

PRES 2019 Action Plans Summary

Schools and Faculties analysed the PRES 2019 results and identified key issues for the School/Faculty and proposed actions to address these issues. A summary of the key issues and actions is provided here along with key issues and actions at an institution level. The issues and actions are grouped into themes.

Supervision					
School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Arts, Languages and Cultures	<ul style="list-style-type: none"> • Problem of supervisors leaving UoM. • Some supervisors more diligent than others in scheduling meetings and giving feedback. 	<ul style="list-style-type: none"> • If and when a supervisor leaves, we do have processes in place, we proactively ask about resignations at certain points throughout the academic year. • We will re-emphasise to SALC colleagues the importance of holding regular meetings with PGRs and providing sufficient feedback on work. • It would be good if we could link up a 'poor' supervisor with one deemed 'excellent'. • We will be promoting the Supervisor toolkit and accreditation programme and targeting certain academics to promote refresher courses. 	We will feedback to all SALC PGRs on the issues noted by Faculty when we send out our comprehensive PRES response and we will involve the SALC PGRs and Reps as appropriate.	PGRC SALC Graduate School PGR Team	Sep-20
Environment, Education and Development	Students concern about lack of support that supervisors give in identifying the training and support needs as a research student.	<ul style="list-style-type: none"> • Supervisors/DCos to be more actively engaged in supporting students identify their individual training needs, the use of Research Development tool in eprog will support this as it is aimed at this, embedded in the SEED PGR research training programme. • Review provisions locally and wider for supervisions - Supervisors toolkit available by end of 2019 also the UKCGE training provision/programme for supervisors 	Departmental meetings will be arranged with the student cohorts to discuss issues that are pertinent to discipline specific requirements and this will then feed into DCO/Director/supervisors discussions	PGR Director/ PGR Manager/Supervisors/Department Coordinators/Students	Mar-20
AMBS	Time taken to assign new supervisors when supervisors leave. Disparity in expectations of supervision (student v supervisor).	<ul style="list-style-type: none"> • Developed a process to reassign supervision in a timely manner • Supervisor workshops (at divisional level) to discuss issues of supervision 	To discuss expectations with student representatives	Programme Manager and Programme Director	Mar-20
Social Sciences	Student/Supervisor relationships, managing student expectations.	<ul style="list-style-type: none"> • Roll out of Supervising Training at Dept level, commencing with Law/Criminology. • Collate details of seminars within SoSS for colleagues and students 	PGR Rep meetings	SoSS PgR Director/Faculty RD/Dept PgR Directors/Head of PG Services	
Humanities	Negative impact on students when supervisors leave. Insufficient contact time/infrequent/irregular meetings. Lack of confidence to report poor supervision practice. Lack of support, unhelpful feedback and lack of help with identifying training or career development needs	<ul style="list-style-type: none"> • Review procedures for providing alternative supervision when supervisors leave UoM. • Investigate potential for automated supervisory meeting appointments in SLP. • Clarify the role of the advisor as someone with whom concerns can potentially be raised. • Launch and dissemination of supervisor toolkit website. • Targeted supervisor training offer including supervisor coaching skills. • Raise awareness of UKCGE supervisor recognition scheme. 	Faculty rep will feedback to the PGR reps network. User testing of any proposed system. Clarification communicated directly to PGRs. Feedback will be sought from the PGR reps network on these developments.	PGRC PGR Team Faculty PGR Team Supervisor training working group/Researcher Development Team	
Electrical and Electronic Engineering	Concerns about free comments related to supervision	Identify suitable supervisor training opportunities (other than NAP).	Possibility of anonymous quiz of PGR students to identify concerns.	Head of PGR, PGR Administrator	2020/21
Chemistry	Supervisory issues - general - all points below.	Give supervisors time to supervise. This requires a clear policy and culture, perhaps driven by the Workload allocation model.		Faculty/School	Aug-20
Materials	<ul style="list-style-type: none"> • Variability in supervision standards. • Knowing about who to approach, other than supervisor, if there are issues with the degree programme. 	<ul style="list-style-type: none"> • To prepare guidelines for minimum expectations for both supervisors and PGR students. These guidelines will be discussed at Research Away Day. • To ensure that this information is delivered clearly during induction, as well as ensuring it is visible on the PGR Virtual Common Room. To arrange a meeting for each new PGR student with Head of the PGR (or one of the Deputies). 	Guidelines will be discussed with PGR reps at the PGR forum. The reps will be asked to engage with PGR cohort and report back to forum. An email will be sent to DoM PGR students advising them of arrangements.	Head of PGR(DoM)	May-20
Mechanical, Aerospace and Civil Engineering	<ul style="list-style-type: none"> • Insufficient supervision • Insufficient feedback • Low frequency of supervisory meetings • Delayed arrangement of examinations 	<ul style="list-style-type: none"> • PGR supervision seminars for academics: Training seminars and discussion meetings will be arranged twice a year. • Encourage the students to meet their PGR Advisor at least once a year. • Discuss individually with PGR Advisors any issues raised during meeting with students. 	The PGR Head/Deputies discuss with reps to identify aspects of supervision to be addressed in the seminars. An email will be circulated twice a year to PGRs encourage them to meet their PGR Advisors should they have any issues they wish to discuss. PGR representatives will be informed if any general actions are taken as a result of meetings between PGR Head & Deputies and PGR Advisors.	PGR Head & Deputies	Ongoing

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Chemical Engineering and Analytical Science	My supervisor/s provide feedback that helps me direct my research activities	An interactive staff meeting will be organised, where PRES results will be disseminated, key areas of potential concern identified and next steps discussed		Head of PGR	Feb-20
Earth and Environmental Sciences	Student-supervisor expectations, supervision quality	<ul style="list-style-type: none"> • Ensure that all students and staff do discuss expectations of supervisory relationship (review eProg expectations completion) • Encourage staff to utilise new Supervisor toolkit when made available 	<ul style="list-style-type: none"> • Students encouraged to report (to advisor, HoPGR) poor expectations discussions with supervisor and reminded to report major problems with supervision if occurs. • Communication via induction, student handbook, PGR Committee student reps and online information 	Supervisors, Head of PGR	At each Expectations milestone deadline and continually on-going
Instution	Ten Schools raised supervision as an area of concern.	Launch of Supervisor Toolkit. Encourage supervisors to apply to the UKCGE Accreditation Framework.	Feedback requested on toolkit.	MDCSG	Jan-20

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Resources (working space, computing resources, library facilities)					
Arts, Languages and Cultures	Complaints about insufficient workspace though fewer received than in the PRES 2017. Some acknowledgment of the welcome addition of the desk allocation scheme which was a result of the 2017 PRES results/comments. We have also added a bespoke office for DASS-registered students. There were some 'library' issues raised in the comments, these have been forwarded to SALC's Academic Engagement Librarian.	<ul style="list-style-type: none"> As it seems not possible to expand the workspace, we will, again, try to manage expectations in this area. A message from the new Associate Directors will be sent, inviting new ideas but also acknowledging that this issue has been to senior management so it is not for lack of trying. We have added approximately 30 more workstations since PRES 2017 which, within our constraints, is good. AHCP students will shortly have a room/cluster in the Mansfield Cooper building. The Library have provided a response to the issues raised. 	The message from the new Associate Directors will invite new ideas from all PGRs. A space survey was conducted in November 2017, after the 2017 PRES and the Graduate School was reconfigured, within limits, in response. We may revisit the survey but we feel that until we get an allocated desk for all, the issues will persist.	SALC Associate Co-Directors	Sep-20
Environment, Education and Development	Students are concerned with their access to resources and facilities, i.e. study space, software and specialist resources	Communication strategies to improve and signpost students to resources/learning spaces and access to all provisions widely available across Humanities and the wider University	Departmental meetings will be arranged with the student cohort to discuss issues that can be resolved internally within Schools	Supervisors/Department Coordinators/Student/PGR Office/interactions with other Faculty's to support the wider PGR Community	
AMBS	Support FoH comments	On a local level, we will communicate the appropriate mechanism by which to request specialist resource such as software packages	Direct communication with doctoral community and reps	Programme Manager and Programme Director	Dec-19
Social Sciences	Expectation issue in some areas re desk space. Explore dept specific issues	To communicate to students again re resources available and how to get help/funding for resources	Dept staff/student rep meetings	SoSS PgR Director/Head of Postgraduate Services	
Humanities	Lack of access to specialist resources/inadequate IT facilities	Raise awareness of PGRs and supervisors that the RLP project is a means to articulate a need for specialist resources or IT facilities	PGRs can make requests direct to RLP or via contacts network	RLP contacts	
Computing Science	Adequate provision of computing resources and facilities. (75.8%). Access to the specialist resources necessary for my research (75.8%)	<ol style="list-style-type: none"> Provide guidance on how to order appropriate equipment in Y1. Liaise with IT services to smooth equipment acquisition. Provide ongoing education on Research IT services (esp from peers (via Mentors) Make Research training grant surplus available for PGR research needs. 	PGR Director and Deputy meet each PGR (in groups) every 3 months to discuss issues and report on progress. (Group meetings are weekly. We cycle through the cohort every 3 months.)	PGR Director and Deputy Director plus Mentors	1. Guidance development complete; delivery ongoing.
Materials	Concerns about lack of information on research equipment details/access/support/training.	To develop list of equipment and associated information.	Issue will be discussed with PGR reps at the DoM PGR forum to establish what info is required and how best to	TSM (DoM)	Jun-21
Mathematics	<ol style="list-style-type: none"> IT Support (linux in particular) Temperature in offices 	1. Invite the Department's "IT Partner" for a chat with a small group of students to discuss how to resolve the (ever-recurring!) problems.	<ol style="list-style-type: none"> Students will be invited to the meeting. They will presumably be told (by Estates) that the issue is 	<ol style="list-style-type: none"> PGR Director Estates 	Dec-19
Physics and Astronomy	Lack of suitable working space - identified from comments the 3rd Floor annex working conditions seem	<ul style="list-style-type: none"> Install partitions to separate the desk area from the corridors. Use signs to ask people passing through to be quiet 	Group meeting, chaired by the PGR Reps, to which all PGRs were invited on 25/09/19. The PGRs reviewed the PRES results and determined the longlist of issues and suggested actions. The PGR Reps attended a special PRES PG Committee meeting 02/10/19 where issues and actions were discussed. The final action list will be circulated and agreed with PGR reps.	PGR Director	End 2020/21
Physics and Astronomy	Computing resources and facilities - comments show difficulties and frustrations (eg inconsistencies in admin	<ul style="list-style-type: none"> Ask IT to contribute to the induction for PhD students. Incorporate into faculty induction training? 		PGR Admin	End 2020/21
Physics and Astronomy	Identified perhaps although small- a lower score for EU and Disabled students answering positively re working space.	<ul style="list-style-type: none"> All students have an induction from Nicola Hutchings, Safety Advisor Email Group Co-ordinators to make them aware that they can speak to Nicola Hutchings if they need workplace adjustments, have broken chairs etc 		PGR Admin	End 2019/20
Health Sciences	Poor resources	<ol style="list-style-type: none"> Make library resources clearer in DA website, alert PGR to MRE and other materials. Desk and office space - senior tutors will discuss with HoDs and estates. 	<ol style="list-style-type: none"> Comms to PGRs re library PGR will be asked about specific problems with office and desk space 	Faculty PGR Manager and senior tutors	Dec-19
Institution	Nine Schools raised concerns about space and IT.	PGR Space and the Library is a standing item for discussion at MDCSG. Issues relating to Research IT will be collated sent to Research IT members of RDG and RSSG for comment.	PGR reps members of RDG and RSSG.	MDCSG	Ongoing

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
RESEARCH CULTURE (seminars, networking)					
Arts, Languages and Cultures	Some PGRs feel intellectually isolated; research events are irrelevant to them or not well advertised.	Use the Graduate School blog and twitter and facebook - need to ensure that the blog/web/twitter etc are used better.	This will be addressed via our PRES response sent to all SALC PGRs.	SALC Graduate School PGR Team.	Sep-20
Environment, Education and Development	Access to tailored seminar series/programmes in SEED for departments	Continue to expand and develop the research culture by supporting Research Groups across departments and collaborative working across research groups with SEED Research group funds	Promote and engage with students across departments and wider University, set up seminar series that will be useful to all researchers in SEED	DCOs/Students/PGR Director/SEED Research Director	
AMBS	Inconsistent engagement with research activity across the School by student and supervisor(s).	To be discussed as part of our supervisor workshops (at divisional level). Discussing internal dissemination of research activities with Marketing.	Focus groups with students to establish their expectations and perceptions of the research culture.	Programme Director and Research Director	Mar-20
Social Sciences	Better communication between supervisors and students and between students	Raise PGR awareness of seminars/networking opportunities and research culture facilitated by collated of seminar information	PGR Rep meetings and communications with students who organise events	PgR Director/Dept PGR Directors	
Humanities	<ul style="list-style-type: none"> • Few opportunities to network • Fragmentation/ isolation from research culture because few people working in their area • Poor engagement. Perception that academics do not engage in seminars or networking activities 	<ul style="list-style-type: none"> • Raise PGR awareness of existing networking opportunities. • Communicate value of participating in research culture across disciplines and networking beyond the university. • Encourage and support Researcher-led seminars and networking events 	Consider recruitment of PGR 'research culture champions'. There is some evidence that PGR engagement is higher with PGR-led events. Researchers can invite the academics they wish to engage with. Research Culture champions would be involved in supporting these.	PGR/RD teams/supervisors/PGRTSG.	
Chemistry	Research culture is perceived by a small but distinct set of PGRs to be unsupportive.	All new PGRs now have direct access to a minimum RTSG (£1000), no matter the funding source.		School/Department	Ongoing
Computing Science	Access to a good seminar programme in my research area (57.4%). Frequent opportunities to discuss my research with other researchers including research students (63.2%)	1. Create the "Mercury Seminar Series" (3x/month) where Y3 PGRs present on topics of interest to the department. 2. Provide ongoing education on the use of Research Training Grants for conference travel and explain our expectations wrt wider participation	PGR Director and Deputy meet each PGR (in groups) every 3 months to discuss issues and report on progress. (Group meetings are weekly. We cycle through the cohort every 3 months.)	PGR Director and Deputy Director plus Mentors	Completed
Electrical and Electronic Engineering	I have access to a good seminar programme in my research area - more than 5% down on UoM average	The Department has an organised seminar series and it is active in encouraging attendance at these events. Work needs to be done with PGR students to encourage them to attend seminars that are a little 'off topic' as this is seen as important for early career researcher development	PGR students will be presenting at some of the seminars and are asked for ideas of topics/presenters.	Department Director of Research, PGR SSLC chair.	Ongoing
Materials	Concerns about opportunities to discuss research, especially when member of small research group	To ensure that all PGR students have the opportunity to participate in a relevant topic Discussion Group.	A review of current groups will be undertaken, and gaps identified. New groups will be initiated, and advertised to students. A list of students participating will be formed/maintained.	Deputy Head of PGR 1 (DoM)	Oct-20
Materials	Concerns about availability of relevant Seminars.	To organise a regular/frequent seminar programme, involving both internal and external speakers.	To assess budget for this activity, and so determine seminar regularity accordingly. To devise programme, within input from PGR students (e.g. suggest speakers to invite). To advertise seminars for upcoming 3 month period. Also, will need to build up culture of seminar attendance; this needs to be discussed with PGR students.	Deputy Head of PGR 2 (DoM)	Jan-21
Health Sciences	Poor research culture and seminar programmes	1. Determining what PGR think a research culture is – link this to Life as PGR session 2. PGRD email welcome to all PGR and provide link to new DA website 3. New DA website has 'Research culture and community' as a tab 4. Discussing school wide seminar programme with SLT - HoS has emailed all HoDs and Directors of Research asking that each term 2 there are two seminars from either the HoD or DoR, 'from PhD to Prof'	1. All new PGR asked to give ideas. 2. Email sent to all PGR 3. Email will be sent to all PGR by end of semester 1 asking for comments on new website. 4. PGR will be asked about sort of seminar programme required. This will be taken to SLT	Faculty PGR Manager Senior tutors Faculty Doctoral Academy PS Colleagues	1. Dec-19 2. Oct-19 3. Nov-19 4. Dec-19
Medical Sciences	'Research Culture' 'I have access to a good seminar programme in my research area'	In some areas like DEG, explore plans to instigate a biannual meeting and presentation day for students and PIs to come together for scientific talks and interaction. Ensure that PhD students receive notification of other seminar series (e.g. Biological Timing) running in the faculty.	PGR students and reps to be informed of dates and themes in advance	Senior PGR Tutor and Division Tutors DA, PGR Director, Senior PGR Tutors	Apr-20
Biology, Medicine and Health	1. PGRs not clear what this means 2. Lower number of PGRs in some areas developing contacts or networks 3. Lack of awareness of seminar programmes	1. Considering ways to use this terminology on the DA website and communications 2. Raise awareness of DA support for Society membership, encourage attendance at Conferences (DA Conference Fund) 3. PGR Reps to promote local seminar programmes; DA to highlight key activities in bulletin	Ongoing discussions with PGR reps through Forums at School Level	Doctoral Academy, PGR Reps	1. Feb-20 2. Ongoing 3. Ongoing

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Induction, Progress and Assessment					
Arts, Languages and Cultures	Not always clear which 'induction' is being commented on as programme induction is not separated from TA induction in the survey (nor is Faculty/School induction separated). With regards to the final assessment procedures, these are explicitly clear if the handbook/web is read plus the Thesis Administrator provides a drip-feed of information at the appropriate points in the programme.	Any review of the induction programme would have to be in conjunction with the Faculty induction programme. With regards to the assessment procedures, whilst already clear, in response to the PRES 2019 comments, we have already produced a flyer, which was included in the induction packs for the September 2019 cohort so if they do wish to know about the assessment and outcomes of the PhD, they now have that information from day one.	We already solicit feedback from the new cohort as they are emailed 2 weeks after induction for feedback, positive and negative on the induction programme (very few comments are ever received). We feel it is better to target the new cohort rather than going via the Reps on this issue.	SALC Graduate School PGR Team.	Sep-19
Social Sciences	Improve induction and timely communication to students. Reviewing dept annual review process.	<ul style="list-style-type: none"> Review 1st year induction and sharing of good practice regarding year specific induction in depts. Review communications. Set realistic expectations for students. Develop guidelines and share good practice re annual reviews. 	First year PhD students event/Dept PhD Reps	SoSS PGR Directors/PGR Team	
Humanities	<ul style="list-style-type: none"> eProg seen as burden Induction not helpful Procedures for final assessment not clear 	<ul style="list-style-type: none"> Improve communication of progression expectations and feasibility of 3-yr PhD. Explore specific cases where 3 year completion may be deemed unfeasible. Review content and procedures for induction. Establish a faculty induction working group. 	Feedback from Reps network/focus groups	PGR team via handbooks PGR/RD teams	
Chemistry	We have been aware for a while that many PGRs encounter early difficulties with specific training, usually technical/administrative in nature relating to equipment access, laboratory protocols, chemical ordering and procedures.	Some supervisors have prepared specific induction materials for their groups, and it would be timely for the Department to look to generalise this if the School does not intend to do so more widely.	PGR Forums	School/Department	Ongoing
Materials	Concerns about the appropriateness of research degree programme induction.	To revisit content of the Welcome Week induction programme, as well as investigate what additional induction is required/desired.	Issue will be initially discussed with PGR reps at the DoM PGR forum. The reps will be asked to engage with PGR cohort (e.g. through a coffee morning event), and report back to forum.	Head of PGR(DoM)	Jul-20
Mathematics	Clarify assessment procedures.	Put the excellent "Rough Guide" back onto the student intranet. Have recommended the "Viva Survivor" course offered by Faculty and will also add an item on this issue to the next Pizza Meeting (in Semester 2).	Students attend the Pizza meeting (or if they can't, get sent the notes afterwards).	PGR Director	May-20
Earth and Environmental Sciences	Induction processes	<ul style="list-style-type: none"> Revise new student induction to avoid excessive and duplicated information Introduce refresher 'induction' for existing students 	Students asked for feedback after each induction for improvements	Head of PGR	Completed and revised each year
Earth and Environmental Sciences	Clarity of assessment details particularly for final degree	Developing improved online information for PGR students	Students asked for feedback and asked to report when information is unclear	Head of PGR	Jan-20
Physics and Astronomy	Lack of knowledge about thesis	<ul style="list-style-type: none"> Introduce 3rd year induction to give specific information Make students aware of training available through faculty Group Co-ordinators to collate good thesis examples 		PGR Admin and Group Coordinators	End 2019/20

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Responsibilities					
Arts, Languages and Cultures	Whilst a couple of the 2019 comments suggest we are not responsive to feedback, via PGRC and PRES, all feedback has always been responded to and actioned, where possible.	We already gather issues and opinions from PGRs via PGRC and via this survey and will continue to do so.	We already involve our PGRs via PGRC and via this survey. We will see what our PRES response (to the students comments) generates and decide any further involvement, as appropriate.	SALC Graduate School PGR Team.	Sep-20
Social Sciences	Students tell us they give us their feedback but we don't respond to it	Explore this further with our PGR Reps	PGR Rep meetings	SoSS PgR Director	
Humanities	Perception that institution does not respond to feedback	Introduce meetings with school reps to discuss PRES action plan and implementation.	Feedback from Reps network/focus groups.	PGR/RD teams	
Chemistry	Different PGR expectations - imposition of time constraints and calls on their time	Although we are very restricted in the major actions we can take, an accumulation of small cultural changes, such as through Athena Swan, to moderate time management and academic expectations of the students will probably have the most effect.		University/Faculty	
Chemistry	Issues about expectations and the support they receive from their supervisors.	The Department has put off an initiative to introduce an explicit "Expectations of PGRs" document/agreement, to outline expected academic working and publication practices. To some extent this has been superseded by the new Research Integrity training, and this topic is an explicit milestone in eProg year 1. Minimum and explicit RTSG per student (see research culture above) is expected to address some other matters such as conference provision, training opportunities etc.		School/Department	
Chemical Engineering and Analytical Science	Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	This is constantly reiterated to the PGR students in the department. In addition, a PRES feedback luncheon meeting will be organised by the end of February to disseminate results and get students' feedback.		Head of PGR	Feb-20
Earth and Environmental Sciences	Feedback from students that is valued and responded to	Initiate PGR Director – student open meeting for face-to-face communication and feedback sessions per semester; in addition to existing PGR Committee	Advertised to students via email	Head of PGR, Deputy HoPGR	First meeting in Nov 2019 and continually on-going

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Research Skills					
Arts, Languages and Cultures	Some research training is not relevant and/or is poorly developed	We will review the current offerings and solicit feedback but it should be noted that a call is put out via the Reps at PGRC for any required training not currently available so that call should be being cascaded to all students via the Reps.	Feedback from SALC PGRs via the PGR Reps for any new/enhanced training required.	Associate co-Director for PGR	Sep-20
Environment, Education and Development	PhD's concerns with the RSCH80000 course and the specific modules, timing and delivery	Review the structure, content and feedback for 19/20 and centre training around the MSc core units	Departmental meetings will be arranged with the student cohort to discuss issues that are pertinent to discipline specific	Associate Director for RM/Director	
AMBS	Students desire more networking opportunities	This will form part of the wider conversation regarding supervision and research culture	See notes re: supervision and research culture	Programme Director and Research Director	Mar-20
Social Sciences	Review Research Training Provision in SoSS	Investigate what RT training students are taking and what RT training they should/must take	PGR Rep meetings	School PgR Director and Dept PgR Directors	
Humanities	Difficulty Integrating training and skills development into everyday academic practice	<ul style="list-style-type: none"> Evaluate and encourage use of skills and development needs analysis (SDNA) milestone. Coordinate communication of opportunities via social media/listserves/Reps. Produce business case for improvement of ProGress training hub to take automatic feeds. 	PGRs participate in SDNA PGRs receive communication. Engage PGRs in developing a communication strategy. PGRs already use ProGress training hub. They would be engaged in designing and testing any new functionality	RD team/PGR Team/PGRTSG PGRTSG RD manager/PPO	
Chemistry	Faculty training poorly attended	A change in research culture or a different priority is necessary to provide the time and incentive for these activities. Continued improvement in signposting support and guidance is effective within the limits.		Faculty/School/Department	Ongoing
Physics and Astronomy	Supervisors could be made more aware of the training available and an idea to make things more clear, is maybe useful reviews of the training could be posted somewhere from students who have attended the training in the past, so people can get an idea if it's worth their time or not	<ul style="list-style-type: none"> Access to the training catalogue is available via eProg – make clear in updated Handbooks Arrange induction training for Maths tutors 	PGR Reps Meetings	PGR Admin PGR Director	End 2020/21
Biological Sciences	1. Training opportunities often difficult to find. 2. Clearer guidance for students on relevant training and increased support of supervisors for the training & development needs of their students. 3. Training events usually timetabled on same day of the week throughout the year - issue for clinical, part-time and split-site students. 4. Tailored career's advice. Most PGR students do not engage with University careers service.	1a. Re-organisation of Doctoral Academy training page into nine key areas that link to training catalogue. 1b. Development of 'PGR competencies' document – with links to relevant training. 1c. Bimonthly training bulletin emailed to students. 2a. Generated School-relevant exemplar training and development plans. 2b. Remind supervisors of responsibility to generate training and development plans with their students. 2c. Investigate replacing the 'skills audit' with personal 'Training & Development' plans. Could Advisors take over role of developing plans with students? 3. Vary day of week for key training events 4. Series of career workshops aimed at early career researchers.	1a. PGR reps consulted and changes communicated. 1b Input from PGR rep. Will be housed on DA website and communicated by Senior Division Tutors 1c. Bimonthly email to students and supervisors. 2a. Input from PGR reps. Will be housed on DA website and communicated by Senior Division Tutors 2c PGR reps involved in discussions 3. Issue identified by PGR reps. 4. Instigated and managed by PGR rep.	DA, CARD, PGR Director, Reps	1a. Completed 1b. Dec-19 1c. Nov-19 2a. Dec-19 2b. Nov-19 2c. Ongoing 3. 2020 4. Ongoing
Biology, Medicine and Health	1. PGRs unsure as to what training courses are relevant to them 2. Less PGRs have agreed a personal development plan 3. Training opportunities are difficult to find	1. School level training packages developed to be sent to PGRs directly for consideration 2. Incorporate Advisors into this discussion, modify job description and consider impact on new SLP forms/process 3. Doctoral Academy website has recently been revamped, but continued work on the DA Training Pages and direct communications to PGRs re opportunities	These issues have been identified through ongoing discussions with PGR reps through our Forums and the PRES results; as such, all related actions have been developed in conjunction with PGRs at School level	Doctoral Academy	1. Dec-19 2. Jan-20 3. Jan-20

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Professional Development					
Arts, Languages and Cultures	Insufficient resources devoted to professional development.	Issue guidance to supervisors regarding expectations of assistance with PGRs' professional development.	We will solicit feedback from SALC PGR Reps about what aspects of professional development are especially important to them.	Associate co-Director for PGR	Sep-20
Environment, Education and Development	Issues surrounding professional development, careers, professional networks, communicating to diverse audiences	Continue to support funds for conferences, arrange careers events for researchers, support placements aligned with researchers theme/subject.	Departmental meetings will be arranged with the student cohort to discuss issues that are pertinent to discipline specific.	Careers team/Alumni/HR Development/ PGR Director/PGR Manager/Office	
Humanities	<ul style="list-style-type: none"> • Insufficient time for Professional Development • Identified need for training in project management • Identified need for training in communicating information effectively to diverse audiences 	<ul style="list-style-type: none"> • Support supervisors in clarifying expectations that PGRs engage in professional development activity through online supervision resources. • Change language around interruptions/extensions for placements exchanges and visits to clarify that they are part of the PGR journey. • Incorporate PM training into RD programme. Run DILP, Business collaboratories and research consultancies programmes which include PM training and experience. • Incorporate communication and media training into RD programme. Run DILP, Business collaboratories and research consultancies programmes which include training and experience in these areas. • Develop and deliver Impact and RRI training for PGRs. 	<p>PGRs participate in SDNA.</p> <p>Incorporate PGR voice in determining appropriate language.</p> <p>PGRs participate in training, PM training provided with placements/KE projects.</p> <p>PGRs participate in training. Raise awareness about relevance of KE/impact for PGRs eg through conference on impact.</p>	PGRTSG/supervisor training working group/RD team/PPO	
Electrical and Electronic Engineering	I have developed contacts or professional networks during my programme This section and this question in particular, are, whilst not more than 5% lower than the UoM average, poorly ranked.	Work needs to be done with PGR students to encourage them to attend seminars that are a little 'off topic' as this is seen as important for early career researcher development.	PGR students will be presenting at some of the seminars and are asked for ideas of topics/presenters.	Head of PGR, Head of Department, DSOM.	
Physics and Astronomy	Not much info on careers outside academia	• Careers team to attend the 2nd and 3rd year inductions	PGR Reps	PGR Admin	End 2019/20
Mechanical, Aerospace and Civil Engineering	Academic writing and professional development Unsure how to write technical articles (not knowing 'what' and 'how' to write) Unsure about the courses/resources available for career development How to develop their career prospects?	<ul style="list-style-type: none"> • Writing groups: the writing group will be an opportunity for the PGRs to get hand-on training on their written pieces of work from academics. These groups will be organised on the 2nd Wednesday every month. The PGR students can bring their write-ups (a conference paper, a journal paper, portion of their thesis chapter etc. that they are currently working on) to the group meeting – these write-ups will be read and commented on by peers (academics and other PGRs). • Research retreat workshop: will focus on structuring a thesis and/or a journal paper. Every 2 months, there will be a workshop session. • Alumni talks and faculty-level courses: Organising alumni talks every 4 months along with better signposting of faculty-level courses available for PGRs 	<p>The students will be notified by direct emails and by publishing a yearly timetable.</p> <p>The PGR Society will work closely with Deputy PGR Head (M Ahmad Syed) to identify potential speakers for the talk and liaise with them.</p>	PGR Head, PGR Deputy, PGR Reps, PGR Society	Ongoing
Chemical Engineering and Analytical Science	I have increasingly managed my own professional development during my programme	Will be discussed and analysed at the student feedback luncheon meeting	Student focus feedback meeting.	Head of PGR	
Biological Sciences	1. Lack of awareness of training on how to form professional networks.	<p>1a. Create better awareness of current training on networking (e.g. FBMS4310 – Networking and Collaboration).</p> <p>1b. Encourage all students to join a Society. DA will pay for one year subscription up to £50.</p>	<p>1a. Included in school level training plan.</p> <p>1b. Communicated by PGR Director and Senior Division Tutors at induction</p>	Senior Division Tutors/DA	Ongoing
Institution	11 Schools raised training and development concerns.	MDCSG has asked Researcher Development to review the results on professional development and opportunities and propose actions.	PGR reps are members of RDG.	MDCSG	Jul-20

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Opportunities					
Arts, Languages and Cultures	Low awareness of opportunities.	We will run an 'applying for a post-doc' session this academic year.	All PGRs will be invited to attend.	Associate co-Director for PGR	Sep-20
Environment, Education and Development	Supporting transferable skills, career options, supporting increased opportunities to 'communicating student research to a non-academic audience.'	Ascertain the specific need across the department cohorts	Departmental meetings will be arranged with the student cohort to discuss issues that are pertinent to discipline specific	Careers team/Alumni/HR Development/ PGR Director/PGR Manager/Office	
Social Sciences	Explore what is provided by the Depts and Faculty level	Liaise with Deps, Students and Faculty	PGR Rep meetings	SoSS PgR Director	
Humanities	Lack of Careers advice. Perceived lack of training in transferrable skills and public/business engagement.	<ul style="list-style-type: none"> • Work with careers service to provide more accessible careers resources to supervisors/advisors and researchers. • Raise awareness of placement/internship opportunities and programmes such as DILP and 'Business Collaboratories'. • Engage supervisors in SDNA process and increase their awareness of training opportunities. 	Feedback from Reps network. Engage PGRs in co-creating and communicating these opportunities.	PGRTSG/supervisor training working group/RD team/PPO	
Electrical and Electronic Engineering	"Attending an academic research conference" (more than 5% down on UoM average)	The Department already has a 'conference fund' for overseas students and the budget for this has been increasing. As of 2019 the plan is that each student will get a budget of £3k over their period of research. They will be responsible for managing this Research training support grant (RTSG). Home/EU students already have an RTSG of similar value.	As the PGR students will be receiving the funding they will be responding to this. Need to ensure that the provision is communicated to students and supervisors.	Head of PGR, Head of Department, DSOM.	2019/20
Mathematics	Clarity on procedures for conference funding	Explained the procedure at the recent Pizza meeting (and distributed notes afterwards).	They attended the meeting or received the notes afterwards.	PGR Director	Completed
Physics and Astronomy	Students don't know about conferences	<ul style="list-style-type: none"> • Group Co-ordinators to keep a comprehensive list of courses relevant to their Group • Encourage academics to tell students about conferences. • Consider Forum on Blackboard. 	PGR Reps	Group coordinators and PGR Admin	End 2020/21
Medical Sciences	The section 'Opportunities' seems to be one of concern. For example, "Receiving training to develop my transferable skills"	Organise Division specific meetings to discuss issues per Division This is currently provided at Faculty level. Ensure communication specifies 'transferable skills' training	The students will have the opportunity to analyse further any concerns they have and elaborate on particular low or high scores. PGR students and reps to be informed	Senior PGR Tutors DA	By June 2020 (dates will vary per Division)
Teaching					
Arts, Languages and Cultures	Insufficient teaching opportunities within SALC and UoM.	We will raise PGRs awareness of other teaching-related opportunities within UoM and TA possibilities at nearby universities. Note: TA-related activity is not actually the remit of the Graduate School Office in SALC and the SALC PGR Student Reps are not 'TA' reps so we need to make it clear where TA issues should be escalated as not technically PGR.	The TA Rep group, chaired by the Associate co-Director will be consulted.	Associate co-Director for PGR	Jul-19
Environment, Education and Development	Ongoing GTA issues across SEED	GTA summit SEED wide to review this across all careers. Access and review the GAG GTA Policy to align locally where relevant.	To review GTA responsibilities for PGR and the departmental need for this support develop a PGR GTA Job Spec	TA Coordinator - SEED PGR Director/PGR Manager	
AMBS	Students noted that they have not been given appropriate support and guidance	Fed comments to School review of GTA support	The GTA review will include circulation of survey to all GTAs	PGR Director and school GTA lead	Mar-20
Mathematics	Payment of TAs	Clarify procedures (especially allocation of pay for preparation/markings).	Procedures are fine and (in principle!) already known to students. Will send around an email reminding everybody what they are.	PGR Director	Dec-19
Biological Sciences	Teaching opportunities and training.	Clearer signposting of teaching opportunities, identification of what constitutes teaching activity (some students don't consider demonstrating as teaching) and explain training available.	Clearer signposting and explanations on DA website	DA	Dec-19
Health Sciences	Limited teaching opportunities	<ol style="list-style-type: none"> 1. Make opportunities easily identifiable 2. Ensure GTA training opportunities are clear 	Work with DA to support clearer signposting on website	Faculty PGR Manager and Student Support/Experience Officer	Dec-19
Medical Sciences	Teaching	This was identified in 2017 PRES as well with little room for improvement. School of Medical Sciences does not usually offer extensive teaching opportunities to PGR students. In other Schools they could be utilised in UG teaching, tutorials etc. Clearly in a medical field this is not an option. Communicate this more effectively	PGR students to be informed as part of their Divisional meetings	Senior PGR Tutors	Jun-20

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Biology, Medicine and Health	1. Lack of understanding of Teaching Opportunities cross School 2. 'Training' for demonstrating not considered training for teaching	1. Continue to improve understanding of opportunities that are available to all PGRs, regardless of School 2. Review training offered to PGRs and how this is communicated	Ongoing discussions with PGR reps through Forums	Doctoral Academy	Ongoing

School/Faculty	Issue	Actions	How will PGRs be involved	Responsibility	Completion
Wellbeing					
Mechanical, Aerospace and Civil Engineering	Working in isolation Poor to no communication amongst PGRs Mental health problems Extra-curricular activities	<ul style="list-style-type: none"> Drop-in session with Department Student Welfare Support staff; initially, this will be trialled on a bi-weekly basis – this is also part of the University PGR Well-being Project. The Big White Wall – engagement with the project for help on wide-ranging mental health, depression and wellbeing issues. Buddy group – incoming PGRs will have a ‘buddy’ within MACE whom they can communicate with on arrival in MACE. The buddy will be from the same research group, which the incoming PGR is joining. MACE PGR Awards – the award scheme will provide recognition of the PGR achievements, encourage a healthy competition amongst PGRs and motivate PGRs to do better. Research NEWS blog on Blackboard – highlighting PGR news – e.g., attendance at a conference/workshop, publication in a journal, awards etc. 	<p>Posters about this initiative in the PGR Student Villages. In addition, the PGR administrator and/or PGR Deputy Head will send emails to the students every 2 months to signpost the students. PGR Reps will be engaged to disseminate the information.</p> <p>Disseminate the information via the MACE PGR Community in Blackboard.</p> <p>The incoming PGR students are informed about the buddy group. The buddies will also be given training by the Deputy Head of PGR Student Experience.</p> <p>The students will be encouraged to apply for these awards.</p>	MACE Welfare Support staff (DHoPGR) PGR Administrator/DHoPGR PGR Head, PGR Deputies PGR Reps, and DHoPGR	Ongoing
Mathematics	Stress etc.	Offered to facilitate setting up of any Maths-internal self-help groups if there are specific requests.	Announced at pizza meeting and in notes from meeting.	PGR Director	Completed
Materials	Concerns about level of support for PGR well being/mental health	To develop a more complete programme to address this topic, including seminars and workshops.	Issue will be discussed with PGR reps at the DoM PGR forum. The reps will be asked to engage with PGR cohort (e.g. though a coffee morning event), and report back to forum. In addition, external expert advice will be sought.	Deputy Head of PGR 3 (DoM)	Apr-21
Earth and Environmental Sciences	Wellbeing issues	<p>A) Enhance support networks by supervisors, advisors and other staff by increasing awareness of supervisor/advisor training and guidance information</p> <p>B) Increase awareness to students of support opportunities</p>	<p>Continue to create a culture in the department whereby students feel able to discuss and seek advice</p> <p>Communication via induction, student handbook, staff and online information</p>	Head of PGR, Deputy HoPGR	Continually on-going
Biological Sciences	<p>1. Students unaware of University wellbeing events or not being encouraged by supervisors to participate in these.</p> <p>2. Some students isolated and don't feel they have</p>	<p>1a. Better advertising of wellbeing events on DA website (specific wellbeing tab?).</p> <p>1b. Training for supervisors to spot signs of student anxiety (included on Supervisor Toolkit website?).</p> <p>2. Regular school-wide PGR social events.</p>	<p>1a. Communicated via DA webpages</p> <p>2. Communicated via PGR reps</p> <p>3. Communicated via PGR Reps</p>	DA CARD PGR reps DASS	Dec 2019 Ongoing Ongoing
MDCSG	Five Schools indicated concerns around high levels of stress, anxiety, feeling of isolation and inadequate DASS support.	<p>MDCSG will review and implement the final recommendations from the PGR Wellbeing project in April 2020.</p> <p>A summary of the findings will be collated and sent to DASS for comment with an invitation to report back to MDCSG.</p>	PGR Reps on MDCSG	MDCSG	Jul-20
Communication					
Physics and Astronomy	Reps for all committees are often unknown	<ul style="list-style-type: none"> Increase Rep visibility. PG Reps currently listed on Blackboard Review options to create a new web space where Reps Photos and Bio information can be uploaded. Poster of Reps 			
Medical Sciences	Communication with PGR students	Emphasise the general nature of these questions at the time of PRES and remind them of the current opportunities, many of which they currently fail to take.	Attend specific Division meetings	PGR Director and Senior PGR Tutors	6 months before the next PRES
Biology, Medicine and Health	<p>1. Ongoing mis-match of terminology we use vs PRES</p> <p>2. PGRs don't know where to find information (opportunities, wellbeing, seminars)</p> <p>3. Lack of engagement with DL, PT, split-site PGRs</p>	<p>1. Consider ways to incorporate PRES terminology in our own communications (website, bulletin, training, induction)</p> <p>2. Better signposting via Bulletin, website, cascade via PGR Reps at Forums. Continue to engage in all aspects of Well-Being project</p> <p>3. Identify proactive ways to engage with these types of PGRs</p>	Ongoing discussions with PGR reps through forums	Doctoral Academy	Ongoing
Insitution	Concerns raised about feedback channels and visibility of reps.	Colleagues involved in PGR Reps training (Faculties) will improve provision of information to Reps about School and Faculty Reps networks and processes for providing feedback.	PGR reps at MDCSG.	MDCSG	Sep-20
Gender					
Physics and Astronomy	The report responses by Gender shows a lower positive response rate for Females in many categories.	<ul style="list-style-type: none"> Female PGR Reps have invited all female PGRs to a discussion to review what the specific issues are, and what actions can be taken. Promote assertiveness training to female students Consider including a female academic in the Supervisory team for each female student. 		<p>PGR Reps</p> <p>PGR Director</p>	<p>End 2019/20</p> <p>End 2020/21</p>