2025-2027 PRES Action Plan

The university-wide response to PRES 2025 will include both institution-level and school-level actions. Schools will address local priorities highlighted in their results, while institutionally the focus will be on development, training, communication, and research culture - areas that cut across the whole PGR community. Progress will be monitored by the Researcher Development team (Research & Enterprise) and reported to the Research and Enterprise Committee.

The institution-level actions are set out in the table below.

Theme	Action number	Action Description
1. Research culture and community	1.1	Develop a more structured programme of cross-university seminars, workshops, and community events to strengthen opportunities for PGRs to connect across disciplines and schools.
	1.2	Build on the success of writing retreats by offering both residential and one-day options, with priority for part-time students and those nearing completion.
	1.3	Enhance visibility and integration of the PGR community within the wider research environment, aligning with initiatives such as the Early Career Researcher (ECR) Network to increase peer-to-peer connections.
	1.4	Undertake focus groups with part-time PGRs to better understand their needs and identify which initiatives (e.g. hybrid events, flexible scheduling, asynchronous opportunities) would be most accessible and impactful for this group.
2. Support and wellbeing	2.1	Ensure clearer signposting and communication of the academic skills and wellbeing support available to PGRs, addressing mixed perceptions of support provision.
	2.2	Work with Student Services to ensure health and wellbeing provision is tailored to PGR needs and proactively promoted.
	2.3	Pilot peer-support mechanisms to encourage informal exchange of experiences, particularly for those who may feel isolated.
	2.4	Explore additional approaches to support part-time PGRs, building on the findings from the focus groups and ensuring that wellbeing initiatives are designed to reflect their time pressures and competing commitments.
3. Development and training	3.1	Deliver the new PGR Career Development Programme, consisting of four focused development sessions plus optional one-to-one advice appointments to support career planning and decision-making.
	3.2	Continue to grow the broader PGR development offer, with targeted support for those approaching completion and for part-time students balancing study with work.
	3.3	Provide greater flexibility in training delivery (e.g. twilight and online sessions) to meet the needs of international and part-time PGRs.
	3.4	Extend the supervisor development offer, ensuring supervisors are well prepared to support diverse PGR needs including wellbeing, progression, and career development.
	3.5	Explore expanding the LBU Research Mentoring Programme to include PGRs, creating new opportunities for development, guidance, and networking.
	3.6	Use the PGR and ECR Networks to provide structured opportunities for professional networking and collaboration, directly addressing feedback in the professional development domain.
4. Communication and engagement	4.1	Launch a dedicated MS Teams community for PGRs, providing a single space for sharing external/internal development opportunities, promoting events, and enabling PGR-to-PGR communication.
	4.2	Maintain the Research Voices bi-monthly blog as a platform for PGR stories and experiences.
	4.3	Continue the monthly development and training newsletter, ensuring PGRs are regularly updated on available opportunities and community activities.
	4.4	Continue to integrate PGRs into the Festival of Research & Knowledge Exchange and provide opportunities to present and promote their research.
	4.5	Communicate PRES survey findings, the institutional response actions, and progress updates to PGRs on a regular basis, ensuring transparency and demonstrating how their feedback is being acted upon.
5. Equality, diversity, and inclusion	5.1	Target specific actions to reduce satisfaction gaps, particularly for PGRs with a declared disability who report lower scores in research culture, community, and support.
	5.2	Review accessibility of training, community events, and development opportunities, ensuring adjustments are both in place and clearly visible.
	5.3	Continue to embed EDI considerations in the design and delivery of PGR initiatives, with regular monitoring of participation and outcomes by demographic group.