1. **Quality and impact of past training**

• Training environment:

* participation and involvement of HQP in science outreach activities, interdisciplinary research, promoting EDI in the NSE, collaborations, and/or interaction with the private and public sectors

If applicable, considerations of equity, diversity and inclusion in the training environment, can include, but is not limited to:

* discussion of challenges or barriers encountered in ensuring an inclusive research and training environment;
* a qualitative description of specific actions implemented to support equity and inclusion in recruitment practices, mentorship approaches, and initiatives aimed at ensuring an inclusive research and training environment and trainee growth.

• HQP awards and research contributions

* HQP collaboration in the applicant’s research contributions (usually as co-authors, depending on the discipline), which can include but is not limited to conferences, presentations, publications, patents, and/or technical reports; and/or
* awards, scholarships and fellowships won by HQP.

• Outcomes and skills gained by HQP

* progression of HQP into further studies or careers that have impact, whether as professionals in the private, public sectors, and/or academia. Impact can be either in the NSE or not in the NSE, but it needs to be clear how the skills gained in the applicant’s research training environment are being used by the HQP
	+ professional development skills and experiences gained; and/or
	+ HQP completion of degree requirements within a reasonable amount of time
1. **Quality, suitability and clarity of the planned training**

• Training philosophy

Mentorship approach and enhancement of the research and training environment

* how the applicant interacts with research personnel, the approach taken to train and impart knowledge to future scientists/engineers, the skillsets imparted to ensure HQP success;
* intellectual involvement of HQP in the research program and its anticipated projects (i.e., the proposed research should leave room for growth and development and HQP should be more than simply extra hands for the researcher);
* quality and extent of interactions with collaborators in academia, private and public sectors (e.g., industry, government agencies, etc.);
* involvement in interdisciplinary research;
* promotion of HQP participation in science outreach activities, supporting EDI in the NSE, professional development workshops, etc.;

 Challenges or barriers to inclusion and advancement of under-represented groups

* A qualitative description of existing challenges or barriers to the inclusion and advancement of under-represented groups in the NSE, which are specific to the context of the applicant’s program of research:
* An inclusive research environment exists where all people are respected and have access to the same opportunities, where all individuals can reach their full potential, unimpeded by inequitable practices;
* Barriers to participation can be physical, procedural, visible, invisible, unintentional or other;
* Context specific to the applicant’s program of research can relate to the field of research (e.g. extended periods of travel, field work requirement or others) or aspects related to the institution (e.g. geographic region in Canada, urban centre or remote location, department size, type of degrees granted or others);

 Planned approach to promote participation of a diverse group of HQP

* taking into account equity and inclusion in recruitment practices, mentorship approaches and initiatives aimed at ensuring an inclusive research and training environment and trainee growth.

 • Research training plan for individual HQP

The research training plan can include, but is not limited to:

* appropriateness of the level and mix of HQP for the proposed program and its anticipated projects (e.g., are the projects suitable for an undergraduate student, a master’s student, PhD candidate, or postdoctoral fellow?);
* description of anticipated outcomes in terms of future contribution to NSE knowledge and the training value of the proposed projects;
* explanation of how the work will contribute to the development of new skills or knowledge; and/or
* capacity of the researcher to supervise the proposed number and type of HQP.