Postgraduate Researcher Professional and Career Training and Development - Statement of Expectations

Postgraduate researchers (PGRs) make a significant contribution to the University's research excellence and reputation and the University is committed to creating an environment that allows all PGRs to strive for excellence and develop to their full potential. The provision of the highest quality professional and career development, training and opportunities supports PGRs to complete their research degree and successfully transition to the next stage of their career.

All PGRs, in addition to undertaking research training relevant to their subject area, are encouraged to engage in at least ten days (per annum) professional and career development training and opportunities. An extensive range of training and development opportunities are on offer to PGRs; this provision is delivered via the Researcher Development team, the Careers Service and the My Research Essentials programme.

All PGRs are encouraged to complete, within eProg, a training and development needs self audit, within the first four months of starting their programme. This sets out a range of knowledge, behaviours and attributes that PGRs will develop throughout their research programme. A self audit will enable PGRs to identify any gaps and via discussion with their supervisors to develop a **personal training and development plan**.

This statement sets out the expectations and mutual responsibility of the University, Supervisors and PGRs with the aim of supporting PGRs to excel in their research and achieve their potential. The Researcher Development team will review the content of this statement to ensure continued relevance and will report issues for consideration to Manchester Doctoral College Strategy Group.

Institution Responsibilities

Working with the Researcher Development team the University will:

- Ensure career and professional development training opportunities for PGRs are appropriate and enable PGRs to acquire the knowledge, attributes and skills to complete their degree and develop in their career; this will be achieved through an annual evaluation of the University's provision.
- Identify gaps in professional and career development training provision and develop training where appropriate.
- Ensure that where appropriate the wider PGR community benefit from the good practice developed by the training delivered through Centres for Doctoral Training (CDT) and Doctoral Training Partnerships (DTPs).
- Ensure equality and accessibility of career and professional development training to all PGRs and that training is provided in an inclusive and supportive environment.
- Support supervisors to provide high quality supervision and be aware of their responsibilities in relation to training, development and careers.
- Provide careers advice and exposure to different careers pathways in a wide variety of sectors, including those outside of academia.
- Provide opportunities beyond career and professional development formal training, for example, disseminating findings at conferences.
- Ensure wellbeing support and provision is relevant to and accessed by PGRs.
- Ensure PGRs are aware of the University's zero tolerance of bullying, harassment, discrimination, and hate and of the report and support platform.

Supervisor Responsibilities

It is the supervisor's responsibility to ensure that their PGRs assess their training and development needs and have the opportunity to undertake at least ten days training and development activity. Information on training and development is available in the supervisor toolkit. Supervisors should:

- Ensure that their PGR has completed the training and development needs analysis self audit within the first four months of their programme (and every subsequent year). This will appear as a milestone in their eProg progression pathway.
- Discuss the results of the self audit with their PGR and work with them to devise a personal training and development plan and highlight the training and development opportunities available to them.
- Review the training and development needs of their PGR on an annual basis.
- Ensure that their PGR has undertaken all mandatory training (research integrity, export control, health and safety and Faculty/School specific requirements) and is aware of the code of good research conduct.
- Assist PGRs with deciding whether ethical review is required for their project by using the Ethics Decision tool.
- Support and work with PGRs to develop a research data management plan and encourage attendance at a research data management workshop.
- Ensure their PGR complies with all data protection guidelines relating to the anonymisation, storage and back up of research data and are aware of their responsibilities in relation to export controls.
- Encourage PGRs to discuss their training needs in relation to all careers, inside and outside of academia using the careers section of the PGR Supervisors toolkit for ideas on having conversations about careers.
- Encourage PGRs to take part in social responsibility and public engagement actives.
- Encourage PGRs to attend research seminars, give presentations on their research, and make use of opportunities such as the PGR conference funds.

PGR Responsibilities

Postgraduate researchers are encouraged to be actively involved in managing and directing their training and development and should:

- Complete the training and development needs self audit in eProg and engage in discussions with their supervisor and supervisory team about training and development.
- Complete all mandatory training (research integrity, export control, health and safety) and check with their Faculty if there are additional mandatory courses. PGRs in CDTs and DTPs may also have additional training requirements.
- Be aware of research data management responsibilities in relation to planning, storing and sharing data; attendance at a research data management workshops is strongly advised.
- Use PURE to record, share and promote their research and create an ORCID ID to record research activities.
- Participate in relevant career and professional development training, explore public engagement activities such as The Brilliant Club.
- Demand for training courses is high; ensure that once you have confirmed a place that you attend.

A Typical Timeline of Core and Additional Training and Development

The Researcher Development Framework is national framework which sets out the knowledge, behaviours and attributes of effective and highly skilled researchers, it is structured into four domains and the table below shows how a typical personal training and development plan encompasses all domains. PGRs will develop their own unique training and development timeline dependent on a range of factors including subject area and previous experience; this is an example only.

Year	Knowledge and Intellectual Abilities	Research Governance	Engagement and Impact	Personal Effectiveness
1	Research Essentials Research Methods Statistics Critical Reading Academic Writing Preparing for Progression	Research integrity Ethics Equality, diversity and inclusion Research Data Management	Raising your Profile Public engagement	Working with Supervisors Time Management Career Planning Project Management

2	Research Methods Academic Writing Preparing the Thesis Planning for Final Year Teaching and learning opportunities	Research Data Management Research Data Storage	Preparing Presentations Designing Research Posters Public Engagement	Networking & Collaboration Career Planning Maintaining Momentum
3+	Writing Retreat E Thesis Submission Viva Survivor		Maximising research Impact (Publishing) Three Minute Thesis	Developing Partnerships Career Planning
Consider Wellbeing Workshops at any stage of your programme				