

# **Postgraduate Research Training Programme**

**Academic and  
Professional Skills**

**2014/15**

# Contents

<b>Introduction</b>	3	<b>Practical:</b>	
<b>Humanities Training Overview</b>	4	Motivation workshop	12
<b>Humanities Graduate School Network (GradNet) Seminar Series</b>	4	Presentation pitfalls: Using Powerpoint, Prezi and other tools	12
<b>Humanities Training session outlines:</b>		Organising a conference	13
Starting out	5	Making an academic poster	13
Health & Safety	5	<b>Q &amp; A:</b>	
<b>Getting Started Package:</b>		Project first aid Q&A	13
Introduction to the PhD	5	Applying for postdoctoral funding Q&A	13
Planning and time management for researchers	5	Open feedback and questions	13
Critical Thinking I & II	6	<b>Teaching Skills:</b>	
Academic writing skills I	6	Teaching with the Lifelong Learning (LLL) Programme package	14
E-Thesis: thinking ahead	6	Audience Orientation	14
<b>Milestones:</b>		Course Planning	14
Giving your first year presentation	7	Time Management	14
Moving on: The MPhil upgrade	7	Presentations	15
Putting your thesis together	7	Teaching Skills	15
E-Thesis and copyright	7	Accreditation and Teaching	15
Preparing for your viva	8	<b>English for Academic Purposes (EAP):</b>	
<b>Research Skills:</b>		Writing your PhD thesis	16
Academic writing skills I & II	8	Presenting your research	16
Giving a research paper	9	<b>Humanities Training Online</b>	17
Writing an academic book review	9	<b>Researcher Development Framework (RDF)</b>	20
Whose work?: accurate referencing, confident writing	9	<b>Training in the wider University and Beyond</b>	21
Getting the most out of reading for your research	9	<b>Accreditation</b>	22
Getting published panel session	10	<b>Post Graduate Training Team</b>	24
Ethnographic methods	10		
Research ethics	10		
Digital Humanities I & II	10		
<b>Professional Skills:</b>			
What next? Professional skills and employability	11		
Life after the PhD panel session	11		
Writing for funding	11		
Working in academic teams	11		
The digital researcher	12		

# Introduction

Welcome to the University of Southampton Humanities Postgraduate Training Programme, which offers exceptional opportunities for postgraduate researchers to develop themselves both as researchers and professionals. The programme is informed by the Researcher Development Framework, which aims to develop world-class researchers and their career potential and build the UK higher education research base. Planning your personal and professional development to ensure that you can effectively complete your project whilst looking forward to your future career is an essential part of your research plan; this programme is designed to help you in this task.

## Training

We view training as more than just sitting through a training session, and encourage you to think creatively about what represents a 'training' opportunity. To get you started, we have an established programme of research and transferable, professional skills training covering a wide range of topics from *Research Ethics* to undertaking *Your Viva*, from *Getting Published*, to *Giving a Paper*.

Training sessions are listed on Gradbook and advertised through the mailing lists to which you are automatically subscribed when you enrol to start your studies. If you are studying at a distance, or part-time, we also have online versions of the training sessions to provide flexible access.

## Identifying your training needs

Identifying your training needs is an ongoing process. The Faculty has developed an **Academic Needs Analysis (ANA) Form** to help you to achieve this task. Preliminary analysis should be carried out during your initial supervision session, and a re-assessment should be undertaken each year during the period of candidature. The Faculty's requirements are as follows\*:

**Before your initial supervision session** - complete a copy of the Faculty of Humanities Academic Needs Analysis form. This can be found on PGR Tracker (<https://pgrtracker.soton.ac.uk/>).

**Initial supervision session** - talk through the list of skills in the ANA with your supervisor and decide how confident you feel about the skills that you have; your supervisor should help you to identify skills which you should try to gain or develop during year one.

**During year one** - attend training sessions in order to improve your skills base and increase your confidence levels.

**At the end of year one** - ensure that you and your supervisor complete the Joint Annual Report Form, reflecting the training that you have undertaken and indicating that the ANA has been completed. Plan your attendance at events during the course of year two.

**During year two** - Revisit the ANA in order to reassess your skills. Attend further training sessions. Think about the specific training you will need.

**At the end of year two** - repeat the process from the end of year one, considering how your skills base and confidence levels have improved. Plan your attendance at events during the course of year three.

**During year three** - it is likely that you will undertake the bulk of the skills training during years one and two, and that by year three you will be concentrating on finalising your research and producing your thesis. However, you are still entitled to attend training seminars and you may wish to come along to events such as sessions on Employability and 'Your Viva', which are useful preparation for the future.

**At the end of year three** - repeat the process from the end of year two, considering how your skills base and confidence levels have improved. You should ask your supervisor if you would like some career advice and you are encouraged to contact Career Destinations:  
<http://www.southampton.ac.uk/careers/pgr/>

\*This format uses full-time years. If you are a part-time student, for training purposes roughly two years of part-time study are equivalent to one year of full-time study.

## Humanities Training Overview

The Faculty of Humanities has an established programme offering Humanities-specific and transferable skills training. The programme consists of a series of seminars, usually two hours in length, which are interactive and guided by you and your needs. You should prioritise the dates of sessions that are essential to your stage of study, for example preparation for your *First Year Presentation*, the *MPhil Upgrade* and the *Viva*, and make arrangements accordingly. To assist you, versions of the training sessions are also available online.

In order to help you to identify appropriate training events, session outlines are mapped against the **Researcher Development Framework** and the Faculty's Academic Needs Analysis Form. Credits are shown in brackets. For further information on gaining credits see page 22.

Session dates and times are available on GradBook and are advertised on the hums-pgr email list. To book a place on a session please use GradBook <https://www.gradbook.soton.ac.uk/>

**Please note** that workshops require a minimum number of participants in order to run. Regrettably we may have to cancel workshops which do not meet the minimum number.

## Humanities Graduate School Network (GradNet) Seminar Series

The GradNet seminar series is run by students, for students. These informal sessions cover a broad spectrum of topics relevant both to Masters and PhD students. Topics in the past have included life in Southampton, applying for a PhD, teaching as a postgraduate student, planning research trips, time management and networking. All Humanities postgraduates are invited to participate. We also invite PGR students to apply to be seminar conveners. All our seminars are peer reviewed by GradNet, so you will receive feedback on how your session was received by the reviewer and attendees, as well as how you might improve in the future. Seminars run regularly during term-time and refreshments are provided. Sessions are advertised via email and on the Humanities Graduate School website.



# Humanities Training session outlines

## Starting Out:

Induction event for new researchers (5) & 'PG Tips': things you *really* need to know about postgraduate study (1)

The Faculty Induction Event introduces you to postgraduate research at Southampton, including vital information on health and safety, training, facilities, and who we are! Induction includes a 'fair' with stands from careers, languages, the library, SUSU, etc.

Following this, there is an opportunity to meet fellow PGR students at an informal 'PG Tips' session; a chance to grill our current students with all the things you want to know about postgraduate study but never dared to ask.....

*Meets Researcher Development Framework criteria: ALL - A, B, C, D*

## Health & Safety (3)

Do you know how to raise a concern you may have about a health and/or safety matter?

Do you know how to safely evacuate the building?

Do you know how to report an accident?

Do you know what your rights and responsibilities are regarding Health and Safety in your workplace?

Would you know how to get permission to work here over the Christmas and Easter breaks?

Do you know who is supposed to sign off your risk assessments?

These and many other fascinating questions answered in the space of an hour.

**Please note: This session is compulsory**

*Meets Researcher Development Framework criteria: C1, C2*

Trainer: Kelly Aubrey-Harris

# Getting Started Package

## Introduction to the PhD (5)

What exactly is a PhD? What constitutes 'original research' in your field? How will your PhD create 'new knowledge'? This workshop will give you the chance to explore these questions in relation to your own project. We will look at the nature and definition of a PhD and discuss the typical steps and requirements. We will also explore the skills you will develop as a PhD researcher, and you will be pointed to resources to develop these skills further. If you have recently started your PhD candidature, this session will help you get started and answer any burning questions you may have.

*Meets Researcher Development Framework criteria: ALL - A, B, C, D*

Trainer: Dr Lisa Bernasek

## Planning and time management for researchers (5)

In order to complete your PhD, it is vitally important for you to develop effective time and self-management skills. This session is principally aimed at first year students although all are welcome to attend. It will provide you with a set of strategies for managing your time during your research and will highlight practical techniques for planning your reading, writing and your milestones. You will also be given an opportunity to examine your own self-management skills in a friendly environment and to receive feedback from your peers and from the trainer. The workshop is designed to meet the needs of full- and part-time students.

*Meets Researcher Development Framework criteria: B2, C2*

Trainer: Dr Angela Gallagher-Brett

## Critical Thinking I (3) and II (2)

Critical Thinking is an essential skill that underpins all academic disciplines and any kind of academic study. In these sessions we will look at what is involved in thinking critically, an essential component in any research project. We will investigate the questions that you can use to analyse your source material and how you can link this to your particular research methods. These sessions are interactive and will involve much discussion designed to allow you to share your thoughts on how you have approached your own source material and research methodology.

*Meets Researcher Development Framework criteria: A2, B1*

Trainer: Professor Ray Monk

## Academic writing skills I (5)

As a postgraduate researcher you are likely to be familiar with academic writing for undergraduate essays or MA dissertations. This interactive session focuses on the types of writing you will do as a PhD candidate, examining the styles and techniques appropriate to different text types and in different disciplines. We will discuss how to approach various forms of writing such as abstracts, literature reviews, research articles, and sections of the PhD thesis. We will also analyse disciplinary conventions in structure and style – please bring along 1-2 recent articles in your field to use as sources. This workshop will be of interest to PGRs at any stage of their candidature who wish to explore different types of academic writing, and will be especially useful for those starting out on their PhD programmes.

\*Please bring along 1-2 recent journal articles that represent 'typical' writing in your field.

*Meets Researcher Development Framework criteria: A1, A2, A3, D2*

Trainer: Dr Lisa Bernasek

## E-Thesis: thinking ahead (5)

From 2009 onwards, the University of Southampton made a commitment to storing PhD theses in electronic format via the Southampton E-Prints online repository, replacing the previous need for a final British Library copy and a final copy for the University Library. This essential session, aimed at students just starting out with us, introduces you to the e-thesis, what it means for you as a researcher and author and how you can prepare for e-thesis submission at this early stage, making producing the final PDF a much simpler task!

*Meets Researcher Development Framework criteria: A1, C1, D2*

Trainer: Library

# Milestones

## Giving your first-year presentation (5)

Towards the end of your first year of study here at Southampton, you will be asked to make a presentation in front of peers and academic staff on your work so far. This training session gives a brief overview of what the first-year presentation entails and provides some practical tips on content, presentation style and visual aids. As part of the session you will be asked to give a 5-minute presentation on your PhD research project to date, and will receive feedback from the trainer and your fellow PGR students.

*Meets Researcher Development Framework criteria: A2, B1, D2*

Trainer: Dr Lisa Bernasek

## Moving on: the MPhil upgrade (5)

All research students are initially registered as MPhil/PhD and must complete the MPhil Upgrade process in order to be able to submit a PhD thesis. The upgrade must occur at least 6 months before thesis submission, but normally takes place during your second year of full-time candidature or at the equivalent point for part-time candidature. Your supervisor will discuss an appropriate upgrade date with you. This session outlines the requirements of the Faculty and your discipline and provides an opportunity for you to begin preparing for your oral examination. It also gives you the chance to express any concerns about the process in a friendly and informal environment.

*Meets Researcher Development Framework criteria: A3, B3, C1, D2*

Trainer: Dr Angela Gallagher-Brett

## Putting your thesis together (5)

This session is aimed primarily at final year students who are in the process of shaping their ideas into a coherent piece of writing, but all are welcome to attend. The trainer will give a brief presentation, filling you in on the practicalities of putting your thesis together including chapter planning, organisation, images, tables, title page, plus hints and tips on editing and proofreading. The rest of the session is led by you, the student, so come prepared to talk about your thesis, how far you have got, any problems that you might be having and to ask any questions that you have about writing-up. The session offers an opportunity for you to receive feedback on your progress from your peers and from the trainer.

*Meets Researcher Development Framework criteria: A3, B3 C2, D2*

Trainer: Dr Angela Gallagher-Brett

## E-thesis and Copyright (5)

From 2009 onwards, University of Southampton PhD theses will be stored in electronic format - this will replace the need for a final British Library copy and a final copy for the University Library (but you will still need to produce soft-bound versions for your Viva, and a hard copy for the Faculty). This essential session, aimed at those students submitting this year, will take you through the process of converting your thesis into PDF and submitting it as an e-document. The session will also outline copyright regulations and access information.

*Meets Researcher Development Framework criteria: A1, C1, D2.*

Trainer: Library

## Research Skills

### Preparing for your viva (5)

Once you have completed and submitted your thesis you will be asked to undertake an oral Viva Voce examination. At the Viva you will be asked to defend your thesis and the arguments that you made within it. This session will outline what is involved in the examination and will help you to prepare for it. It will also provide you with practical advice on how to cope, the sort of questions that you may get asked and the format that the examination will take. The session offers an opportunity for you to receive feedback on your preparation from your peers and from the trainer.

*Meets Researcher Development Framework criteria: A3, B3, C2, D2*

Trainer: Dr Angela Gallagher-Brett

### Academic writing skills I (5)

As a postgraduate researcher you are likely to be familiar with academic writing for undergraduate essays or MA dissertations. This interactive session focuses on the types of writing you will do as a PhD candidate, examining the styles and techniques appropriate to different text types and in different disciplines. We will discuss how to approach various forms of writing such as abstracts, literature reviews, research articles, and sections of the PhD thesis. We will also analyse disciplinary conventions in structure and style – please bring along 1-2 recent articles in your field to use as sources. This workshop will be of interest to PGRs at any stage of their candidature who wish to explore different types of academic writing, and will be especially useful for those starting out on their PhD programmes.

\*Please bring along 1-2 recent journal articles that represent 'typical' writing in your field.

*Meets Researcher Development Framework criteria: A1, A2, A3, D2*

Trainer: Dr Lisa Bernasek

### Academic writing skills II (5)

Writing a PhD thesis can be a daunting task. In this workshop we will discuss practical approaches to the process of writing, including prewriting, planning, drafting and revision. You will gain essential tips on how to start out, and what to do when facing writer's block. We will focus in particular on re-writing in response to feedback, an essential part of the academic writing process at postgraduate level. Whether you are working on a thesis chapter, a conference paper, or a potential journal article, this workshop will help you approach your writing confidently and constructively.

Please bring along a sample of writing on which you have recently received feedback for discussion.

*Meets Researcher Development Framework criteria: A1, A2, A3, B1, B2, D2*

Trainer: Dr Lisa Bernasek



## Giving a research paper (5)

During your period of candidature you will have the opportunity to give papers here at Southampton. This may be at a themed lunchtime seminar, at your first year presentation, or at the annual GradNet Conference. You will also have the chance to submit papers for conferences within your field of study, both at a national and an international level. This training session tackles some of the 'dos and don'ts' of giving a paper and provides you with practical suggestions for delivering effective presentations and engaging with your audience. You will also be given the opportunity to prepare a very short presentation on your research in a friendly forum and to receive feedback from your peers and from the trainer.

*Meets Researcher Development Framework criteria: A3, B3, D2*

Trainer: Dr Angela Gallagher-Brett

## Writing an academic book review (5)

Getting to know the key journals in your research area is a major part of beginning an academic career. One of the best ways to become involved with journals in your field, get your name in print and get yourself known by other researchers is to offer to write some book reviews. This session considers how to write a good review: the expectations of journal editors, the language you can use, just how critical you should (or shouldn't) be and how to make the most of the free books.

*Meets Researcher Development Framework criteria: A2, A3, B3, D2*

Trainer: Dr Lisa Bernasek

## Whose work?: accurate referencing, confident writing (5)

The focus of this session is referencing and good writing practice. It will offer participants an opportunity to think about strategies for supporting and corroborating individual work in writing. Using references to one's advantage is key to good academic practice when presenting research in written form/s. Asserting individual work by drawing on previous research is one of the main concerns of the young researcher and one that often leads to fear of plagiarism. This session will engage participants with practical exercises on how to reference accurately when writing a research piece, whether for the doctoral thesis or for publication.

\*Please note that this session is not on referencing styles.

*Meets Researcher Development Framework criteria: A1, A2, A3, B1, C1, D2*

Trainer: Dr Erika Corradini

## Getting the most out of reading for your research (5)

Coping with the quantity of reading you will be doing during your PhD can be challenging. This interactive session outlines practical approaches to managing your reading. You will gain useful tips and suggestions on reading for your literature review (and knowing when to stop reading!). The session will provide advice on how to engage critically with the work of authors in your field and to decide on its relevance for your own research. You will also have an opportunity to discuss problems encountered when reading for your research.

*Meets Researcher Development Framework criteria: A3, B3, D2*

Trainer: Dr Angela Gallagher-Brett

## Getting published panel session (3)

From the best way to approach a journal editor to the pitfalls of co-authoring this session will provide the answers....if you ask the questions. A panel of published academics lead this question and answer session, taking you one step closer to that all-important first publication.

*Meets Researcher Development Framework criteria:*  
A3, B3, D2

## Ethnographic methods (5)

Ethnographic research enables you to explore people's lives and experiences 'from the inside'. This interactive session provides an introduction to ethnographic methods and will help you reflect on how doing ethnography can open up new avenues of research within your topic. It will include discussion of sources and settings, methods, and ethnographic writing as well as practical steps and tips on how to get started.

*Meets Researcher Development Framework criteria:*  
A1, B1, C1, C2

Trainer: Dr Lisa Bernasek

## Research ethics (5)

This session covers the practicalities of undertaking research in line with the Ethical Guidelines set out by the University and by the Faculty of Humanities. This is an interactive session, so you will be asked to reflect on ethical considerations within your own work and in example research scenarios. You will be made aware of any documentation that you are required to complete as a PGR student in Humanities and given practical advice on using the ERGO system for ethics approval. This is an essential session for all new PGR students, and will be especially useful if you will be undertaking any work involving human participants. The focus of the session will be on guidelines for research students in the Faculty of Humanities.

*Meets Researcher Development Framework criteria:*  
A1, B1, C1

Trainer: Dr Lisa Bernasek

## Digital Humanities I (2)

This session focuses on the research, teaching and facilities in Digital Humanities at the University of Southampton. This activity has input from staff and students from across the University. This half day session will raise awareness, encourage new connections, and offer opportunities for learning more through online and other resources.

Anyone interested in Digital Humanities (no experience required!) is invited to email: [graeme.earl@soton.ac.uk](mailto:graeme.earl@soton.ac.uk) for further information about opportunities and events.

*Meets Researcher Development Framework criteria:*  
A1, B3, C1, D1

Trainer: Professor Graeme Earl/  
Dr Leif Isaksen

## Digital Humanities II (3)

This one day workshop will provide short introductions to a wide range of Digital Humanities and Web Science tools and approaches, and provide a space for reflecting on the relationship between these and your research, building on activities undertaken since the introductory session in October 2014. This workshop will also provide a further opportunity for networking. Throughout the year we will organise regular informal meetings for post-graduate students interested in Digital Humanities, and encourage collaborations to develop across the faculties, building on existing strong links between Humanities, Winchester School of Art and Electronics and Computer Science.

Anyone interested in Digital Humanities (no experience required!) is invited to email: [graeme.earl@soton.ac.uk](mailto:graeme.earl@soton.ac.uk) for further information about opportunities and events.

*Meets Researcher Development Framework criteria:*  
A1, B3, C1, D1

Trainer: Professor Graeme Earl/  
Dr Leif Isaksen

# Professional Skills

What can you do with a PhD in the Humanities? A PhD in the Humanities will provide you with an entire CV of transferable, professional skills, but you need to know how to get this across to a prospective employer. These sessions will help you to do just that, and will develop your skills in networking and raising your academic profile.

## What next? Professional skills and employability (3)

The current employment market is fierce. In today's job market you need to be able to demonstrate that you are highly qualified, skilled and experienced. This session aims to provide you with practical tips on how to improve your employability and to enable you to describe the range of professional and research skills you have developed during your PhD candidature in an effective way. The session offers an opportunity to receive feedback on your ideas from your peers and from the trainer in an informal environment.

*Meets Researcher Development Framework criteria: A1, B2, C2, D2*

Trainer: Dr Angela Gallagher-Brett

## Life after the PhD panel session (3)

As the end of your PhD candidature approaches, you may be wondering what happens next. Should you be looking for a postdoctoral position? What is life like for a new lecturer? What kinds of opportunities are there outside of academia? This panel session led by academic staff will help shed light on the options and factors you might want to consider as you face life after the PhD.

*Meets Researcher Development Framework criteria: B2, B3*

Trainer: Dr Lisa Bernasek

## Writing for funding (5)

Bidding for funding, whether for your PhD itself, for postdoctoral work beyond it, or for a conference or research trip has become increasingly competitive over the last few years, giving PGR students a taste of what academic staff have to go through! This practical session provides guidance on identifying funding sources and writing a good research proposal, and gives you some pointers on how to put together a bid in order to maximise your chance of success.

*Meets Researcher Development Framework criteria: A3, B3, C2, C3, D3*

Trainer: Dr Lisa Bernasek

## Working in academic teams (5)

Although the work of academics within Humanities is based around individual research expertise, an increasing part of academic life is the creation and management of teams and collaborative projects. Effective team-working skills are necessary in all aspects of academic life: at a local, institutional level where teams work to create courses and work on institutional initiatives, and also at national or international level, where the ability to devise, run or take part in large-scale projects, networks or research initiatives are often key factors in promotion and progression. This introductory session helps you to understand the nature of different academic teams, consider the challenges of team working and reflect upon the skills that you bring to group work.

*Meets Researcher Development Framework criteria: A3, B3, D1*

Trainer: Ms Kate Borthwick

## The digital researcher (5)

The digital researcher is a learned creature who visits the digital spheres in search of opportunities for joining intellectual and cultural communities. This session explores a range of online tools, which help young researchers in the Humanities and Social Sciences to define their digital identity and to make their work visible in digital environments. The session will be informative and will offer opportunities for practical activities which will address the following questions:

- What are the options for publishing a personal profile in the digital realm?
- How can I make my research digitally accessible to an informed yet non-academic audience?
- How can I effectively tweet about my research?
- How do I build a community around an area of relevance to my research?

*Meets Researcher Development Framework criteria: A1, B3, D2, D3*

Trainer: Dr Erika Corradini



## Practical Skills

### Motivation workshop (3)

A PhD is all about self-motivation. Unlike a structured, taught programme, the emphasis is on you to design, plan, manage, and produce a coherent piece of original research. Add the pressure of a completion deadline and suddenly stress bells sound. Cultivating focus and maintaining motivation is vital to the success of your project. This interactive workshop outlines a range of key principles involved in keeping yourself motivated. It covers topics such as goal-setting, planning, task management and looking after yourself. You will be given an opportunity to discuss any motivational barriers you have encountered and provided with a range of strategies for motivating yourself during tough times.

*Meets Researcher Development Framework criteria: B1, B2, D1*

Trainer: Dr Angela Gallagher-Brett

### Presentation pitfalls: using PowerPoint, Prezi and other tools (3)

This training session looks at various presentation tools such as PowerPoint, Prezi and Haiku Deck while suggesting ways to deliver presentations that will inspire your audience and support rather than distract from your message. The session will discuss:

- How to identify the dos and don'ts of presentations
- How to use a selection of presentation tools
- How to make the most of your presentation time
- How to enthuse rather than overload the audience with information.

*Meets Researcher Development Framework criteria: A3, D2*

Trainer: Ms Laurence Georgin

## Q & A Sessions

### Organising a conference (3)

With the academic job market becoming increasingly competitive 'I have organised a conference' is a great addition to your CV, highlighting your ability to network within your field as well as your practical skills in organisation, time-management and budgeting. This session provides useful hints and tips on organising your own conference, from deciding the content to getting attendees and sorting out the finances.

*Meets Researcher Development Framework criteria: B3, C3, D1*

Trainer: Dr Lisa Bernasek

### Making an academic poster (3)

It is more common than ever to find calls for - not papers - but posters in the Humanities. Although creating a poster seems like a very simple practice, trying to condense your key points and make them effectively through this medium is actually far harder than you might think. This workshop gives you the skills you need to produce and present a poster. The session will give you some hints and tips on good and bad practice for poster design, using examples for discussion. You will also have the opportunity to draft your own research poster.

*Meets Researcher Development Framework criteria: A3, D2*

Trainer: Dr Lisa Bernasek

### Project first aid Q&A (3)

Sometimes things go wrong. Occasionally events are beyond our control, but at other times, with the application of a little planning, we can avert disaster and mishap. This interactive session is designed to explore possible problems you may be experiencing and offer helpful advice on how to avoid them. It is designed as a question and answer session for you to bring along questions you may have on any aspect of the research process that is causing you difficulty. You will have an opportunity to receive feedback in a friendly environment. This session is **FOR ALL!**

*Meets Researcher Development Framework criteria: A3, C1*

Trainer: Dr Angela Gallagher-Brett

### Applying for postdoctoral funding Q&A (3)

This question and answer session will be based around postdoctoral funding. We will discuss the main types and sources of postdoctoral funding in the Humanities, and you will have an opportunity to ask questions and get feedback on your ideas for postdoctoral projects.

*Meets Researcher Development Framework criteria: B2, B3, C3*

Trainer: Dr Lisa Bernasek

### Open feedback and questions (3)

These sessions are available for you to discuss any aspect of your research training with the PGR trainers. Do you have a burning question about project planning or PhD milestones? Do you want some feedback on academic writing or presentation skills? Do you have a great idea for a PGR training session? Please come along with your questions, or to let us know what you think of the training programme and how we can best support you and your training needs.

Trainer: Dr Angela Gallagher-Brett/  
Dr Lisa Bernasek

# Teaching Skills

## Teaching with the Lifelong Learning (LLL) Programme Package

This package will allow you to gain experience of developing your own module with the possibility of teaching the created module on the University of Southampton Lifelong Learning Programme. The package will equip you with the essential skills needed in the development and teaching of a module, including audience orientation, module planning, time management, presentation and teaching skills. As such, the package provides both career development opportunities and the possibility of paid teaching experience through a bursary subject to **successful completion** of the programme.

In line with the University strategy for Lifelong Learning and Public Engagement, the University of Southampton is currently expanding and developing its programme in Lifelong Learning. It is intended that Lifelong Learning should offer high quality university level courses related primarily to research interests and activity in order to provide a distinctive offer. This needs to be combined with approachability in order to encourage public engagement.

A key component of University of Southampton Lifelong Learning is evening classes in a variety of Disciplines. The courses are at first year undergraduate level (with progression where appropriate, such as in the stages of Modern Languages), but with the assumption of no previous background either in the specific subjects or university teaching. Each course normally runs over 12 weeks consisting of a 2 hour evening class once a week over a semester. Classes usually range from 8-20 participants in size.

The key objectives of the Lifelong Learning Package are:

- To provide training in the skills necessary for creation and development of a module
- To provide training in the skills necessary for the delivery of a module
- To explore the nature of a student audience
- To provide teaching experience at UG level for those who successfully complete the programme.

# The sessions

## 1. Audience Orientation

One of the biggest challenges in Lifelong Learning is to provide teaching which encompasses those who may already have a degree in a related subject and those who have no formal Higher Education qualifications. This session will address the need to know your audience. The objectives of the session are:

- To consider how to pitch teaching so that it is an appropriate level for your audience
- To discuss designing materials appropriate to your audience
- To address issues that may arise in teaching a Lifelong Learning audience.

Trainer: Dr Sonia Zakrzewski/  
Dr William Davies

## 2. Course Planning

When designing a new module you need to consider a variety of factors other than the content. This session will introduce you to the different elements you need to consider in planning your own module. Your work in this session will form the basis of your module. The objectives of the session are:

- To develop detailed understanding of the significance of learning outcomes
- To explore the parameters that you need to consider in developing a module
- To prepare you to develop your own module.

Trainer: Dr Sonia Zakrzewski/  
Dr William Davies

## 3. Time Management

Time management is essential in both the design and delivery of a module. You need to make sure that you plan the timing of classes effectively and also manage your own time in preparing for the module. The objectives of this session are:

- To gain an appreciation of the volume of material that can be delivered in a single session
- To gain an appreciation of the balance between delivery of information and time for discussion
- To develop skills of personal time management in preparing for classes on time.

Trainer: tbc

## 4. Presentations

High quality presentation skills are essential in good teaching. This session will give you tips on good presenting skills, including the use of PowerPoint. The objectives are:

- To enable you to organise and structure material to present confidently
- To enhance your use of AV equipment
- To develop your personal communication skills.

Trainer: tbc

## 5. Teaching Skills

In order to promote engagement with your topic, you need to develop your teaching skills. Classes should be highly interactive with elements of lecture, facilitated discussions and group exercises. Research-led and text-based teaching is important. This will be a practical session giving you an opportunity to deliver a short section from the module you have designed. The objectives are:

- To enable you to understand and explain the impact of different teaching methods
- To put your teaching skills into practice
- To get feedback on the effectiveness of your teaching methods.

Trainer: Dr Sonia Zakrzewski/  
Dr William Davies

## Accreditation and Teaching

Credit will be given for:

1. a report on attendance at all of the sessions
2. the completion of a module profile form representing the design of your own module

Successful completion of the package is dependent on:

1. attendance to all of the sessions
2. completion of a module profile form
3. assessment of teaching skills in the final session

Those who **successfully complete** the package and seek teaching experience are required to submit their module profile form to the relevant Board of Studies and EVA for approval. **NB** the approval process can take some time and adjustments may be necessary, but this also provides good experience of the Faculty Quality Assurance process. Approval would lead to teaching of the module in either semester one or two of the **following** academic year (ie. 2015/16), subject to recruitment. Successful candidates will receive notification when their module profile is approved and also of their acceptance on the Lifelong Learning Programme, which would be not later than the **end of June 2015**.

*Meets Researcher Development Framework criteria: A3, B3, C1, D1*

# English for Academic Purposes (EAP)

## Semester 2 (2015)

The Faculty of Humanities PGR training programme works with the **Centre for Language Study** (CLS: <http://www.soton.ac.uk/cls/>) to offer two short-courses for students for whom English is not their first language.

### 1. Writing your PhD Thesis (3)

This six-week course comprises a series of 90 minute workshops looking at students' written work, with the group analysing and correcting any errors of grammar, vocabulary, style, spelling or punctuation. There will also be some exercises on areas of particular difficulty to be done in class. Certain sections of written work will be the focus of the writing workshops e.g. introductions, conclusions and abstracts. There will also be advice, if required, on writing the literature review, constructing a list of references, citing sources in your work, using illustrations and using concordancing software. The precise content of the course will be decided by the needs of those taking part.

### 2. Presenting your research (3)

This three-week course will comprise a workshop on giving effective presentations, followed by two sessions in which students will use the information acquired in the first session to present their research and deal with questions on it. Informal feedback and advice will be given to each participant. All sessions will last 90 minutes.

**NB:** Since these courses operate with a *maximum of eight participants*, it is important for you to attend *all sessions* in your chosen course in order to gain maximum benefit from the course.



# Humanities Training Online

We have a comprehensive programme of online training which runs at University level. The training is a mixture of resources created locally and those created by external providers, Epigeum. Online materials are categorised into eight areas which overlap and cross into the five areas outlined in this booklet. The Epigeum resources are interactive online courses that will allow you to explore and reflect on different aspects of your research training. The Humanities resources (labelled HUMS PGR) are a mixture of interactive online learning materials and resources from face-to-face training sessions. These materials will include activities you can do independently to reflect on and develop your skills. You can use as little or as much of the online material as you wish: use it instead of face-to-face sessions, alongside or as a refresher.

To access the online training materials, go to <http://blackboard.soton.ac.uk> and log in with your username and University password. You will be automatically signed up to the Research Skills for Postgraduate Researchers (PGR-RS) course. Find the course on the course list on the right hand side when you log in to Blackboard. Below is a list of the sessions available, mapped to the face-to-face delivery and with the appropriate accreditation. To collect credits from online training, you must complete a reflective report (form available from the Humanities Graduate School Sharepoint site) and send it to [pgrtrain@soton.ac.uk](mailto:pgrtrain@soton.ac.uk). Please indicate on your form that you have undertaken training online and please note that in some cases credit is given for completion of the blocks of training rather than individual online sessions.

Online sessions: (click on title to access Blackboard location)	Equates to face to face session:	Credit given
<i>Getting Started</i>		
• Training session materials online soon	Introduction to the PhD	5
• Establishing your aims & objectives • Writing your research plan • Effective time management • Training session materials online soon	Planning and time management for researchers	5
• Critical Thinking training session materials	Critical Thinking I and II	5
• Writing styles and techniques as a post-graduate research student • Training session materials online soon	Academic Writing Skills I	5
• Intellectual Property in the Research Context	E-thesis, thinking ahead	5
• Epigeum: Working with your supervisor	Managing your supervisors (through RDGC programme)	2
<i>Milestones</i>		
• Giving Your First Year Presentation • First Year Presentation training session materials	Giving your first year presentation	5
• Going for Your MPhil upgrade • Mphil upgrade training session materials • MPhil upgrade checklists	Moving on: the MPhil Upgrade	5
• Working with Images • Making Appendices • References and Bibliography • Submitting your PhD thesis	Putting your thesis together	5

Online sessions: (click on title to access Blackboard location)	Equates to face to face session:	Credit given
<i>Milestones</i>		
<ul style="list-style-type: none"> <li>Putting your thesis together training session materials</li> <li>Submitting your PhD thesis checklists</li> </ul>	Putting your thesis together	5
<ul style="list-style-type: none"> <li>Creating an e-thesis</li> <li>Creation of large Word files</li> </ul>	E-Thesis and Copyright	5
<ul style="list-style-type: none"> <li>Preparing for your PhD Viva</li> <li>Preparing for your viva training session materials</li> <li>Preparing for your viva checklists</li> </ul>	Preparing for your viva	5
<i>Research Skills</i>		
<ul style="list-style-type: none"> <li>Writing styles and techniques as a post-graduate research student</li> <li>Training session materials online soon</li> </ul>	Academic Writing Skills I	5
<ul style="list-style-type: none"> <li>Training session materials online soon</li> </ul>	Academic Writing Skills II	5
<ul style="list-style-type: none"> <li>Epigeum: Selecting a conference, presenting and networking</li> <li>Training session materials online soon</li> </ul>	Giving a research paper	5
<ul style="list-style-type: none"> <li>Writing an academic book review training session materials</li> </ul>	Writing an academic book review	5
<ul style="list-style-type: none"> <li>Training session materials online soon</li> </ul>	Whose work?: accurate referencing, confident writing	5
<ul style="list-style-type: none"> <li>Epigeum: Research Methods in Literature Review</li> <li>Managing your data</li> <li>Training session materials online soon</li> </ul>	Getting the most out of reading for your research	5
<ul style="list-style-type: none"> <li>Epigeum: Getting Published in the Arts</li> </ul>	Getting published panel session	3
<ul style="list-style-type: none"> <li>Ethnographic methods training session materials</li> </ul>	Ethnographic methods	5
<ul style="list-style-type: none"> <li>Epigeum: Ethics I *Please note that completion of this course is compulsory in your first year of candidature</li> </ul>	Online only	2
<ul style="list-style-type: none"> <li>Epigeum: Ethics 2</li> <li>The importance of ethics in research</li> <li>Research ethics training session materials</li> </ul>	Research ethics	5
<ul style="list-style-type: none"> <li>Training session materials online soon</li> </ul>	Digital Humanities I and II	5
<ul style="list-style-type: none"> <li>Epigeum: Research Methods in the Arts and Humanities</li> </ul>	Online only	2
<ul style="list-style-type: none"> <li>Epigeum: Project Management in the Research Context</li> </ul>	Online only	2

Online sessions: (click on title to access Blackboard location)	Equates to face to face session:	Credit given
<i>Professional Skills</i>		
<ul style="list-style-type: none"> <li>• Epigeum: Career Planning in the Arts, Humanities and Social Sciences</li> <li>• Training session materials online soon</li> </ul>	What next? Professional skills and employability	3
<ul style="list-style-type: none"> <li>• Epigeum: Career Planning in the Arts, Humanities and Social Sciences</li> </ul>	Life After the PhD panel session	3
<ul style="list-style-type: none"> <li>• Writing for Funding training session materials</li> <li>• Guidelines for preparing a research proposal</li> </ul>	Writing for Funding	3
<ul style="list-style-type: none"> <li>• Teamworking as a postgraduate research student</li> <li>• Training session materials online soon</li> </ul>	Working in academic teams	5
<ul style="list-style-type: none"> <li>• Training session materials online soon</li> </ul>	The digital researcher	5
<ul style="list-style-type: none"> <li>• Applying for postdoctoral funding session materials</li> </ul>	Applying for postdoctoral funding Q&A	3
<ul style="list-style-type: none"> <li>• Epigeum: Academic Entrepreneurship - An Introduction</li> <li>• Epigeum: Entrepreneurial Opportunities: Recognition and Evaluation</li> <li>• Epigeum: Entrepreneurial Resources: People, Teams and Finance</li> </ul>	Online only	5
<i>Practical Skills</i>		
<ul style="list-style-type: none"> <li>• Your motivation</li> <li>• Motivation workshop materials</li> </ul>	Motivation workshop	3
<ul style="list-style-type: none"> <li>• Training session materials online soon</li> </ul>	Presentation Pitfalls: using PowerPoint, Prezi and other tools	3
<ul style="list-style-type: none"> <li>• Organising a conference training session materials</li> </ul>	Organising a conference	3
<ul style="list-style-type: none"> <li>• Making an academic poster</li> </ul>	Making an academic poster	3

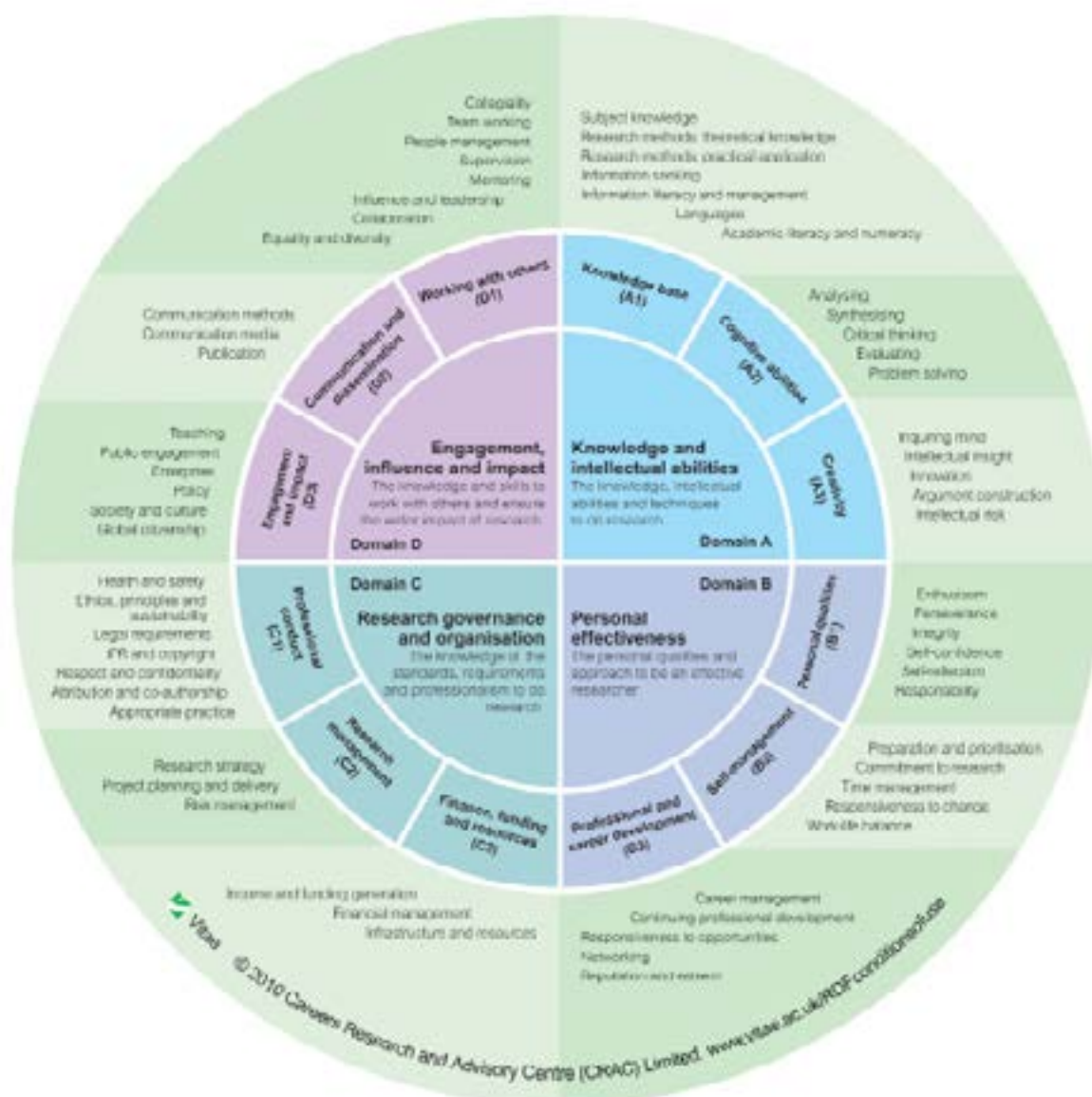
# Researcher Development Framework (RDF)

The Vitae Researcher Development Framework (RDF) was developed in conjunction with the Research Councils in the UK (RCUK) to articulate the skills developed by PhD researchers over the course of their candidature. This Framework has been adopted by the Quality Assurance Agency (QAA) and by Higher Education Funding Councils as a quality standard, and it provides the framework for research and transferable skills training programmes offered at Faculty and University level.

Skills are divided into four domains:

- A - Knowledge and intellectual abilities
- B - Personal effectiveness
- C - Research governance and organisation
- D - Engagement, influence and impact

All Humanities training sessions are mapped to these domains. The majority of our sessions straddle more than one domain, so the areas covered are listed after each training session summary. The RDF Domain Wheel graphic below shows further detail for each of these domains. Further information can be found at [www.vitae.ac.uk/rdf](http://www.vitae.ac.uk/rdf).



# Training in the wider University and beyond

## Teaching skills for postgraduates (ITSPG)

If you aspire to a career in academia it is a good idea to get some teaching experience. The University provides a training programme, through the Researcher Development and Graduate Centre (RDGC), to ensure that you are appropriately trained to undertake undergraduate teaching. All students who wish to undertake teaching whilst they are enrolled as PGRs within the Faculty of Humanities need first to complete the Introduction to Teaching Skills for Post-Graduates (ITSPG ) 1 and 2 training courses. Course times and dates can be found on GradBook and the RDGC website (<http://www.southampton.ac.uk/gradschools/graddev/demonstrator.html>).

If you have attended ITSPG during the academic year, make sure that you note this on your Joint Annual Report Form.

Further training in teaching skills is also available through the RDGC. Please check the website for the most current information on courses.

## The Researcher Development & Graduate Centre (RDGC)

The RDGC offers a central programme of skills training and personal development opportunities to meet the generic needs of research students from across the University. Full course details are within the 'Training Development' section at [www.southampton.ac.uk/RDGC](http://www.southampton.ac.uk/RDGC). You should book courses using the GradBook online booking system at [www.gradbook.soton.ac.uk/](http://www.gradbook.soton.ac.uk/).

## The Library

The Library offers training on their facilities, such as WebCat, and also on bibliographic reference software, such as Endnote. Further information can be found at: <http://www.soton.ac.uk/library/infoskills/index.shtml>.

## Career Destinations

Career Destinations offer a range of training and other events aimed specifically at career development for PGR students. Further information can be found at: <http://www.southampton.ac.uk/careers/pgr/>.

## The Centre for Language Study (CLS)

The CLS offers courses in 9 languages from beginners to near native speaker level. The following languages are available as part of your degree:

- Arabic                      German                      English (as a foreign language)                      Chinese                      Italian
- Portuguese                      French                      Japanese                      Spanish

Our innovative seven-stage language learning programme is based on your level of ability, not your year of study. Further information can be found at : [www.southampton.ac.uk/ml/cls](http://www.southampton.ac.uk/ml/cls).

## Vitae (formerly UKGrad)

Vitae offer the chance to attend workshops and events at national level at Universities across the country. Further information can be found at:

<https://www.vitae.ac.uk/doing-research/doing-a-doctorate>.

# Accreditation

The Faculty uses an accreditation system for postgraduate research activity. The minimum number of credits that you should look to attain during your period of candidature is 60. The idea is to give you the opportunity to reflect on your activities during candidature - what are you doing, when are you doing it and what are you getting out of it? You will gain credits for attendance at training sessions and completion of all activities during the sessions and/or for completion of online training. To gain credits for online training and for attendance at GradNet and other University activities or external events, you must submit a reflective report on the training you have completed.

As a guide, the Faculty suggests that you should look to attend a minimum of four training sessions per year, making sure that your attendance during the first year of candidature adds up to no fewer than 20 credits (this applies to both full and part-time students). Anything you do in addition to this will add to your total credits! You may wish to achieve more credits in your first year, fewer in your second year and fewer still in your final year, depending on the pattern of your research. At the end of your period of candidature you will receive a certificate of your skills training credits. Below is our crib sheet which tells you what you can gain credits for.

ACCREDITATION TABLE		
Subject	Detail	Credit
Overview	<p>Credit granted for (at least):</p> <ul style="list-style-type: none"> <li>• Attendance at Humanities training sessions or undertaking Humanities online training</li> <li>• Attendance at GradNet sessions &amp; RDGC training sessions</li> <li>• Attendance at Vitae or Career Destinations events</li> <li>• Completion of ITSPG</li> <li>• Participation in seminar series - either through your discipline or one of the Faculty's research centres or externally</li> <li>• Attendance at a conference</li> <li>• Giving a paper, making a presentation, displaying a poster at an internal or external conference/symposium/workshop, etc.</li> <li>• Getting published</li> <li>• Organising your own conference/symposium/workshop, etc.</li> <li>• GradNet - involvement in student-led training activities, research seminars and annual conference</li> <li>• Public engagement and outreach activities, e.g. at induction, recruitment or Open Days, going into schools, museums, galleries or out into the community to present your research to a wider audience.</li> </ul>	

ACCREDITATION TABLE		
Subject	Detail	Credit
Humanities Training Programme	Credits are given for: <ul style="list-style-type: none"> <li>Attending each session and completing session activities (as listed on the programme)</li> <li>Completing online training and submitting a reflective report</li> </ul>	5, 3, 2 or 1
Online Training	Online version of Humanities training sessions: <ul style="list-style-type: none"> <li>Credits map to normal training sessions</li> </ul>	Details on Blackboard and in list on p. 17-19
'Auditing'	Auditing (ie sitting in on) a Masters (or UG) course: <ul style="list-style-type: none"> <li>Full course, maximum</li> <li>Part course, based on</li> </ul>	5 1 per 2 sessions
Basic approach	Credit for other activities (eg external conferences) is judged on the level of participation, generally: <ul style="list-style-type: none"> <li>Attendance</li> <li>Leading a session or assisting at an event</li> <li>Giving a poster/presentation/paper</li> <li>Publication</li> <li>Organising a large-scale event</li> </ul>	1 2 3 4 5
GradNet Training, PG Conference	GradNet - student-led training activities, research seminars and annual conference: <ul style="list-style-type: none"> <li>Attendance (as evidenced by reflective report)</li> <li>Leading a session/giving a paper</li> </ul>	1 2
Vitae	Nationally organised graduate training: <ul style="list-style-type: none"> <li>Attendance (as evidenced by reflective report)</li> <li>Leading a session/giving a paper</li> <li>Publication</li> </ul>	2 2 4
Seminars and other training	Attendance at discipline research seminars, RDGC training (Researcher Development & Graduate Centre), library-organised sessions, discipline-specific lecture or seminar series, Research centre/group lecture or seminar, Career Destinations lecture, seminar or training	1
EAP	English for Academic Purposes: <ul style="list-style-type: none"> <li>Writing your PhD thesis</li> <li>Presenting your research</li> </ul>	3 3
ITSPG	Introduction to Teaching Skills for PGs, Parts 1 & 2	2 x 2

#### Notes:

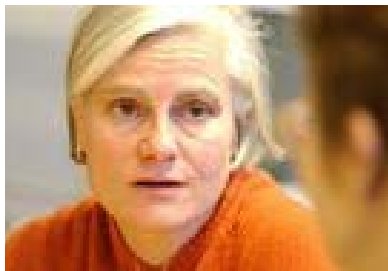
- Other relevant training usually follows principles above, generally 1 for attendance (eg training as an exam invigilator; attendance at British Library Training Day)
- In some cases higher credits may be given (eg high participation, short of presenting a paper, on a major external subject conference may be 2 credits or even 3).
- Lower credits may also be relevant (eg giving a short speech rather than a full presentation as 2 credits)

**All Humanities Graduate School Training Sessions are booked via:** [www.gradbook.soton.ac.uk](http://www.gradbook.soton.ac.uk)

# Postgraduate Research Training Team

Professor Andrea Reiter

Director of Graduate School  
E-mail: [air@soton.ac.uk](mailto:air@soton.ac.uk)



Dr Lisa Bernasek

Academic Coordinator, LLAS and Teaching Fellow  
Email: [l.bernasek@soton.ac.uk](mailto:l.bernasek@soton.ac.uk)



Ms Alison Dickens

Assistant Director LLAS Centre  
E-mail: [adickens@soton.ac.uk](mailto:adickens@soton.ac.uk)



Lisa Bryan

Senior Administrator for Postgraduate Training  
E-mail: [lb8@soton.ac.uk](mailto:lb8@soton.ac.uk)



Dr Angela Gallagher-Brett

Senior Academic Coordinator, LLAS  
E-mail: [agbl@soton.ac.uk](mailto:agbl@soton.ac.uk)

