



## Accreditation of departments' training quality

**Each department (or equivalent) that wishes to receive an allocation of STFC studentships should complete this form.**

**Departmental reference number:**

*(please insert the unique reference number previously provided to you by email)*

**Please provide answers to the following questions:**

*(note: where responses refer to existing codes of practice or guidance we may ask to see them)*

### 1. Training environment

1.1 How many PhD students are there currently in your department? Include both STFC and non-STFC funded.

1.2 If there are fewer than three PhD students in your department, briefly describe any arrangements in place through which STFC-funded PhD students within the department will routinely interact with relevant students in other departments or institutions, eg through shared seminars, meetings, collaborative research etc.

1.3 Do students have access to a relevant seminar/ colloquium series?

Yes

No

If yes, indicate the frequency and duration.

1.4 Summarise any ways in which the Department monitors the diversity of the student population and ensures that the ethos of the training environment does not lead to any inequality of opportunity.

1.5 Highlight any activities related to enriching the training environment that you consider represent good practice.



## 2. Training provided

2.1 Indicate the arrangements in place for providing induction for students, including whether this is done on an individual or cohort basis and the arrangements in place to cater for students starting at different times.

2.2 Indicate approximately how many hours (that is, contact hours) of training (which may include lectures, training courses, seminars, tutorials, workshops and summer schools) are made available specifically for postgraduate students within your institution, or through collaborations with other institutions, on the following subjects, by year. If none is available, enter zero.

### Subject specific (disciplinary) knowledge:

Year 1:

Year 2:

Year 3:

Year 4:

### Research skills (excluding software training, which should be counted under transferable skills):

Year 1:

Year 2:

Year 3:

Year 4:

**Advanced skills (eg involving more in-depth subject-based training or training in specific methods (such as specific techniques, statistics), tailored to the requirements of the student):**

Year 1:

Year 2:

Year 3:

Year 4:

**Transferable skills (that is, software engineering, communication and presentation skills, outreach training, networking, team working, leadership, time management, entrepreneurship and business skills). Activities undertaken as part of the PhD programme (such as presentations or outreach) do not count, but training on how to give presentations or undertake outreach activities (for example) does:**

Year 1:

Year 2:

Year 3:

Year 4:

**Other (please specify):**

Year 1:

Year 2:

Year 3:

Year 4:

2.3 Does the research skills training include training on research integrity (such as avoiding plagiarism, data falsification and fabrication and other types of research misconduct)?

Yes

No

2.4 Does the transferable skills training include training on entrepreneurship and business skills?

Yes

No

2.5 Please provide examples of any training that takes place within a cohort-based peer group (either by year group or by subject, including arrangements with other institutions, eg through graduate schools or summer schools).

2.6 Briefly describe any specific provision made for the needs of part-time students and for any students located off-site (eg working primarily at home).

2.7 Describe the methods used to assess, monitor and review individual student training requirements.

2.8 Describe the methods used to monitor the effectiveness of training and how this is used to improve provision.

2.9 Summarise any particularly effective or innovative training approaches that you would like to highlight as good practice.



### 3. Supervision

3.1 Do processes exist to ensure that supervisors have the skills, knowledge and time to supervise effectively?

Yes

No

If yes, please state briefly what these are.

3.2 Do institutional or departmental codes of practice for supervisors exist?

Yes

No

If yes, state briefly how these are implemented:

3.3 Is any guidance provided to supervisors on the minimum frequency of contact between supervisors and students.

Yes

No

If yes, what minimum frequency is indicated and why? How is this monitored?

3.4 Is any guidance provided to supervisors on how to monitor and formally assess student progress in line with Quality Assurance Agency guidelines?

Yes

No

Use this space to provide more details (if required):

3.5 Do published policies or processes exist for dealing with student complaints or problems arising in the student-supervisor relationship?

Yes

No

Use this space to provide more details (if required):

3.6 Do systems exist for identifying supervisor training needs and for evaluating and monitoring the performance of supervisors?

Yes

No

If yes, what are they?

3.7 Does the department/institution provide resources specifically for postgraduate research students to support their health and welfare?

Yes

No

If yes, briefly describe how this is provided.

3.8 Please indicate any aspects of your department's approach to supervision that you would like to highlight as good practice in this area.





**4. Careers advice**

4.1 How does the institution/department provide careers advice specifically designed for postgraduate students, including advice about careers outside academia?

4.2 Highlight any examples of how you feel the institution/department operates good practice in this area.



## 5. Recruitment

5.1 Are all PhD places externally advertised?

Yes

No

If not, why not?

5.2 Do staff involved in recruitment decisions receive training on interviewing and selection?

Yes

No

5.3 Do staff involved in recruitment decisions receive training in unconscious bias?

Yes

No

5.4 Describe the monitoring processes in place to ensure compliance with equal opportunities requirements.



**6. Other comments**

Please provide any other comments you wish to make about any aspects of student training in your department.