

Skills (from RDF), phases 1-2 only	Training and Development Activity: HUM elective pathway	Evidence of achievement At the end of Year 1 (Year 2, P/T) (Any or all of the descriptors)	Outcomes, end Year 1	Evidence of achievement, end of research period (any or all of the descriptors)	Outcomes, end of research period
A Knowledge and Intellectual Abilities					
A1 Knowledge Base					
A1.1 Subject knowledge A1.2 Research methods – theoretical knowledge A1.3 Research methods – practical application A1.4 Information Seeking	<p><i>A1.1 to A1.4 drawn from any or all of the following:</i></p> <p>Elective MA attendance (advanced subject knowledge), within own school offer, across both HUM schools and others (such as SSF), providing wider or more specialised/advanced knowledge depending on individual need</p> <p>External training or conference attendances, including CHASE, relevant to research or in subject specific areas</p> <p>Supervision guidance and advice</p>	<p><i>Quality of initial drafts, annual review documentation, evidence that methods and sources are up to date</i></p> <p><i>Successful progress from the first annual review with validation of the research topic, question/s and methodological approach; completion of written evidence to the required standards and criteria; adapts to comments of supervisory</i></p>	<ol style="list-style-type: none"> Understand the research context of the arts and humanities (including internationally) and be able to place the research topic within it, both verbally and in writing. Has demonstrated knowledge of the national and international resources for the research and prepared for any cultural challenges of overseas research or fieldwork 	<p><i>Completion of thesis, fulfilment of submission criteria and effective performance at viva and recommendation for award of thesis</i></p>	<ol style="list-style-type: none"> Able to manage time effectively, plan, write to academic convention, manage and synthesise complex and diverse information, demonstrate original thinking and/or creativity and contribute to public debate and corpus of knowledge in the scholarly arena. Skills transferable to any situation or environment which requires structured,

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A1.5 Information Literacy and management	<p>CHASE training events, seminars, courses and symposia</p> <p>Relevant subject/conference networks</p> <p>Individually or supervisor suggested forums and events</p> <p>Self-directed research and learning</p> <p>School research seminars</p> <p>HUM Methodology seminars at faculty and school levels (MA level) for advanced methodological analysis and interdisciplinary encounters</p> <p>External training or conferences, including CHASE courses on digital humanities</p>	<p><i>panel/assessors, justifying originality of thought and argument successfully.</i></p>	<p>3. Have the appropriate subject and/or cross disciplinary knowledge to inform and guide the initial research process, both verbally and in writing.</p> <p>4. Contributes to student research seminars, both as questioner and provider of research comments and information.</p> <p>5. Successful defence of dissertation topic to peers and supervisory team/assessors and progress to later stage research; formal validation of topic, approach and</p>		<p>detailed, analytical and synthetically intellectual analysis to organisationally and self-defined timescales.</p> <p>3. Able to work in different countries, languages and cultural contexts relevant to the research project</p>

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	<p>Practical Research Skills sessions, (e.g. subject or archive specific, interdisciplinary, ethics, information and library resources, discourse analysis, annual review session)</p> <p>Learning Enhancement Team sessions (e.g. academic writing skills)</p> <p>Specific school or cross faculty programmes in specialised areas, such as computing, data analysis, statistics and other technical skills</p> <p>Information skills sessions in the Practical Research Skills Programme</p>		<p>methodology and evidence of applied skills for the completion of the thesis.</p> <p>6. Plan to inform year 2 activities, including any funding applications needed from Faculty, networks to tie in to or construct (and career planning)</p> <p>7. Outline plan for career or personal development for year two onward (if applicable).</p>		

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<p>6. Languages</p> <p>7. Academic literacy and numeracy</p>	<p>UEA language courses or external courses where these are not covered within the University, beginner, refresher and intermediate level according to need.</p> <p>LET writing sessions School specific sessions Specific technical and/or IT literacy courses offered in HUM or in other Faculties</p> <p>These areas may be covered by a number of delivery mechanisms: onsite, online, off campus, weekend and evening courses, private study, seminars, lectures, symposia and social media, conferences and study visits</p>				

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A2 Cognitive abilities					
A2.1 Analysing A2.2 Synthesising A2.3 Critical Thinking A2.4 Evaluating A2.5 Problem Solving	<p>A2.1 to A2.5 reflect the research skills developed in the initial stages of the research project and development into independent scholarly analysis, criticism and independent authorial voice impacting on those researchers working in similar or related areas.</p> <p>‘Formal’ training in year 1 is within the methodology and school research forums complemented by individual development in the area of study.</p> <p>Elective MA attendance (subject knowledge), from school offer, within and across schools (such as SSF),</p>	<p><i>Reflected in individual development as evidenced at formal and informal supervisory sessions, initial drafts and plans and in the documentation for year one review. These elements are indicators of ability which inform the quality of work submitted.</i></p>	<ol style="list-style-type: none"> Evidence of ability in these areas reflected in drafts, writing and exposition verbally in preparation for and at the first year review in individual research area. Sufficient development to ensure successful progress into year two and beyond 	<p><i>Growing sophistication in draft work and evidence of independent thinking which starts to modify and influence research in research area, particularly in connection with conference and publications activity.</i></p>	<ol style="list-style-type: none"> Completion of research and thesis and all associated work in publicity and networking; able to define and categorise the cognitive skills within one’s own research experience which can be applied to further academic development or non-academic career. Becomes independent scholar in thesis topic, recognised externally

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	providing wider or more specialised/advanced knowledge depending on individual need				
A3 Creativity					
A3.1 Inquiring Mind A3.2 Intellectual Insight A3.3 Innovation A3.4 Argument Construction A3.5 Intellectual Risk	<p>The activities supporting this section are highly personal. Formal training listed under A will contribute to all of these areas but achievement is a matter of personal responsibility.</p> <p>Interdisciplinary forums internally and externally support the development of innovative and lateral thinking as do school seminars and events which focus specifically on creative ideas, applications and development.</p> <p>Elective MA attendance (subject knowledge),</p>	<i>Reflected in individual development as evidenced at formal and informal supervisory sessions, initial drafts and plans and in the documentation for year one review. These elements are indicators of ability which inform the quality of work submitted</i>	<ol style="list-style-type: none"> 1. Evidence of ability in these areas reflected in drafts, writing and exposition verbally in preparation for and at the first year review in individual research area. 2. Sufficient development to ensure successful progress into year two and beyond 	<i>Development in these areas from year two should be evidenced in the increased complexity, sophistication and clarity of the research as it nears completion and in external forums where the research (or aspects of it) are presented to an informed and critical audience. Writing and verbal exposition sufficiently honed to perform at the academic practitioner level.</i>	Can provide evidence within the thesis itself and in the public exposition of its tenets to academic audiences in the first instance but also in the form of other communication mediums, including the media and other professional areas or institutions.

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	from school offer, within and across schools (such as SSF), provide a wider or more specialist framework for the development of comparative, analytical and creative thinking				
B Personal Effectiveness					
B1 Personal Qualities					
B1.1 - B1.6	Most of the indicators under this strand are personal and behavioural. Some specific training may support this development – for example time and project management, ethics, personal development techniques, self-reflection and information handling elements – but the emphasis is on individual responsibility.	<i>Self-reflection on performance and areas for individual development or activity identified. Development may be formal or informal and activity based.</i>	1. Qualities and behaviours are part of day to day approach to all aspects of work; individual reflection techniques can be applied to work in the first year and in later stages of research.	<i>Students able to recognise, reflect and describe how they have exhibited the behaviours, using specific examples which illustrate progression or increased complexity.</i>	1. Qualities and behaviours are demonstrably part of day to day approach to all aspects of work. 2. Projects and thesis completed to time and quality with no issues regarding use of data, evidence or confidentiality; any issues identified in the

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	<p>General development can occur also through formal sessions and activities under indicators A, C and D,</p> <p>Support in these areas may be highly personalised and may involve personalised responses (e.g. individual coaching, Student Support Services, self-analysis, careers guidance, confidential counselling, for example).</p> <p>Practical Research Sessions (year 1) support understanding of good research practice, established humanities conventions, ethical issues and how to interpret and apply them to individual work, including the handling of personal data.</p>				<p>course of the research recognised and dealt with in accordance with university policy.</p> <p>3. Examples can be cited for inclusion in CV/competency based applications, as necessary.</p>

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B2 Self-Management					
B2.1 - B2.5	<p>Draws from all or any of:</p> <p>Practical Research Skills (including funding sessions, project management in year 1, time management, wellbeing, being a part time student)</p> <p>Early stage careers planning (Career Central)</p> <p>Student Support Services training and events</p> <p>Peer support and informal networks</p>	<i>Has coherent plan for the development of the thesis, which is specific, achievable and time bound</i>	<ol style="list-style-type: none"> 1. Demonstrates planning ability in the material for the first annual review and verbally at interview. 2. Able to speak at length on examples and demonstrate application in future planning of personal development, career training or further scholarly activity 	<p><i>Uses project and time management techniques to meet completion timetables</i></p> <p><i>Can manages several activities simultaneously</i></p>	<ol style="list-style-type: none"> 1. Projects and thesis completely to time and quality with no issues regarding use of data, evidence or confidentiality. 2. Other projects, outreach or impact activities managed within the research period with no impact on quality if research 3. Manages time effectively, working to timetable, and demonstrates ability to meet deadlines

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					alongside multiple and conflicting activities.
B3 Professional and career development					
B3.1 - B3.5	<p>Drawn from all or some of:</p> <p>Careers introductory sessions</p> <p>Career Central one to one interviews and later stage sessions (CV building, covering letter and applications, interview techniques)</p> <p>School employability events</p> <p>Professional Humanities strand: (including applying for post-doctoral positions, writing an effective research proposal, arts</p>	<p><i>Has identified early career training priorities (if applicable)</i></p> <p><i>Has clear plan based on goal setting and priority for future scholarly and research development, either for employment, voluntary work, leisure or personal interest</i></p>	<p>1. Has demonstrable research and training /development plan linked to timely completion of the research project and identification of priorities for career or further research activity which are achievable within the research period</p>	<p><i>Has plan for placement or other activity in relation to selected career path; annual reviews include career aspect in the development section, with clear indications of training and experience needed.</i></p> <p><i>Can include CHASE funded Placement activity or UEA sponsored placements and internships.</i></p> <p><i>May have plan for post-employment activity/entrepreneurship/continued scholarly endeavour if relevant</i></p>	<p>1. Career plan (only where applicable) with an up to date CV and pathway for future employment in academic or non-academic spheres or further vocational study or training</p> <p>2. Record of activity, training, placement or contribution planned or in progress</p> <p>3. Examples or plan for funding proposals or</p>

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	and humanities entrepreneurship). Placements and internments, CHASE, Faculty or personal initiative in finding and exploiting work experience opportunities				collaborative projects with identified institutions and organisations
C Research governance and organisation					
C1 Professional Conduct					
C1.1 - C1.7	Drawn from: Induction sessions, including orientation and health and safety information and resources HUM Induction training and online sessions on data protection, freedom of information, copyright).	<i>Has identified any ethical issues which may affect the thesis in the later stages and has identified actions and strategies to manage and mitigate risks as needful</i>	1. Demonstrates at the annual review and documentation that all ethical issues have been identified and has methodology and actions to deal with potential risks (such as confidentiality, copyright and access to materials, political consequences)	<i>Methodology and text of thesis implicitly recognises any ethical or legislative issues and describes how they have been managed if identified as factors</i>	1. Research has avoided any potential breaching of current legislation or university procedures which is applicable to research. 2. Can show application of knowledge and experience to any

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	<p>Other information related sessions include archival research and methodology seminars, working in the academic environment for year 1-2, Student Support Services sessions, specialist MA subject seminars with relevant themes for related subject areas</p> <p>HUM Practical humanities: the research environment, the thesis, archives (archive legislation nationally or internationally), advanced publications courses, data protection, freedom of information and copyright training, bibliometrics, interviewing ethics (methodologies or consortium training events)</p>				<p>further research or publication plans or collaborative projects</p>

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C2 Research Management					
C2.1 - C2.3	<p>Induction events</p> <p>Practical research skills: the academic environment, project management for year 1, (including risk assessment element), time management</p> <p>Methodology seminars, in HUM or other faculties as relevant</p>	<p><i>Application of planning skills and knowledge of UEA and Faculty research procedures to research</i></p>	<p>1. Year 1 review documentation shows evidence of the application of planning techniques; student can present and describe the planning rationale or methodology, stages, and timescales as part of the process.</p>	<p><i>Uses planning techniques in management of research alongside related activities in outreach, publishing, etc.</i></p>	<p>Can demonstrate knowledge and use of planning and risk management skills gained through the research process – usually through the thesis but also in the form of plans for future scholarly activity or career plans</p>
C3 Finance funding and Resources					
C3.1 - C3.3	<p>Funding application sessions and academic environment sessions in the Practical Humanities Skills training</p> <p>Funding applications in the Professional Humanities sessions for years 2 onwards</p>	<p><i>Has surveyed relevant funding opportunities and selected appropriate bodies and/or faculty funds.</i></p> <p><i>Discussion with supervisory team</i></p>	<p>1. Can identify relevant funding mechanisms within the Faculty and more widely (for example research funding bodies and their schemes), applying the criteria for award to own</p>	<p><i>Has narrative record of funding and grant applications in progress and has a plan for the future, if relevant</i></p> <p><i>Can speak about bidding experience, successful or not, and the skills which have been accumulated as a result</i></p> <p><i>Can demonstrate wide knowledge and understanding of the research funding</i></p>	<p>1. Can construct convincing funding applications based on the necessary analytical and political skills required to establish a case</p>

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		<p><i>on opportunities and relevance</i></p> <p><i>Initial written application (if relevant)</i></p>	<p>research in a demonstrable plan for later stage research</p> <p>2. Has the skills and knowledge to write effective bids, including understanding of the criteria of the organisation/fund for grants</p> <p>3. May have funding applications in progress</p>	<i>world by justifying selected schemes and bids</i>	<p>2. Has record of applications made and lessons learned (internally or externally as relevant)</p> <p>3. Has realistic plan for future grant related activity (if relevant)</p>
D. Engagement, and impact					
D1 Working with Others					
D1.1 - D1.7	This may be very personalised and driven by individual experience or future career plans. Related formal training can be drawn from any or all of:	<p><i>Attendance at relevant courses and events, as evidenced in training record</i></p> <p><i>Participation in research forums</i></p>	<p>1. Has plans for obtaining teaching experience</p> <p>2. Has outline plans for outreach or taking research to diverse audiences</p>	<p><i>Participation in level 1 undergraduate teaching on subject area, including assessment and leadership roles, working within the seminar delivery team</i></p> <p><i>Builds on understanding of time management, project management</i></p>	<p>1. Is able to deliver seminars, lectures, marking and associated work to a pre-determined seminar structure, with the</p>

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	<p>Practical Research Skills (Including working with supervisors, Preparing to Teach for year 1, academic networking, working in the academic environment, school teaching experience and guidance programmes in subject area)</p> <p>CSED Teaching courses (Developing Teaching Skills)</p> <p>School support: mentoring, any formal local training and guidance for teaching as AT level in subject area</p> <p>Faculty, University or external training or development in online dissemination and construction of networks, blogs, etc.</p> <p>Participation and/or leadership in academic</p>	<p><i>Participation in student led training or other event</i></p>	<p>or workplaces in final stages of the thesis</p> <p>3. Has plans for incorporating team based activity in the later stages of the thesis</p>	<p><i>and planning and applies this practically to planning events, networks or teaching</i></p> <p><i>Understands how to lead, work with, organise, motivate and inform group activity to successfully complete a group project or event and has narrative evidence of experiences</i></p> <p><i>Participation in network; initiation or participation in group student led events, including training, symposia, research seminars, blogs, writing groups with share outcomes which can be identified (public events, written publications, broadcasts or online forums), involvement in industry or cultural organisations in placements, projects or fieldwork which involves a team element; provision of evidence or advice to external organisation, business, government function or service.</i></p> <p><i>External collaboration or partnership, through requested involvement or active leadership</i></p>	<p>necessary skills of organisation, engagement, effective speaking, personal approach, pastoral care and communication.</p> <p>2. Has demonstrable knowledge and can describe pedagogy, personal style and teaching methods and how they would apply them to further teaching experience and creation of new seminars, and lectures, deliver tutorials</p> <p>3. Can demonstrate understanding of online approaches to teaching and</p>

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	<p>events, seminars, school seminars (at advanced level), MA sessions</p> <p>Involvement in external events, conference teams or placements which involve team working</p> <p>Experience in work placements organised via UEA, CHASE or independently</p>				<p>current trends in delivery of remote teaching material and courses and how this could apply to future teaching experience</p> <p>4. Able to apply knowledge and experience generally in application for teaching posts within the academy or general employment</p> <p>5. Transferable skills accumulated which can also be applied to other roles involving coaching, presentation, education and chairing and directing of</p>

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					<p>meetings effectively.</p> <p>6. Has evidence of working in groups to organise internal or external events, seminars or training symposia, and able to work effectively and creatively in teams or groups, either as participant or as leader, with interpersonal skills transferable to academic and non-academic employment.</p> <p>7. Has examples of leading or forming groups which involve support or coaching to less experienced researchers (e.g.</p>

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					in setting up a network, collaborative training project).
D2 Communication and Dissemination					
D2.1 - D2.3	<p>Drawn from any or all of:</p> <p>Practical Research Skills strand: Introductory session to academic publishing from Year 1, Bibliometrics, Academic Networking</p> <p>HUM Interdisciplinary seminar; HUM Faculty and CHASE interdisciplinary training events</p> <p>HUM specialist seminars at MA level</p>	<p><i>Shows continued refinement and development of writing skills for transition from MA or UG level to PhD or publishable standard – in initial drafts, plans and year one review documentation – and development of appropriate terminology applicable to the research project</i></p> <p><i>Has skills sufficient to establish a web</i></p>	<ol style="list-style-type: none"> 1. Able to defend thesis topic and methodology verbally and in writing 2. Evidence of internal or external speech or presentation, evidence of online activity (including building a web presence or social media presence) 	<p><i>Contribution (paper or talk) to at least one external seminar, conference or symposium, either externally or internally by submission of thesis</i></p> <p><i>Published article, review, or other piece of publicly available material in print or online format</i></p> <p><i>Website, blog or other online forum participation, founding or management; contribution to or delivery of podcasts</i></p> <p><i>Delivery of talk or talks to non-academic audience in university, local or national event of any kind</i></p>	<ol style="list-style-type: none"> 1. Able to speak publicly with confidence about research and subject, using current techniques for effective presentation and delivery, with the skills which can be used in any organisation, relevant business or industry, public forum or body in future 2. Understands and has plan for or

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	<p>Professional Humanities (advanced) sessions, including giving first paper, school practice, speaking to external/non-academic audiences, advanced publications, including knowledge of current academic publishing trends in the UK and elsewhere, monograph and journal publishing, impact and research communication skills)</p> <p>CHASE training, symposia and events</p> <p>School based seminars</p> <p>Website construction and social media training and experience</p> <p>Presentation technology training</p>	<p><i>or social media online presence related to research</i></p>			<p>has achieved publication of at least one article or work by submission of the thesis (if relevant to career plans or personal aim), with the skills to write effectively for an academic or non-academic audience</p> <p>3. Has developed a web presence for research presence, networking, or forum for sharing findings or interdisciplinary interaction and has used it for intellectual and research exchange</p> <p>4. Contributes to relevant online</p>

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	Voice technique, training in public speaking and speeches				forums as a participant
D3 Engagement and impact					
D3.1 - D3.6	<p>Drawn from any or all of:</p> <p>Practical Research Skills, including: HUM Preparing to Teach, the academic environment, funding opportunities)</p> <p>CSED teaching course, Developing Teaching Skills</p> <p>School based teaching preparation, guidance and training in own subject area</p> <p>Advanced sessions in HUM Professional Humanities strand (including engagement in public sector,</p>	<p><i>Has plan for incorporation of outreach and impact activities for later stage of these.</i></p> <p><i>Has plans for or has started to set up development activities for and with other students which meet AHRC doctoral training provisions and policy</i></p>	<ol style="list-style-type: none"> Working knowledge of the academic environment in the UK sufficient to plan further academic career (if wished) and for later stage engagement or impact activities, which may be career orientated or stand-alone activity. The nature of the emerging research will guide choice of organisation Applies knowledge of educational or other relevant policy environments to planned teaching or other work experience or 	<p><i>Drawn from any or all of:</i></p> <p><i>Talk, presentation, participation in external non-academic events, including schools, industry, public and private sectors, not for profit organisations, media (all formats, including social media) based on research project and/or associated knowledge</i></p> <p><i>Involvement in external forum: e.g. schools outreach event, public event, policy forum</i></p> <p><i>Professional placement in public or private sector, arts, media, heritage, industry, finance or other</i></p> <p><i>Interaction and/or advice to policy forum, government, professional body, charity or think tank</i></p>	<ol style="list-style-type: none"> Able to speak to non-academic audiences in an accessible and engaging style, with the personal skills in communication to apply this in non-academic forums of all descriptions including non-academic workplaces. Narrative of interaction and collaboration with relevant organisations, with examples of cooperation, participation or influence

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	<p>entrepreneurship, classroom technology) CHASE events and training opportunities</p> <p>UEA general media training events</p> <p>Identification of opportunities in school, subject area, networks and school employability activities)</p> <p>Initiation of individually driven or CHASE partnership or placement initiatives with organisations (public and private, industry, media, arts, heritage).</p>		<p>organisational interaction</p> <p>3. May have plans for the future involving PGR colleagues from one of more of CHASE universities and plan funded events or placements</p>		<p>3. Examples of journalism, web publicity or social media impacts; reception and reach as applicable; academic or other citation evidence.</p> <p>4. Membership or leadership of networks for dissemination of research, in all media, as relevant</p>