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|  | Actions |
| Research Infrastructure | * To continue to advocate for individual desk space in the Hardiman Research Building, and to actively monitor Postgraduate Researchers’ needs as the new Library Commons develops. |
| Supervision | * To maintain levels of support, contact, feedback and guidance, and to encourage supervisors to familiarise themselves with new requirements of Personal Development Plans, Mini-Viva, and Research Integrity Training. |
| Research Culture | * To encourage PGRs in local inductions to familiarise themselves with some of the interdisciplinary research groups and initiatives across the College and beyond, and to attend events outside of their immediate area |
| Progress and Assessment | * To update the School PhD handbook |
| Research Skills | * To highlight generic skills modules that are available as part of the Structured PhD * To encourage engagement with Researcher Development Centre resources. |
| Other Transferrable Skills | * To recognise the difficulties of developing contacts and networks for an early career researcher, and to encourage supervisors to facilitate introductions in on-campus events where possible, and off-campus as appropriate |
| Responsibilities and Supports | * To disseminate information on relevant student services and student-led social networks in local inductions and in the PhD Handbook |
| Personal Outlook | * To encourage supervisors to introduce new students to their GRC, and to link them in with PGR Reps |
| Funding | * To continue to encourage funding application discussion as part of the PDP and the GRC |
| Development Opportunities | * To encourage supervisor and supervisee to identify journals with a record of publishing graduate work * To encourage publication as part of the PDP and GRC * To promote RTE Bitesize and The Conversation, and appropriate associated trainings |
| Career | * To continue to highlight alternative career paths in School-level induction |
| Overall Experience | * To seek regular feedback and input from PGR representatives |