



Examples of good practice

Training Environment

- In receipt of Athena SWAN or JUNO accreditation or in the application process.
- Students arranging their own seminar programme to encourage student engagement.
- Monitoring of equality and diversity to ensure student development and training are offered on an equivalent basis.
- The involvement of students to guide the training agenda.
- Encouragement of interaction and activities between the students and postdocs for example, via regular informal get-togethers.
- Postgraduate conference for all postgraduates offering the opportunity to first year students to meet the other students and for second year students to present talks.

Quality of Training

- High level of transferable skills available and also taken up (a minimum of 10 days per year). This should make use of the courses available via the department, the institution and organisations such as SUPA, SEPnet and MPAGS.
- Good monitoring of students' progress in place including progress reports, face to face meetings, keeping a log of training required and received.
- Good interaction with students in planning the training and the opportunity for students to provide confidential feedback on the training.
- Flexibility for the opportunity for part time working and ensuring that the students are fully supported with training on different days and online.
- Innovative training, for example employer input to the skills training, employer mentoring scheme to provide an employment sector perspective, opportunities to assist in tutorials, opportunities to organise research topic events and outreach training and events.
- Multi-layered induction processes (university, department, and research group) with cohort events to include key information about the students' training, postgraduate handbook, health and safety regulations, careers briefing and research project specific practices. Students starting throughout the year should receive the same induction on an individual basis.
- Cohort training opportunities such as GRADnet schools, STFC summer schools, SUPA, SEPnet and MPAGS schools, team building through residential courses and social media networks.
- Business/entrepreneurship training through workshops with interdisciplinary teams of PhDs, start up support, innovation, finance and consultancy skills.

- Research specific training via organisations such as SUPA, SEPnet, MPAGS.

Quality of Supervision

- New supervisor pairing system with experienced supervisors to act as mentors.
- A training programme for new supervisors including supervision training workshops, case studies, one to one meetings with senior staff to ensure supervisors are acquainted with departmental procedures and best practice.
- Workload allocation models to limit the number of students that a supervisor may have at one time.
- Co-supervisors/second supervisors.
- Refresher courses for supervisors; either online courses or one to one meetings at least every five years.
- Reviews at key milestones for students, typically at three months and end of first year, end of second year and pre-submission.
- Codes of practice on supervision and monitoring of postgraduate researchers with progress monitored by senior staff. Codes should be available to the students for information.
- On-line progression and supervision assessment monitoring systems including progress reports, annual staff appraisal and one to one meetings with senior staff.
- Second and third year students acting as mentors for new students.
- Systems for students to provide confidential feedback on supervisors including to someone outside of the group.
- Student health and welfare provided, including Welfare Tutors, disability support, advice on financial and hardship issues, harassment and bullying, counselling and occupational health services.
- Minimum frequency of contact between supervisors and students every fortnight and preferably weekly, with frequency of meetings logged.
- Published policies on dealing with student complaints in the student-supervisor relationship and processes for handling issues with independent input.

Careers Advice

- A diverse array of options provided both centrally at the university and also provision from the department to include workshops, presentations, one to one advice and careers fairs.
- Career readiness training such as CV writing, application writing, interview techniques and mock interviews with feedback.
- Provision aimed at both academic and non-academic careers.
- Inclusion of entrepreneurship.
- Provision of networking events and workshops with industry involvement either at the university or the business premises.
- Link to other bodies such as GRADSchools, SUPA, SEPnet and MPAGS.
- Events specifically aimed at postgraduate students.
- Alumni events with former graduates working in diverse careers invited to take part.
- On-line case studies of former students.

Recruitment

- Training provided on interview and selection to include equality and diversity before being allowed to take part in recruitment processes.
- Training on equal opportunities & diversity such as workshops and online courses for staff involved in recruitment and training for equality and diversity in the workplace.
- Unconscious Bias training required.
- Adhering to relevant legislation and making staff aware of its presence.
- Information gathered on equality and diversity and monitoring processes such as data analysis of recruitment and student admissions and student surveys on their experience.
- Monitoring of recruitment, student admissions and career development by the appropriate departments/Committees with action taken if appropriate.
- JUNO, Athena SWAN accreditation in place and monitoring procedures followed.