

	<i>Aim</i>	<i>PRS Owner</i>	<i>Measurement of impact</i>
STRAND 1: RECRUITMENT & RESOURCES	a. An inclusive approach to the recruitment of PGRs in partnership with academic departments and faculties. b. A sustainable scholarship programme to recruit high-quality candidates from the most diverse pool of applicants possible. c. Accessible routes into postgraduate study that features alternative models for doctoral education and funded pathways.	Scholarships Advisory Group	Maintain recruitment of funded PGRs
			Increased diversity in countries of origins and in the backgrounds of home students.
			Growth in donor-funded PGR studentships
			New models of PhD established and recruited to
STRAND 2: PGR TRAINING & DEVELOPMENT	a. A systematic approach to the training and development of PGRs, incorporating career support. b. High-quality training programmes that meet the expectations of funders and partners. c. Implementation of all specific recommendations of the 2026 PGR Training Review.	Training Advisory Group	Improved PRES results institutionally and by dept in 2028
			Successful funding body reviews and bids for external funding
			Recommendations implemented in full by 2029
STRAND 3: SUPERVISION & TUTORING	a. Academic supervision that recognises supervisor development as integral to high-quality PGR programmes. b. Holistic support available to all students by augmenting academic supervision with a personal tutor for every PGR and other recognised forms of individualised support. c. Provision of structured resources and training for staff who collectively form 'the team around the student'.	Supervision & Tutoring Advisory Group	Engagement by supervisors; supervisor feedback; PRES
			Every student has a personal tutor or equivalent and can identify sources of support in addition to their supervisors and personal tutors by 2027/28 AY
			Bank of resources available on DC website end of 2026/27 AY
STRAND 4: QUALITY & STUDENT SUCCESS	a. Formal PGR academic integrity guidance that keeps pace with technological developments (incl. new guidance on AI for PGRs). b. Student-centred PGR programmes to better support progression and success (e.g. PGR Course Approvals and a revised PGR Progress Code of Practice). c. Evolved models of PGR assessment that are inclusive, rigorous and transparent (including greater clarification of examination roles).	PRS	Guidance available to PGRs, supervisors and examiners by 2027/28 AY
			Timely submission; volume of TWDs & extensions; PRES; examination outcomes
STRAND 5: DOCTORAL RESEARCH CULTURE	a. PGRs are given opportunities to showcase their work internally & externally (within and across IAS, NCRC, WIE, WIHEA and Research Centres). b. PGRs are recognised as part of research culture across department and faculties (this will be more routinely celebrated in partnership with CDTs/DTPs). c. PGRs are engaged in interdisciplinary centres and international networks (across the Research Spotlights, global partnerships and doctoral networks).	PRS	REF SPRE narrative
			High participation levels of students and staff across the university in year of PGR activities
			Increased visibility of PGR activity at Warwick captured in the Symplectic Elements system as a result of the ERCF project
THEME A: EQUALITY, DIVERSITY & INCLUSION	a. Shared ambition to recruit from the widest possible and most diverse applicant pool; consideration of distance PhDs and alternative delivery models b. Inclusive approach to PGR Training & Development (see report). c. Inclusive supervisory practices; equitable personal tutoring; collaborative work with STAG. d. Inclusive assessment; equitable progression support; improved data collection. e. Improving access to doctoral research networks; international context; co-authorship.	EDI Advisory Group	(Impacts measured against specific objectives to be reviewed by PRS)
THEME B: GRADUATE TEACHING ASSISTANTS	a. Developing new models of GTA provision that take account of the wider funding ecosystem and create fair and transparent opportunities for PGRs who teach. b. Enabling central and departmental CPD and/or training provision for all PGRs who teach c. Supporting supervisors and tutors to support PGRs to find an appropriate balance between research, teaching and other development opportunities.	GTA Advisory Group	Implementation of the proposed GT Associate role by 2027/28 AY
			PGR training for teaching is available and accessible, including being able to meet demand.