POSTGRADUATE RESEARCH SERVICE

TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
HUM PGR Arts and Humanities Training Pathway	N/A	2019-20

NOTE: Whilst the University will make every effort to offer the training pathway as detailed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of sabbatical leave.

TP1 TRAINING PATHWAY SUMMARY

TP1.1	a	SCHOOL(S) OF STUDY	____
	b	FACULTY or FACULTIES	HUM PGR Arts and Humanities Training Pathway
	c	NAME OF TRAINING PATHWAY LEAD	Dr Louise Atherton
TP1.2 *Note 1*	a	PATHWAY TITLE	HUM PGR Arts and Humanities Training and Development Pathway
	b	COURSE CODE (where applicable)	N/A
	c	FULL/PART-TIME (please specify)	Full and Part-Time
	d	LOCATION (UEA Norwich, Distance Learning)	UEA Norwich; some online or partial online sessions
	e	AVAILABLE FROM (date)	25/09/19

TP1.3	EXTERNAL INPUT (please list here the input from external organisations e.g. employers, partner institutions into the development of this pathway)
	N/A

TP1.4	FURTHER INFORMATION (web link to further information)	https://www.uea.ac.uk/arts-humanities/graduateschool/training (from autumn 2017)

TP1.5   AVAILABILITY BY AWARD (please tick all that apply)

Masters Degrees by Research	X	Master of Philosophy	
PhD (3-year)	X	PhD Integrated Studies (4-year)	
PhD by Publication	X	Doctorate in Clinical Psychology	
Doctor of Education / Master of Education		Doctor of Medicine	

TP1.6	MANDATORY ELEMENTS OF TRAINING

	Induction events, held tri-annually for new entrant start dates, covering university core training requirements. The following three HUM specific sessions are also mandatory: The HUM Training and Development Pathway, Managing your PhD: the Supervisory Relationship and Preparing for Your Probationary Review. Aspects relating to advanced knowledge are embedded in the two training levels described below, according to the professional or subject matter and its relevance.

TP2 PATHWAY LEARNING OBJECTIVES

TP2.1 Learning Objectives

Learning objectives are embedded in individual sessions and achievements in relation to them specified at milestones: one year review/upgrade and completion of the degree. The following are the objectives for the completed research period as a whole, linked to the Vitae competencies. The training pathway supports the development of the following skills, behaviours, abilities, knowledge, capabilities and experience by the end of the PhD period, depending on need. The following are the top level definitions of development objectives of the Pathway linked to Vitae quadrant; we have developed more detailed information for individual students and supervisors which reflect the two stages and sits underneath these top level objectives.

Knowledge and Intellectual ability (A):
- 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 on the scholarly arena.
- Development of skills transferable to any situation or environment which required structured, detailed, analytical and synthetically intellectual analysis to organisationally or self-defined timescales.
- Able to work in different countries, languages and cultural contexts relevant to the research project
- 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 research topic, recognised externally

Personal Effectiveness (B)
- Qualities and behaviours described in the Framework are demonstrably part of day to day approach to all aspects of work
- Projects and thesis completed to time and quality with no issues regarding use of data, evidence or confidentiality; any issues identified in the course of the research recognised and dealt with successfully in accordance with University policy.
- Other projects, outreach or impact activities (or external) employment) managed within the research period with no impact on quality of research; demonstration of ability to meet deadlines alongside multiple and conflicting activities

Research Governance and Organisation (C)
- Research has avoided any potential breaching of current information or privacy legislation or university policy which are applicable
- Can show application of knowledge and experience in research governance to any further research, publication, or collaborative project plans
- Can demonstrate knowledge and use of planning and risk management skills through the research process and relevant training, both in the research itself but in other projects, activities and achievements
- Can construct convincing funding applications based on the necessary analytical and political skills required to establish a case, if relevant.

Engagement and Impact (D)
(Not all of these will be relevant to every student, depending on career trajectory, or if retired so 'essential' relates to the individual career of future plan of the individual)

- Able to deliver seminars, lectures, marking and associated work to a pre-determined seminar structure, with the necessary skills of organisation, engagement, communication, personal approach, and pastoral care
- Has demonstrable knowledge of and can describe pedagogy, personal style and teaching methods and how they would be applied to further teaching experience and creation of new seminars, and lectures; able to understand the basis of tutorials
- Can demonstrate understanding of online approaches to teaching and current trends in delivery of remote teaching material and courses and how this could apply to future teaching experience
- Able to apply knowledge and experience generally in application for teaching posts within the academy or general employment
- Transferable skills accumulated which can also be applied to other roles involving coaching, presentation, education and chairing and directing of meetings effectively.
- 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
- Has examples of leading or forming groups which involve support or coaching to less experienced researchers (e.g. in setting up a network, collaborative training project).
- 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, public forum or body in future
- Understands and has plan for or 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 audience
- 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; contributes to relevant online forums as a participant
- 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
- Can cite examples of journalism, web publicity or social media impacts; reception and reach as applicable; academic or other citation evidence, as relevant
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TP2.2 How will these learning objectives be reviewed?

For the individual:
- Annual Review feedback, based on specific questions, and annual supervisor/student discussion

For the pathway generally:
- Student focus groups
- Individual session feedback, feeding into annual assessments of training content, delivery and impact
- In line with the development and timetable of the CHASE 2 consortium bid to the AHRC.
- Annual analysis of PGR provisions in UK universities (available published information)
- In accordance with any changes in the Vitae/AHRC competencies
- Comment and feedback from speakers and academic staff on an ongoing basis

TP2.3 Training Structure

The HUM PGR programme consists of an integrated structure based on optionality and individual development planning, in line with the nature of arts and humanities research, and which also encourages

Interdisciplinary interaction and creativity, in compliance with our membership of the AHRC funded CHASE consortium. Formal training in year 1 is followed by more specialist and experiential development from year 2 onward. The Pathway applies to all HUM PGR regardless of funding status as all HUM students are all regarded as members of the CHASE consortium and HUM CHASE students as part of HUM. It also applies to P/T students as they form a significant proportion of the HUM graduate cohort. SenSS students based in HUM benefit from access to both HUM and SSF training and development opportunities.

The programme consists of:

Mandatory Induction: research environment, research procedures and expectations, training requirements and training need analysis, information skills, including introduction to copyright and current information legislation, ethics, mental wellbeing (for autumn 2017) and all university mandatory elements

Mandatory HUM Sessions: The HUM Training and Development Pathway, Managing your PhD: the Supervisory Relationship and Preparing for Your Probationary Review.

Practical Research Skills, for years 1-2 (full and part time), delivered in schools and in the Faculty, including: research and academic writing skills, library and information skills (including literature review, bibliometrics, FOI, Copyright, data protection) archival research (location and usage conventions and methods, methodology of empiricist research, specialist topics, such as heraldry, seals, specialist archival introductions, UEA archives), project planning, time management, discourse analysis, networking techniques, approaching fieldwork, attendance at relevant MA level courses in HUM (and other Faculties) in support of subject knowledge; sourcing grants and a general session on the thesis. These opportunities are augmented by CHASE training and events and external training where relevant (e.g. non UEA taught languages). Students may also attend the humanities specific 'Preparing to Teach' course, augmented by a session on classroom technology.

Subject related sessions are also available in schools, including introduction to publication conventions for first year PGR; methodologies seminars or attendance at relevant MA modules (defining individual methodologies in relation to the research question, supporting interdisciplinary and cross discipline development).

Professional humanities skills, for years 2 onwards, full and part time, which can include: impact and research communication, online engagement, arts and humanities entrepreneurship, advanced publications (journals and monographs), presentations (to non-academic audience, internal and external conferences, writing a first paper, speaking at schools with practice), preparing for the viva, media and research (from consultation and media presence to pitching research ideas to media in all formats); career planning (CVs, interviews, opportunity finding, placements, with Careers Service and schools); impact (techniques and practical experience, working with public sector organisations), conference presentations (school forums and externally); further specialist training in languages as required for the thesis), external funding, applying for post-doctoral awards.

Elements of transferability are present in most of these sessions; in the later and more specialised training skills can be transferred to both the academic and non-academic environment.

As arts and humanities research is unique to the individual (and given the high percentage of part time, working or retired researchers in the Faculty) the balance of training both within and outside the institution

cannot be specified or recommended as it is for the individual researcher to define the balance through needs analysis and selection of elements which fufill the training objectives in the context of the individual project. We would expect however more emphasis on formal sessions at the start of the research project with an increasing emphasis on experienced based development in the later stages of the doctoral period, linked to CV and competency building as the researcher moves into the early stage researcher competency threshold.

TP3 PATHWAY COHERENCE AND EMPLOYABILITY

TP3.1 Learning Progression

How will progression in terms of skills, knowledge and understanding be reflected in the pathway between activities/courses in any one year and across the years as research degree candidates make progress through their course of study?

Students can see the progression from the year 1 pathway activities which are geared towards initiation of research, successful upgrading, (including specialist research skills), and year 2 and beyond sessions, which are geared towards outward looking and experiential development which directly supports development of transferable skills and competencies relevant to both the academic and non-academic career as well as the completion of the thesis. These sessions often rely on a first stage beginner session and involve progression to a more advanced level, e.g. in publications. This process is visualised in the HUM Development Framework (attached).

TP3.2 Feedback Cycle

Please explain how feedback from supervisors and others will support the coherence of the programme. How will this feedback impact on subsequent activities/courses?

HUM supervisors are trained every three years within the faculty supervision training programme, which includes elements related to helping students to define their development needs and the specific training which forms part of it.

Supervisor views to be gathered in:

1.   Annual review feedback
2.   Supervisor training events and other focus groups
3.   PGR director input to GSE

These views are considered in the annual review of content and delivery mechanism for the next and subsequent years in the case of more complex developments which demand a longer or cumulative timeframe.

TP3.3 Employability

How is employability embedded into the pathway?

All training and development activities are linked to specific competencies so that students may gauge their skills development in a broader context. The framework documentation makes clear what skills can be developed in specific sessions and activities and the range of possibilities available. There are also distinct courses which are relevant to the development of the academic career and students have full access to the annual programme offered by Careers Central in consultation with the Faculty as well as individual guidance. Students are also encouraged to proactively plan acquisition of practical experience in research related activities inside and outside the academy. Careers support is introduced as part of the induction process and some of these sessions may be co-taught with academic input. The competencies based approach of the Faculty to development is also, in effect, part of the wider careers training as it encourages students to formulate their annual training and development plans in a manner which emulates general employer practices and their expectations.

Notes

1. Pathways may correspond to a particular degree programme within a School (e.g. Doctorate in Clinical Psychology) or to programmes within a particular Faculty or other Graduate School, or to cross-institutional programmes within a Doctoral Training Partnership.

2. Pathways may choose to specify learning outcomes to be achieved in individual years of the programme or to be achieved by the end of the programme.