

POSTGRADUATE RESEARCH SERVICE

TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
Norwich Bioscience Institutes (NBI) Bioscience PhD by Publication		2019

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	BIO, CHE, CMP, ENV, MTH, MED, PHA
	b	FACULTY or FACULTIES	NBI
	c	NAME OF TRAINING PATHWAY LEAD	Chair of NBI GSE (Prof Dave Evans, JIC)
TP1.2 <i>Note 1</i>	a	PATHWAY TITLE	NBI Bioscience PhD by Publication
	b	COURSE CODE (where applicable)	
	c	FULL/PART-TIME (please specify)	Part-time
	d	LOCATION (UEA Norwich, Distance Learning)	NBI Norwich (including EI, JIC, QI, TSL)
	e	AVAILABLE FROM (date)	October 2019
TP1.3	EXTERNAL INPUT (please list here the input from external organisations e.g. employers, partner institutions into the development of this pathway)		
	None		
TP1.4	FURTHER INFORMATION (web link to further information)		
TP1.5	AVAILABILITY BY AWARD (please tick all that apply)		
	Masters Degrees by Research	<input type="checkbox"/>	Master of Philosophy
	PhD (3-year)	<input type="checkbox"/>	PhD Integrated Studies (4-year)
	PhD by Publication	<input checked="" type="checkbox"/>	Doctorate in Clinical Psychology
	Doctor of Education / Master of Education	<input type="checkbox"/>	Doctor of Medicine
TP1.6	MANDATORY ELEMENTS OF TRAINING		
	Many of the usual mandatory training elements of a PhD training pathway will have been attained in the candidate's workplace or elsewhere. Due to the limited time of study (6-12 months, part-time) mandatory training elements required are limited to: Equality and Diversity Bullying and Harassment		

Information Security
 Health and Safety
 Research Ethics, Integrity & Regulations
 Training Needs Analysis and Personal Development Plans
 Writing Your Thesis

TP2 PATHWAY LEARNING OBJECTIVES

TP2.1 Learning Objectives

This pathway is based on the requirements set out in the Vitae Researcher Development Framework (RDF <https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf/view>) and the UKRI 'Statement of Expectations for Postgraduate Training' (<https://www.ukri.org/files/legacy/skills/statementofexpectation-revisedseptember2016v2-pdf/>). The RDF is divided into four domains that encompass:

A Knowledge and intellectual abilities – *the knowledge needed to do research*

B Personal effectiveness – *the qualities needed to be an effective researcher*

C Research governance and organisation – *the professionalism required*

D Engagement, influence and impact – *the skills needed to work with others and contribute to the wider environment*

The student will be required to consider their personal and professional development in the context of the RDF and attend elective courses that they and/or their supervisory team identify as being required for their continuing development.

TP2.2 How will these learning objectives be reviewed?

Each student's learning and development will be reviewed on a regular basis through the existing monitoring procedures. Discussions will be held with the Supervisory Team and the Learning and Development Coordinator. The training record is held electronically on the NBI intranet. Attendance at scheduled events is normally entered automatically onto student records, and additional activities can be entered manually by either the student or the Learning and Development Coordinator. The student is expected to reflect on their Training Needs Analysis and Personal Development Plan prior to each meeting.

TP2.3 Training Structure

The mandatory training is either available on-line, delivered at induction or later as appropriate.

Most of the training activities are provided or procured by the NBI Learning and Development team in partnership with the NBI Graduate School Executive with support from the NBI Graduate School Office. Many other activities are provided by the University. The activities that are available are documented in the NBI PGR Development Programme brochure that is made available to students and supervisors. Additional training opportunities at UEA are documented online (<https://www.uea.ac.uk/study/postgraduate/research-degrees/personal-and-professional-development>).

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?

Progression will be reviewed in discussion with the Supervisory Team and Learning and Development Coordinator within the period of study.

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?

Students are supported in their training and development needs throughout their studies. During the induction, they are guided by the NBI training team on how to get the most out of their Training Needs Analysis and Personal Development Plan.

Each student must draft a Training Needs Analysis and complete it with the support of their supervisory team within the first month. The agreed form will be formally recorded on the studentship database. Students are encouraged to use a SWOT analysis to help develop their Training Needs Analysis.

Each student will then draft a Personal Development Plan, which must be completed with the support of their Supervisory Team.

Students can seek additional support from the NBI Learning and Development team, the NBI Graduate School Office and the University Careers Service.

Supervisors are encouraged to engage with the support of their student's training and development through various means. Whenever a new student is about to start, their supervisor must attend a briefing session with the relevant NBI PGR Director and/or chair of the NBI Graduate School Executive. At this session, supervisors are strongly encouraged to engage fully with their student's training and development needs and the evaluation of activities already undertaken.

All NBI full-time staff, which will include all eligible supervisors, engage in a structured annual staff performance review and appraisal process. This includes training in objective setting, regular monitoring, feedback, coaching and difficult conversations skills development. There are annual process updates so that all staff understand and work effectively with the requirements for regular review and appraisal. Staff who supervise students will use the same principles of review and feedback, coaching and challenging, and encouraging performance and development with their students, in the same way as they would members of staff.

The NBI Learning and Development team and the NBI Graduate School Office encourage supervisors to provide feedback on training and development opportunities for students through direct contact, the Graduate School Executive, and other forums such as faculty meetings and local learning and development committees.

TP3.3 Employability

How is employability embedded into the pathway?

Most PhD by Publication candidates will be in employment. Activities that enable continuing professional development are available.