed, prioritised and translated into actions that support a more inclusive and supportive research environment.	Delivered and reviewed annually to March 2029	<p>Owner: Research Culture Manager</p> <p>Contributor: Research Staff Development Officer</p>
		3. Implement actions informed by researcher feedback and communicate outcomes clearly to researchers, closing the feedback loop and supporting transparency and sustained engagement.	No	<p>Targeted communications outlining actions taken in response to researcher feedback are delivered at least quarterly through defined internal channels (e.g. Researcher Directors' Forum, Weekly Research Staff Bulletin, Insight news channel and the Research Staff Hub).</p> <p>Strategic communications are supported by People Communications.</p> <p>An annual summary of actions taken in response to researcher feedback is delivered as part of Research Week, demonstrating how feedback has informed change.</p>	Researchers can clearly see how their feedback has informed decisions and actions, strengthening confidence in institutional listening processes and encouraging continued engagement with research culture activity.	Delivered and reviewed annually to March 2029	<p>Owner: Research Culture Manager</p> <p>Contributors: Head of People Communications Research Staff Development Officer Research Engagement Officer</p>
		4. Maintain dedicated leadership and governance for research culture through a Research Culture Manager and the Research Culture Steering Committee to coordinate activity and oversee delivery of research culture priorities.	No	<p>A Research Culture Manager remains in post throughout the 2026-2029 period, providing leadership and coordination of research culture activity.</p> <p>The Research Culture Steering Committee meets each semester, with minutes and action reports submitted to the Research & Innovation Committee, chaired by the PVC Research.</p> <p>Researchers are meaningfully involved in the development and delivery of research culture priorities, ensuring representation across disciplines, career stages and contract types through appropriate engagement mechanisms.</p> <p>Research culture governance arrangements are reviewed annually to ensure they remain effective and fit for purpose, with any agreed changes formally documented.</p> <p>Clear oversight of research culture actions, progress and outcomes is maintained through proportionate and transparent reporting via agreed governance arrangements.</p>	Clear leadership and effective governance embed good research culture practices, support coordinated delivery of priorities and enable sustained improvement in the research environment.	Delivered and reviewed annually to March 2029	<p>Owners: Dean of Doctoral College Director of Research & Innovation</p>
Wellbeing and mental health							
2A	Promote good mental health and wellbeing through the effective management of workloads and people.	1. Create a clearly signposted wellbeing page for research staff within the Research Staff Hub, bringing together relevant wellbeing support and guidance in one place. The page will include information to help research staff and their managers manage workloads effectively and support wellbeing through good, supportive line management.	No	<p>A research-specific wellbeing landing page is live within the Research Staff Hub by March 2028 and clearly signposted.</p> <p>The page includes tailored content for research staff and research managers, including guidance on workload management, wellbeing conversations and routes for support.</p> <p>The page is promoted through research communication channels quarterly (e.g. Weekly Bulletin for Research Staff).</p> <p>By 2029, ≥65% of research staff report awareness of available wellbeing support.</p>	Improved visibility, accessibility and consistency of wellbeing support for research staff and research managers, supporting positive mental health, effective workload management and an inclusive research culture.	Mar-29	<p>Owners: Section Lead - Employee Wellbeing Research Staff Development Officer</p>

2B	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health and promote a healthy working environment that supports researchers' wellbeing and mental health.	1. Deliver personal resilience training and Mental Health First Aid (MHFA) provision for managers of researchers, supervisors, and academic leaders, to strengthen confidence in supporting their own wellbeing and responding appropriately to mental health concerns within research teams.	Yes	At least two training events delivered annually, reaching a minimum of 60 research managers and supervisors each year. Post-training evaluation demonstrates: ≥70% of participants report increased confidence in recognising and responding to mental health concerns. ≥70% report improved understanding of how to support researcher wellbeing. Evidence of improved support for researchers reflected in institutional staff survey indicators relating to management support and wellbeing by 2029.	Managers demonstrate increased confidence in recognising and responding to mental health concerns, improved personal resilience, and earlier, more effective support for research staff, contributing to a more supportive and psychologically safe research culture, evidenced in session feedback.	Mar-29	Owner: Section Lead - Employee Wellbeing
		2. Introduce a structured session for managers of researchers focused on personal wellbeing, supporting team wellbeing and effective use of University wellbeing supports. The session will include guidance on WorkWell assessments, supporting attendance sensitively, and signposting specialist support and resources.	No	Delivery of at least 1 half-day session per reporting year. Attendance recorded annually, with representation from all faculties. Increased awareness and uptake of University wellbeing supports and WorkWell assessments, monitored annually following delivery. Manager feedback indicates increased confidence in managing wellbeing and attendance issues. Increased awareness and uptake of University wellbeing supports, evidenced by increased referrals/signposting and uptake of WorkWell assessments following delivery. CEDARS (or equivalent sector-wide survey) results demonstrate that at least 65% of researchers agree that Ulster University promotes the importance of mental health and wellbeing by the end of the action plan period (baseline: 48%, CEDARS 2025).	Greater consistency and confidence in managing wellbeing and attendance issues, improved early intervention, reduced escalation of wellbeing concerns, and enhanced support for researchers across the employment lifecycle.	Mar-29	Owner: Section Lead - Employee Wellbeing
Equality, Diversity and Inclusion							
		1.Core equality, diversity and inclusion (EDI) training for managers of researchers to be delivered and recorded via EVOLVE over the 2026-2029 period	No	Training completion rates of at least 80% by end of Year 1, 85% by end of Year 2, and 90% by end of Year 3, monitored via EVOLVE. In line with the University's updated Compulsory Compliance Training Policy annual mandatory reminders to non-completers, and targeted internal communications promoting completion issued at least twice per year, with schedules and records retained. Training evaluation indicates ≥80% of participants report improved understanding of how to apply EDI principles in research management and supervision. Training content aligned with the Northern Ireland Act 1998 (Section 75) and relevant UK equality legislation, reviewed at least biennially or following significant legislative or policy change. By 2029, improvements are evidenced through positive movement in staff survey indicators relating to fairness, inclusion and respect within research environments.	Managers of researchers are better equipped to apply EDI principles consistently in practice, contributing to a more inclusive research culture.	Delivered and reviewed annually to March 2029	Owner: Dean of Equality, Diversity & Inclusion Contributors: EDI Team (Section Leads) Compliance & Learning Technologies Partner People Development Learning & Systems Co-ordinator Research Directors Research Staff Development Officer

4A	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	2. Deliver and promote a structured EDI Programme of Development for research managers, aligned with the Northern Ireland Act 1998 and relevant UK-wide equality legislation, to strengthen inclusive management practice and mitigate risks of discrimination within the research environment.	No	<p>EDI development opportunities promoted to research managers and the wider research community at least once per semester via internal communications, with engagement and uptake monitored through EVOLVE attendance data.</p> <p>A minimum of 2 EDI training sessions per year delivered for research managers, addressing inclusion and non-discrimination across Section 75 protected characteristics, including topics such as racism and allyship, age inclusion, and disability and reasonable adjustments.</p> <p>Attendance records retained and reviewed annually.</p> <p>Post-training evaluation feedback demonstrates increased confidence and understanding among managers of researchers in applying EDI principles, with findings reviewed annually to inform ongoing development provision.</p>	<p>Research managers demonstrate improved awareness and understanding of equality and inclusion principles, leading to more consistent inclusive management practices across research teams and increased engagement with EDI development opportunities.</p>	Delivered and reviewed annually to March 2029	<p>Owner: Dean of Equality, Diversity & Inclusion</p> <p>Contributors: EDI Team (Section Leads) Compliance & Learning Technologies Partner People Development Learning & Systems Coordinator Research Directors Research Staff Development Officer</p>
Employment							
People Management							
10A	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	1. Develop and implement a People Development Framework that sets out the University's approach to supporting staff development, including researchers, aligned with the Concordat and institutional research culture priorities.	No	<p>Refreshed People Development Framework launched by Dec 2026, providing shared language and consistent processes for staff development, accessible via the Research Staff Hub.</p> <p>Framework outlines clear development pathways (including digital, data, leadership, collaboration and adaptability skills) aligned with Development and Review (DAR) processes.</p> <p>Roles, responsibilities and available supports for staff, managers and development providers clearly defined to simplify access to development opportunities.</p> <p>Framework promotes collective learning approaches, including peer learning, communities of practice and cross-functional development opportunities.</p> <p>DAR participation and engagement monitored annually through participation data and staff feedback, with findings reviewed through People Development / Research Culture governance.</p> <p>Increase positive responses to "I have access to appropriate career development opportunities" in CEDARS by ≥10 percentage points from the 2025 baseline.</p>	<p>Greater clarity and consistency in people development across the University, enabling staff and managers to engage confidently with development pathways, appraisal conversations and collective learning, and supporting a culture aligned with the institutional value of enhancing potential.</p>	Mar-29	<p>Owners: Section Lead - People Development Director of Research & Innovation</p>

		2. Deliver an induction-style session and practical checklist for managers of researchers to equip them with the tools and resources needed to support the effective local induction of new researchers.	No	<p>A local induction checklist and guidance for managers of researchers is developed and made accessible via the Researcher Network and/or Research Staff Hub.</p> <p>At least 1 targeted induction session per year delivered through the Researcher Network, focused on supporting managers to deliver effective local induction for new researchers.</p> <p>Attendance recorded via EVOLVE, with participation from managers of researchers across faculties.</p> <p>Participant feedback demonstrates increased confidence among managers in inducting new researchers locally and signposting to relevant institutional support.</p> <p>Use of the induction checklist and guidance reviewed annually, with feedback used to inform updates and improvements.</p>	Managers of researchers are better equipped to deliver consistent and effective local induction for new researchers, improving early researcher experience, clarity of expectations and access to support, and contributing to more confident, supportive research management.	Mar-27	<p>Owners:</p> <p>People Partners Research Engagement Officer Research Staff Development Officer Researcher Network Leads</p>
10B	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	1. Develop a Principal Investigator (PI) Development Programme to support effective management, supervision and wellbeing of researchers, informed by a scoping review of existing provision and a targeted needs assessment for PIs and other staff with line management responsibility (including Co-Investigators, where relevant).	No	<p>A scoping review of manager development provision is completed by March 2027, alongside a PI development needs assessment.</p> <p>By June 2027, a PI Development Programme framework is agreed, clearly setting out core topics (e.g. people management and supervision, workload and wellbeing, inclusive leadership, researcher development and progression, and PI roles and responsibilities).</p> <p>By December 2027 (Semester 1, AY2027-28), a pilot of the PI Development Programme is delivered, with participation and feedback captured.</p> <p>March 2028 – March 2029: the programme is refined and offered on a recurring basis, with participation and evaluation reviewed annually, and an aim that at least 40% of PIs and other staff with line management responsibility for researchers have completed one or more core elements of the programme by March 2029. A targeted development programme for PIs and research managers is implemented by 2029.</p> <p>By 2029, ≥100 research leaders participate in manager development activity and ≥70% of participants report improved confidence in managing researchers</p>	PIs and other research managers are better supported to manage researchers effectively, meet their duty of care responsibilities, and contribute to a positive and inclusive research environment.	<p>March 2027: Scoping and needs assessment</p> <p>March 2027–March 2029: Programme design, pilot and refinement</p>	<p>Owners:</p> <p>Section Lead - People Development Research Staff Engagement Officer Research Staff Development Officer</p>
10C	Managers actively engage in regular constructive performance management with their researchers.	1. Strengthen managers' active engagement in regular, constructive performance management with research staff by clearly defining roles, responsibilities and available supports within the People Development Framework, and embedding researcher-focused guidance on performance, career development and wellbeing conversations, supporting consistent and effective people management practice across research teams.	No	<p>Development of the People Development Framework has progressed, with explicit alignment to the Concordat and institutional research culture priorities.</p> <p>The Framework is being used to clearly articulate roles, responsibilities and available supports for staff and managers, and to embed researcher-focused guidance on performance, career development and wellbeing conversations. This approach supports managers to engage more consistently in regular, constructive performance management with research staff and reinforces shared expectations for effective people management practice across research teams.</p> <p>By March 2029, ≥80% of managers report confidence in conducting development-focused conversations.</p>	Managers of research staff are better supported to actively engage in regular, constructive performance management conversations, contributing to more consistent, supportive and development-focused management practice. Over time, this strengthens researcher experience, career development and wellbeing, and supports a positive and inclusive research culture, with impact monitored through researcher feedback and survey data.	Mar-29	<p>Owners:</p> <p>Section Lead - People Development Research Staff Development Officer Research Staff Engagement Officer</p>
Professional and Career Development							
Championing professional development							

12A	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. Form a Research Staff Development Working Group to identify, coordinate and promote a broad range of CPD opportunities and ensure provision meets the needs of researchers across career stages.	Yes	<p>A Research Staff Development Working Group is established by June 2026, with representation from research staff developers across central services.</p> <p>The Working Group meets at least twice per semester, with actions and outputs recorded.</p> <p>Collaborative mapping of CPD provision undertaken across the researcher pipeline (including ECR, mid-career and key transition points).</p> <p>Co-ordinated promotion of CPD opportunities delivered across the University, informed by Working Group input, with agreed priority themes and actions reviewed through Research Culture governance.</p> <p>By March 2029, researcher development opportunities are centrally visible through a coordinated programme.</p>	More coordinated and visible professional development provision across the researcher pipeline, supported by stronger collaboration between research staff developers and clearer pathways for researcher development and progression.	Mar-29	<p>Owners:</p> <p>Director of Research & Innovation Doctoral College Development Manager Research Culture Manager Research Engagement Officer Research Staff Development Officer</p>
		2. Provide a structured programme of professional development opportunities for researchers, aligned to academic and non-academic career pathways and informed by Vitae's Researcher Development Framework (RDF), with opportunities accessible via EVOLVE.	No	<p>A portfolio of professional development opportunities aligned to the RDF is developed for research staff, maintained and refreshed annually, with provision mapped across academic and non-academic career pathways.</p> <p>Participation in professional development recorded via EVOLVE, with engagement monitored annually and reported through Research Culture governance.</p> <p>Researchers are provided the opportunities to work towards an average of 10 days' professional development per year (pro rata), with participation data used to assess progress and identify gaps in engagement.</p> <p>CEDARS (or equivalent survey) data used to monitor time spent on professional development, with the proportion of respondents reporting 10+ CPD days per year increasing from a 2025 baseline of 12% to at least 25% by 2027, 30% by 2028 and 35% by 2029.</p>	Researchers have access to coherent, recognised professional development aligned to a wide range of career pathways, supporting skills development, confidence and employability.	Mar-27	<p>Owner:</p> <p>Research Engagement Officer</p> <p>Contributors:</p> <p>Research Staff Development Officer Doctoral College Development Manager People Development Partners Organisational Development Partner</p>
		3. Encourage and enable researchers to allocate time for professional development through local planning processes, guidance and institutional expectations.	No	<p>Guidance for researchers and managers on supporting time for professional development published by March 2027, including a dedicated section on the Research Staff Hub clarifying what constitutes CPD.</p> <p>Researcher feedback (e.g. surveys or qualitative feedback) demonstrates increased awareness of entitlement to professional development time and confidence in prioritising CPD alongside research activity.</p>	Researchers are better supported to prioritise professional development alongside research activity, contributing to more sustainable and supported research careers.	Mar-29	<p>Owner:</p> <p>Section Lead: People Development</p> <p>Contributors:</p> <p>Research Staff Development Officer People Development Partners</p>
		4. Align professional development activity and monitoring with institutional reporting requirements, including REF-related narratives on researcher development and environment.	No	<p>EVOLVE data used to support institutional reporting on researcher development activity, including enhanced functionality to capture data by Unit of Assessment.</p> <p>Evidence available to support REF Strategy, People and Research Environment Statements, and Concordat reporting.</p> <p>Clear linkage demonstrated between professional development provision and institutional research environment priorities.</p>	Researcher development activity is visible, evidenced and aligned with institutional and REF29 reporting, strengthening the University's ability to demonstrate support for researcher development.	Delivered and reviewed annually to March 2029	<p>Owner:</p> <p>Research Engagement Officer</p> <p>Contributors:</p> <p>Compliance & Learning Technologies Partner People Development Learning & System's Co-ordinator Research Staff Development Officer</p>
Diverse Careers							
		1. Through the Wellcome Trust-funded Research Culture NI project, collaborate with the Research Careers Consultant at Queen's	No	<p>Delivery of at least two engagement events annually, showcasing researcher career journeys across a minimum of three employment sectors (e.g. academia, industry, public sector, third</p>	<p>Researchers have improved understanding of career opportunities across different employment sectors and increased confidence to explore cross-sector career pathways.</p>	<p>Annual targets reviewed each year to March 2029</p>	<p>Owners:</p> <p>Research Culture Manager Research Staff Development Officer</p>

16A	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	University Belfast to deliver engagement events and targeted career development workshops that showcase researcher career journeys across multiple employment sectors, engage local employers, and promote awareness of cross-sector career pathways, networking and transferable skills.		sector). Delivery of at least one targeted career development workshop per year, focused on cross-sector career pathways, networking and transferable skills. Post-event feedback (pulse poll) indicating increased awareness of cross-sector career pathways and perceived benefits of sector mobility. By March 2029, ≥150 researchers participate in career exploration events. 75% of participants report improved awareness of career opportunities beyond academia, an increase from the CEDARS 2025 baseline (29%) in the proportion of researchers who feel encouraged to explore broader career options.	Through exposure to diverse career journeys and employer engagement, the research community increasingly recognises and values sector mobility as beneficial to both researchers and research.		
16B	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.	<p>1. Embed and evaluate the Research Mentoring Scheme (SUMAC) to enhance access to 1:1 personalised support for researcher career development across all career stages..</p> <p>2. Integrate coaching and mentor training into the Staff Researcher Development Programme to support experienced researchers to act as mentors and enable ECRs to explore career progression through a range of mentoring pathways, including preparation for research leadership roles such as Co-Principal Investigator.</p> <p>3. Deliver mentoring engagement events to facilitate shared experiences, good practice and awareness of the benefits of mentoring for both mentors and mentees.</p> <p>4. Raise the profile and recognition of effective Research Mentoring partnerships through case studies and University-wide communications.</p>	<p>Yes</p> <p>No</p> <p>No</p> <p>No</p>	<p>By March 2027, the Research Mentoring Scheme is launched and embedded across all faculties, with at least 60 active mentoring partnerships, baseline participation data collected, and 65% of mentees reporting a positive impact on their professional and career development.</p> <p>By March 2028, at least 80 active mentoring partnerships are in place, with ≥70% of mentees reporting a positive impact.</p> <p>By March 2029, at least 100 active mentoring partnerships are in place, with ≥75% of mentees reporting a positive impact.</p> <p>Participation and feedback data reviewed annually to monitor reach, consistency and impact across faculties.</p> <p>Coaching and mentor training integrated into the Researcher Development Programme by September 2026.</p> <p>By March 2027, participation in mentor training increases, with at least 70% of participants reporting increased confidence in mentoring through post-training evaluation, and at least 70% indicate an intention to act as a mentor.</p> <p>By March 2029, mentor training is embedded as part of ongoing provision, with a sustainable pool of trained mentors supporting ECRs across mentoring pathways.</p> <p>2 mentoring engagement events delivered at Researcher Network events annually.</p> <p>A minimum of 40 participants per year in Year 1, increasing to at least 55 participants per year by Year 3.</p> <p>At least 75% of attendees report increased awareness of the benefits of mentoring following each event, based on post-event feedback.</p> <p>Pipeline of human impact story telling to be published each semester and monitored for engagement on the staff news channel.</p> <p>Targeted communications to specific cohorts of staff, for example, Contract Research Staff.</p> <p>Impact assessed by readership of Weekly Bulletin, Insight news channel and increased numbers of mentoring partnerships (as detailed in measures above).</p>	<p>Research-only staff, including early career and contract researchers, have improved access to structured, high-quality mentoring tailored to different career stages.</p> <p>The scheme supports greater clarity around career development, increased confidence in navigating academic career pathways, and reduced variability in mentoring experiences across faculties. Over time, this contributes to a more supportive and inclusive research environment, with impact evidenced through participation data and researcher feedback.</p> <p>Increased mentoring capability and confidence among experienced researchers and colleagues, enabling high-quality mentoring provision and supporting ECRs to explore career development and progression through multiple mentoring routes.</p> <p>Collectively, the actions aligned to this obligation strengthen managers' and senior researchers' ability to support researcher career development through high-quality mentoring and training, while complementary actions elsewhere in the action plan enhance cross-sector career awareness and engagement with careers professionals, supporting preparation for a diversity of career pathways.</p> <p>Increased awareness, engagement and shared understanding of effective mentoring practice, strengthening mentoring culture and participation among researchers and mentors.</p> <p>Increased visibility and recognition of mentoring activity, supporting sustained engagement, participation and cultural value placed on mentoring across the research community.</p>	<p>Annual targets reviewed each year to March 2029</p>	<p>Owners: Research Engagement Officer People Development Partners</p> <p>Contributors: Research Directors Head of People Communications Researcher Network Leads</p>