Training and Development

36. Relations with the thesis/placement supervisors

Trainee researchers should establish structured and regular contact with their thesis/placement supervisors and their faculty/department heads so as to fully benefit from these relationships. This mainly involves keeping track of all progress made and results obtained from research, receiving feedback in the form of reports and seminars, using this feedback and complying with the agreed programme, fixed deadlines, the support that will be provided and the results obtained from the research.

Relevant legislation (authorising or obstructing implementation of this principle)	Existing institutional regulations and/or practices	Complete: + Almost but not complete: +/-; Partial: -/+; Insufficient: -	In the event of -, -/+, or +/-, indicate the disparity between the principle and actual practice. If relevant, list the national or regional legislations which prevent implementation.	Initiatives already started and/or suggestions to improve the situation
Relevant legislation (authorising implementation of this principle)	Ongoing assessment followed by the creation of a thesis charter that will be translated into English	+/-	A very minor discrepancy, but a desire to develop less restrictive practices.	1) Dissemination of the thesis charter to HDR (accreditation to supervise research) and post-doctorate employees 2) Establish a skills portfolio 3) Allow access to all documents and internet links from the DRV (Research and Development Board) website (for doctorate students) 4) Translation into English

37. Supervision and management tasks

Experienced researchers should pay particular attention to their multiple roles as thesis/placement supervisors, mentors, careers advisers, leaders, project coordinators, managers or science communication specialists. They should fulfil these duties according to the highest professional standards. With regard to their role as a thesis/placement supervisor or as a research mentor, experienced researchers should foster constructive and positive relationships with researchers who are at the start of their career. This will create the conditions necessary for the effective exchange of knowledge and for the successful development of researchers' careers.

Relevant legislation (authorising or obstructing implementation of this principle)	Existing institutional regulations and/or practices	Complete: + Almost but not complete: +/-; Partial: -/+; Insufficient: -	In the event of -, -/+, or +/-, indicate the disparity between the principle and actual practice. If relevant, list the national or regional legislations which prevent implementation.	Initiatives already started and/or suggestions to improve the situation
Relevant legislation (authorising implementation of this principle)	Limited number of doctorate students Recruitment of a researcher as part of the DRV thesis follow-up committee	+/-	A very minor discrepancy, but a desire to develop less restrictive practices.	1) Reduce the limit on the number of doctorate students according the ED's (doctoral school) requirements (mentoring with a formal annual follow-up template) 2) The creation of an individual, yearly training programme thanks to the person responsible in the DRV 3) The desire to build and maintain an alumni network (with the option of a lifelong e-mail subscription, etc.) 4) Acquiring a thesis tutor + supervisor and the developing co-mentoring practices 5) Acquiring tutors for new MCF (*maître de conférences*) and PU (*professeur des universités*) colleagues. 6) An information and training module on researchers' careers (careers, tools and HR processes)

38- Continuing professional development

At all stages of their career, researchers should constantly strive to improve by regularly updating and developing their skills and abilities. There are many ways to do this, primarily, but not exclusively, through formal training, as well as through workshops, conferences and online learning.

Relevant legislation (authorising or obstructing implementation of this principle)	Existing institutional regulations and/or practices	Complete: + Almost but not complete: +/-; Partial: -/+; Insufficient: -	In the event of -, -/+, or +/-, indicate the disparity between the principle and actual practice. If relevant, list the national or regional legislations which prevent implementation.	Initiatives already started and/or suggestions to improve the situation

Relevant legislation (authorising implementation of this principle)		+/-	A very minor discrepancy, but a desire to develop less restrictive practices.	1) Support and training when researching different contracts and setting up projects 2) Support, information and training on HR procedures for managing careers 3) Establish a skills portfolio

39. Access to training for research and continuing development

Employers and/or funders should ensure that researchers at all stages of their careers, regardless of their contract, are offered professional development opportunities and the opportunity to improve their ability to find a job through access to support for the continuing development of expertise and skills. This support should be regularly assessed in order to determine the extent to which it is accessible, used in practice and effective in continuing to develop expertise, skills and the ability to find a job.

Relevant legislation (authorising or obstructing implementation of this principle)	Existing institutional regulations and/or practices	Complete: + Almost but not complete: +/-; Partial: -/+; Insufficient: -	In the event of -, -/+, or +/-, indicate the disparity between the principle and actual practice. If relevant, list the national or regional legislations which prevent implementation.	Initiatives already started and/or suggestions to improve the situation
Relevant legislation (authorising implementation of this principle)		+/-	A very minor discrepancy, but a desire to develop less restrictive practices.	1) The development of policies regarding CRCT 2) The promotion of policies regarding leave for professional training 3) The promotion of internal training, including in the BU (university library) (in subjects such as language, voice etc.) 4) Commitment to welcome all researchers in research teams

40. Supervision

Employers and/or funders should ensure that a contact person is clearly indicated, whom researchers at the start of their career can consult when performing their professional duties. They should inform the researchers accordingly. These services should clearly establish that the thesis/placement supervisors have the skills to supervise research. They should also ensure that they have the time, knowledge, experience, expertise and commitment
needed to offer adequate support to a researcher in training and that they have planned for the necessary procedures regarding promotions and exams, as well as having the means to share sufficient professional experience.

Relevant legislation (authorising or obstructing implementation of this principle)	Existing institutional regulations and/or practices	Complete: + Almost but not complete: +/-; Partial: -/+; Insufficient: -	In the event of -, -/+, or +/-, indicate the disparity between the principle and actual practice. If relevant, list the national or regional legislations which prevent implementation.	Initiatives already started and/or suggestions to improve the situation
Relevant legislation (authorising implementation of this principle)		+/-	A very minor discrepancy, but a desire to develop less restrictive practices.	1) Encourage mentoring 2) Establish thesis follow-up committees 3) Training aimed at research 4) Portfolio