

## TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
Suffolk PGR Training Pathway	N/A	2017

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	University of Suffolk
	b	FACULTY or FACULTIES	Faculty of Arts, Business and Applied Social Sciences Faculty of Health Sciences and Technology
	c	NAME OF TRAINING PATHWAY LEAD	Andreea Tocca/Stef Thorne
TP1.2 <i>Note 1</i>	a	PATHWAY TITLE	<b>PGR areas at the University of Suffolk</b> Business and Management Social Work and Social Policy Education History Public Health, Health Services and Primary Care Biological Sciences Computer Science and Informatics
	b	COURSE CODE (where applicable)	N/A
	c	FULL/PART-TIME (please specify)	PT /FT
	d	LOCATION (UEA Norwich, Distance Learning)	University of Suffolk, Ipswich
	e	AVAILABLE FROM (date)	October 2017
TP1.3	<b>EXTERNAL INPUT (please list here the input from external organisations e.g. employers, partner institutions into the development of this pathway)</b> This training pathway is informed by: <ul style="list-style-type: none"> <li>VITAE -Researcher Development Framework</li> <li>The Economic and Social Research Council's (ESRC) 'Postgraduate Training &amp; Development Guidelines (2<sup>nd</sup> Edition) 2015'</li> </ul>		
TP1.4	<b>FURTHER INFORMATION (web link to further information)</b>		<a href="https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework">https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework</a>

<http://www.esrc.ac.uk/skills-and-careers/studentships/doctoral-training-centres/postgraduate-training-guidelines/>

<b>TP1.5</b>	<b>AVAILABILITY BY AWARD (please tick all that apply)</b>		
Masters Degrees by Research		Master of Philosophy	x
PhD (3-year)	x	PhD Integrated Studies (4-year)	
PhD by Publication		Doctorate in Clinical Psychology	
Doctor of Education / Master of Education		Doctor of Medicine	

<b>TP1.6</b>	<b>MANDATORY ELEMENTS OF TRAINING</b>		
	<p>All PhD students are required to attend their designated University of Suffolk induction sessions (2017/18 dates: September 2017; January 2018) and departmental induction sessions.</p> <p>The University of Suffolk induction programme includes introductory training sessions on:</p> <ul style="list-style-type: none"> <li>• Student and supervisor expectations of the supervision process (roles and responsibilities)</li> <li>• Research Degree Milestones and Researcher Development</li> <li>• The PhD Journey and Self Leadership</li> <li>• Research Ethics</li> <li>• Data Protection</li> <li>• Plagiarism Awareness</li> <li>• Library and Online Services for Researchers</li> </ul> <p>The Training programme already offers full day sessions on research ethics, copyright and freedom of information, data protection, plagiarism, literature search and referencing issues. The sessions will be compulsory for first year students beginning with the academic year 2017/18.</p>		

**TP2 PATHWAY LEARNING OUTCOMES**

**TP2.1 Learning OUTCOMES**

Learning objectives are also specified at milestones:

- One year review
- Upgrade from MPhil to PhD
- Completion of the degree.

The overall amount of training undertaken will vary according to the students' specific needs. Throughout training students will engage in critical self-reflection through their Personal Development Plan and through contact with their supervisor. Further training elements will be provided to enhance their abilities as required. A detailed information and a comprehensive research development programme will be developed for individual students and supervisors for launch in early September 2017.

PhD learning outcomes

Summary

- Have a thorough knowledge of the literature and a comprehensive understanding of scientific methods and techniques applicable to their own research;
- Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of study.
- Have developed the ability to critically evaluate current research techniques and methodologies.
- Have self-direction and originality in tackling and solving problems.

- Demonstrate skills in oral and written communication to publish and present work in their field and to prepare future grant proposals.
- Follow the principles of research governance in their field and in academia.
- Demonstrate the value of their discipline to the academy and wider community.
- Demonstrate skills and knowledge at a level required for university undergraduate teaching in their discipline and assessment of student learning.

### Research Methodologies Training

Students should:

- Have a competent understanding of the principles of quantitative research design and strategy; quantitative research methods/techniques of analysis (using a computer assisted data analysis package)
- Have a competent understanding of the principles of qualitative research design and strategy; approaches to sampling, transcription, data handling, coding, data interpretation; a competent understanding of a broad range of qualitative methods/techniques of analysis (using a computer assisted qualitative data analysis package)
- Have a competent understanding of the principles of mixed method research design and strategy
- Have a competent understanding of the epistemological research philosophies which provide the context for theory construction, research design, and the selection of appropriate analytical techniques

Students should:

Knowledge and Intellectual ability

- Able to manage time effectively, plan, manage and synthesise complex and diverse information, demonstrate original thinking and creativity
- Development of transferable skills.
- Completion of research and PhD thesis and all associated work in publicity and networking
- Able to define and categorise the cognitive skills within their own research experience which can be applied to further academic development or non-academic career

Personal Effectiveness

- PhD thesis/other projects completed to time and quality with no issues regarding use of data, evidence or confidentiality.
- Demonstration of ability to meet deadlines alongside multiple and conflicting activities.

Research Governance and Organisation

- Demonstrate application of knowledge and experience in research governance to any further research, publication, or collaborative project plans
- Demonstrate knowledge and use of planning and risk management skills through the research process and relevant training

Engagement and Impact

- Able to deliver seminars, lectures, marking, with the necessary skills of organisation, engagement, communication, personal approach, and pastoral care
- Demonstrable knowledge of pedagogy, personal style and teaching methods; able to understand the basis of tutorials
- 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.

- 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.
- Able to speak publicly with confidence about research and subject, using current techniques for effective presentation and delivery.
- Achieve publication of at least one article by submission of the thesis.
- Able to speak to non-academic audiences in an accessible and engaging style.

## TP2.2 How will these learning outcomes be reviewed?

- Annual Review feedback based on specific questions
- Student focus groups
- Session feedback, feeding into annual assessments of training content, delivery and impact
- Comment and feedback from speakers and academic staff on an ongoing basis

The initial training needs analysis -it will form the basis of the student's personal development/training plan and ongoing progress; it will be reviewed yearly as part of the Annual Progress Review.

## TP2.3 Training Structure

The Researcher and Enterprise Development training programme at the University of Suffolk delivers up to 50 training events per annum and its various sessions and overall curriculum have been designed such that PGR students will satisfy the VITAE learning outcomes. The sessions are delivered by dedicated academic and professional services staff and external guests. The programme is very well attended attracting cohorts of students from all disciplines.

We will also offer beginning with September 2017:

- *Research Seminar Series* with invited external speakers, from a variety of relevant subject areas, to present their latest research findings.
- *Subject/Research Group Seminars* will allow pathway students to present their research own research to an audience of peers and to obtain comments and feedback from group members
- *Research Methodologies* training sessions
- PhD students will be able to teach on some modules and be responsible for the delivery of specific teaching and learning related activities; Students will support the Module Tutor with the delivery of their section of the module, but they will have no responsibility for curriculum content, selection of teaching styles and methods, designing assessments or marking schemes.

### Supervisory Training

Supervisors are trained every three years within the University 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 will be gathered in (1) annual review feedback and (2) training events and other focus groups.

## **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?

- The research methods learning outcomes should ideally have been met by the end of the first year of PhD study and this will be identified as an initial training aim for students.
- Students will be able to demonstrate that relevant advanced training has been undertaken and advanced knowledge and skills developed in areas appropriate to their own specialist area.
- Students will be trained according to individual needs. Learning outcomes are expected to vary for different subject areas and disciplines and for students with varying levels of prior knowledge and experience.
- Progression will involve a gradual shift from a focus on research methods, research skills, and subject-specific training in the first year/18 months of a full-time programme towards a greater emphasis on transferable skills and advanced training in the last years of the PhD.
- The specific pattern of engagement with non-mandatory training will be at the discretion of the supervisory team.

### **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?

- PGR student feedback collected across the training programme, supervisors training sessions, PGR Sub-Committee feedback will be used to facilitate discussion and to support the relevance and effectiveness of the training provided.
- The Graduate School reviews all its training provision each year in July with the aim of ensuring that the Development programme is comprehensive and coherent and it will satisfy the majority of student training needs across the coming academic year.

### **TP3.3 Employability**

How is employability embedded into the pathway?

- All training and development activities are linked to specific competencies so that students may measure their skills development in a broader context.
- Students are encouraged to proactively gain practical experience in research related activities inside and outside the academy.