Please find here areas of best practice which are mandatory requirements of participation in the scheme:

**Mentoring:**

- Mentoring should be built into institution’s workload allocation frameworks to ensure mentorship is recognised and mentors are able to give the required support to Fellows. This could then act as an incentive for them to participate in the scheme.
- In recognition that for some potential applicants being entirely responsible for identifying and approaching potential mentors can be a challenging task, DTPs and CDTs should have robust mechanisms in place to identify and match mentors to applicants.

**Assessment processes:**

- Consideration of equality and diversity issues must be implemented across the entire process – from how the scheme is promoted, the assessment process, ensuring an appropriate balance of panel membership, recruitment and training provision.
- External moderation, such as the inclusion of another DTP director in the assessment process, should be considered.

**Monitoring:**

- DTPs and CDTs should develop and implement pro-active strategies for ongoing oversight and monitoring of fellows and mentors and ensure that this is embedded within their central governance structures.
- All Fellows should have an Training Needs Analysis
- Mechanisms for monitoring the fellowship outputs, e.g. reports, ResearchFish, to understand how the fellowship was used as a springboard for career development.
- There must be recognition that fellows are postdoctorate members of staff as opposed to PhD students. They also require induction to ethical consideration.

The following are suggestions and examples of best practice which may be incorporated into your own approach to the scheme:

**Mentoring**

- Training for mentors, whether offered by the DTP/CDT or through external organisation, should include the importance of engagement beyond academia and with impact agendas.
- To allow the fellow a degree of mobility, and in order to facilitate the development of new networks, consideration should be given to having secondary mentors drawn either from non-academic partners or from other institutions within the partnership/centre.

**Assessment processes**

- Where feasible, feedback should be provided at all stages of the application process. If demand management processes are robust, providing feedback to each applicant should not be too burdensome.

**Careers advice and support:**

- Consideration should be given to utilising exit interviews particularly in the early years of the scheme. There must be recognition of non-academic careers by mentors and support services.

**Promotion:**

- The recruitment process should seek to engage with professional networks such as learned societies.