

# Faculty of Humanities Postgraduate Research Training Programme

Research and  
Professional Skills  
2019-20

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# Introduction

Welcome to the University of Southampton Arts & 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 Writing for funding to Giving a Research 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. This form must be submitted to the Graduate School Office, within 3 months of the start of your studies. You should retain a copy of the completed form for the purposes of completing the Annual Report. The Faculty's guidance on identifying your training needs is as follows:

**Before your initial supervision session** - complete a copy of the Faculty of Arts & Humanities Academic Needs Analysis form. This can be found on the Arts & Humanities Graduate School SharePoint site: <https://groupsite.soton.ac.uk/Administration/Humanities-Graduate-School/Pages/Training.aspx>

**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 supervisory team complete the Annual Report Form, reflecting the training that you have undertaken.

**At the start of year two** - Plan your attendance at training sessions or other development opportunities during the course of year two.

**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.

**At the start of year three** - Plan your attendance at events or other development opportunities 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 workshops 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/pg/>



# Arts & Humanities Training Overview

The Faculty of Arts & 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, and make arrangements accordingly. To assist you, versions of the training sessions are also available online at <http://blackboard.soton.ac.uk> under PGR Arts and Humanities Research Skills (PGR-FSH-RS).

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.

Session dates and times are available on GradBook and are advertised on the Arts & Humanities 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.

# Arts & Humanities Training Session

## Starting Out:

- Induction event for new researchers
- 'PG Tips': things you *really* need to know about postgraduate study

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 run by GradNet; 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*





# Milestones

## First-year milestone

Information on, and requirements for, the First-Year Presentations will be outlined to you by your discipline. Any relevant training will be offered from within your discipline.

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

## Moving on: Confirmation of Status

Information on, and requirements for, your Confirmation of Status will be outlined to you by your discipline. Any relevant training will be offered from within your discipline.

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

## Preparing for your viva

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*

## Putting your thesis together

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*



# Research Skills

## Academic Writing Skills I

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*

## Academic Writing Skills II

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*

## Managing your research notes and/or data

This two hour workshop will provide an introduction to the general principles on managing your research notes and data, why this is important, e.g. funder requirement, and how it relates to other areas such as ethics, IPR, data protection. There will be an opportunity to ask questions and seek advice. Your research notes and data are valuable research assets. They will form the basis that underpins your thesis as well as other research outputs and may be deposited in their own right in the institutional repository on completion of your thesis. As a result, careful planning is needed from the start to ensure that your research notes and data are kept safe, remain easy to locate and to understand and are held in a reusable format that will last not just throughout your PhD research but into the future. This session will look at how a data management plan can assist with this.

**\*Please note that this session is not about how to take research notes, but how to manage them.**

*Meets Researcher Development Framework criteria: A1, B1, B2, C1*

## Writing an academic book review

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*

## Getting the most out of reading for your research

Coping with the quantity of reading you will be doing during your PhD can be challenging. This interactive session outlines practical approaches for managing your reading. You will gain useful tips and strategies to help you with your reading. The session will also 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 through your research.

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

## Giving a research paper

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*

## Ethnographic methods

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.

**\*Please note that this session is most appropriate for those with little or no previous experience of using ethnographic methods.**

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

## Research Ethics

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*



## Professional Skills

What can you do with a PhD in the Arts & 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.

### Writing for funding

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*

### Employability Skills: 'Early Stages'

It is never too early to start planning your career. This interactive workshop is designed to meet the needs of early stage Arts & Humanities research postgraduates. It looks at career motivations, personal constraints, resilience, and suitability. Having identified 'push' and 'pull' factors, it considers skills and in doing so, helps identify training needs and skills gaps. By celebrating relevant skills and experience, the session aims to build career confidence. The workshop also briefly explores sector research and online identity to present a complete introduction to this vital topic.

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

### Employability Skills: 'Late Stages'

It is never too early to start planning your career. This interactive workshop is designed to meet the needs of early stage Arts & Humanities research postgraduates. It looks at career motivations, personal constraints, resilience, and suitability. Having identified 'push' and 'pull' factors, it considers skills and in doing so, helps identify training needs and skills gaps. By celebrating relevant skills and experience, the session aims to build career confidence. The workshop also briefly explores sector research and online identity to present a complete introduction to this vital topic.

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

## Practical Skills

### Motivation workshop

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*

### Organising a conference

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.

**\* Please note that the focus of this session will be on departmental or faculty-level conferences held at the university.**

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

# Teaching Skills

## Teaching with the Lifelong Learning (LLL)

The Lifelong Learning Unit offers short courses to adults in the local community (including staff and students at the University). These courses usually take place in the evenings or on a Saturday and cover a range of topics in Humanities disciplines. They are intended to draw on research but need to be oriented to a non-specialist audience. Each module comprises 12 hours of study spread over a period of two weeks. Classes normally range from 8-20 participants. If you wish to teach with Lifelong Learning you will need to attend the OTD training (below). In addition you will need to attend some sessions as follows:

### ***Session 1: Introduction to Teaching with Lifelong Learning***

This two-hour session comprises an introduction to the lifelong learning programme, the opportunity to discuss your idea for a module with other students and consider issues relating to teaching a non-specialist audience. Following this session you will create a plan for your module and submit this for review to your supervisor and to the Director of Lifelong Learning

### ***Session 2: Presenting your module and peer teaching***

Presenting your idea to your peers which includes a micro-teaching session

Following this session you will be given feedback and a decision will be made as to whether your module is suitable for inclusion in the Lifelong Learning programme. It will then need to be given Faculty approval through the Lifelong Learning Board of Studies (end of Semester 1 meeting)

**Please note:** As this is an extensive process postgraduate student modules will normally be developed in the year preceding the year in which they are intending to run.

## 1. Orientation to Teaching & Demonstrating

Training for PGR students who engage in teaching and/or demonstrating work for the University is compulsory. This consists of a 3-part course which comprises the following:

**Step 1:** Completion of on-line course (covering both seminar leader and demonstration roles).

**Step 2:** Attendance at a face-to-face session (OTD: Seminar Leader or OTD: Demonstrator).

**Step 3:** Attendance at follow-up session (discipline based) once you have some practical teaching/ demonstrating experience.

**Please note:** You must complete Step 1 before signing up for Steps 2 and 3. More details of OTD training can be found on the Doctoral College website



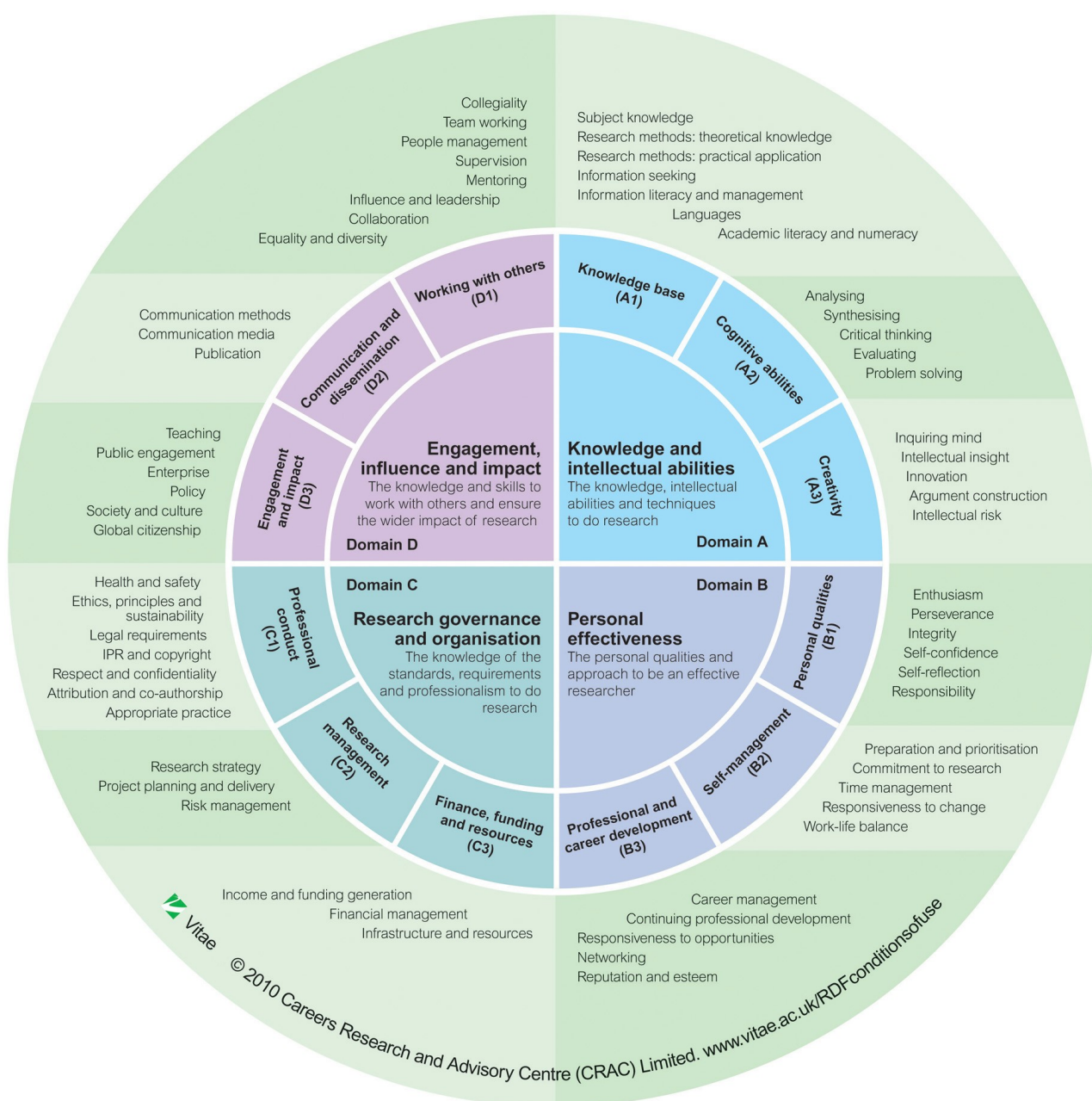
# Researcher Development Framework (RDF)

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).



# Useful Links

## Doctoral College

The Doctoral College offers a central programme of skills training and personal development opportunities to meet the generic needs of research students from across the University. This includes the Orientation to Teaching and Demonstrating programme which all postgraduates must complete before undertaking any teaching at the University. Full course details are within the 'Professional Development' section at [www.southampton.ac.uk/](http://www.southampton.ac.uk/)

## The Library

The Library offers training on using facilities such as WebCat and other research databases, and on bibliographic reference software, such as Endnote. Further information can be found at: <http://library.soton.ac.uk/home/infoskills>. These sessions are also booked through [GradBook](#).

## 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: [www.southampton.ac.uk/careers/pgr](http://www.southampton.ac.uk/careers/pgr).

## The Academic Centre for International Students (ACIS)

The Academic Centre for International Students (ACIS) delivers a variety of programmes and support for International students. It offers a range of in-session courses and support for specific aspects of English for Academic Purposes. Postgraduate students can access these sessions via the ACIS webpages [www.southampton.ac.uk/acis/](http://www.southampton.ac.uk/acis/)

## Vitae

Vitae provides a large range of resources to support the career development of researchers, including workshops and events at national level. Further information can be found at: <https://www.vitae.ac.uk/doing-research/doing-a-doctorate>.

## Arts & Humanities Blackboard Site

The PGR Arts & Humanities Research Skills (PGR-FAH-RS) Blackboard site provides online resources to complement face-to-face training sessions as well as announcements of events and additional specialist training that is being offered within the Faculty or the wider University. <http://blackboard.soton.ac.uk>



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