Welcome from the Dean

Welcome to the College of Arts Graduate School, and welcome too to the vibrant and dynamic community of the University of Glasgow. As a research student, you are vital both to the health of the University, and to the sustainability of your field. You represent the future of research, and we are delighted that you have chosen to study with us.

As well as studying, an important part of your time here will be spent developing both professionally as a researcher, and personally as an individual. To that end, there is a huge range of training and development opportunities available to you. Some of these are compulsory, and most are optional. All research students, though, should engage in training each year – this is to help you to complete your doctoral programme, to acquire skills relevant to your future career within or beyond academia, and to help you navigate the current research landscape.

Some opportunities are provided by us locally in the Graduate School; others are provided nationally by the Scottish Graduate School for the Arts and Humanities (SGSAH), a consortium of all 16 institutions in Scotland offering doctoral studies in the Arts & Humanities, and of which you are automatically a member. Some are provided to all research students in the University, through the Researcher Development team in our central Research and Innovation Service (R&I). These are a great way to make contact with your peers across disciplines, and in the case of the Scottish Graduate School, across the country.

This guide gives you an overview of those training and development opportunities, as well as signposting some other key sources of information and support. To keep up to date with the latest information, visit the Graduate School website at glasgow.ac.uk/arts/graduateschool, as well as our VLE (or ‘Moodle’) site which you should be able to access from your MyGlasgow page (http://moodle2.gla.ac.uk/course/view.php?id=1984). There you can find details of procedures, processes and forms, and also the University’s Postgraduate Research Code of Practice, which is a key document outlining roles and responsibilities.

Research study is exciting, but it is also challenging. In the Graduate School, we will do all we can to support you in your studies. As you embark on this journey, I sincerely wish you a productive time but also, importantly, a happy one.

Professor Nick Fells
Dean of Graduate Studies
College of Arts
The University structure

The Graduate School

The Graduate School supports postgraduate students across the College of Arts, with responsibility for:

• ensuring the academic quality of the College’s postgraduate taught and research programmes;
• developing appropriate policies and processes to ensure that postgraduate students are properly supported;
• providing appropriate academic and pastoral support to students at all stages of their postgraduate career;
• managing the provision of resources (including College study spaces and postgraduate funding);
• working with students and supervisors to enhance the postgraduate research experience.

The Graduate School team can help you with queries regarding funding; changes to study; research support awards; skills development training; submitting your thesis; and can guide you towards the various support services at the university.

Contact us!
gradschool.arts@glasgow.ac.uk
6 University Gardens

YOUR GRADUATE SCHOOL

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SUPPORT IN YOUR SCHOOL & SUBJECT

Supervisors
Your supervisors will usually be your first point of contact and you will see them regularly. They can support you with academic matters and general queries related to your programme of study.

PG Conveners
School Conveners are responsible for the School PG Committees (which includes representation from the School PG community) and are members of the College of Arts’ Graduate School Board and Higher Degrees Board of Study.

Subject Conveners are responsible for PG matters in each subject area.

Postgraduate Research Administrator
Each School has a PGR Administrator who can answer specific queries relating to your programme of study.
Planning your training

TRAINING NEEDS ANALYSIS

In order to enhance your research skills, you will find it helpful to identify your training needs. Working with your Supervisor(s), you should undertake a Needs Analysis within the first month of your programme of research – and then update this regularly. From analysing your needs, you will be able to create an appropriate plan of training and development opportunities, targeted to your specific requirements. For example, if you are presenting a paper at a conference you might break down the skills required in the following way:

- discipline specific skills: to undertake the research
- inter-personal and presentation skills: to present the paper
- networking skills: to make the most of the opportunity of attending the conference

The national organisation that supports researcher development, Vitae, has produced a more comprehensive, on-line Professional Development Planner (PDP) that you may find helpful in assessing your current skill competencies and areas you would like to develop. [www.vitae.ac.uk](http://www.vitae.ac.uk)

SKILLS DEVELOPMENT PLAN

Once you have undertaken a Needs Analysis, you will be able to create an effective Skills Development Plan. Your Skills Development Plan should detail what you are going to complete and when. Vitae suggest that you ask yourself the following questions:

- when do I need to receive this training?
- is it something that I really need to do as quickly as possible to start my research (e.g. learn about databases to be able to store data) or is it something that I need for a particular purpose and that can be scheduled appropriately (e.g. viva training)?
- when is this training available?
- how much time do I want to allocate each week/month to training?
- what are my other time commitments?
- how can I fit my training plan around my research, work and life obligations?

REVIEWING YOUR SKILLS DEVELOPMENT

Your Skills Development Plan is a dynamic document which you should review and revise throughout your career and as part of your wider personal and professional development. Vitae recommends reviewing your training plan every three months, and discussing it regularly with your Supervisor(s).

Our Skills Development Programme embraces the national Researcher Development Framework. This sets out the knowledge, skills and experience required at each stage of an academic career. These are organised into four main areas, and our training is based on these domains:

(A) Knowledge and Intellectual Abilities
- Knowledge and skills you need to carry out your research
- Analytic and creative skills
- Training in writing, teaching and presenting your research

(B) Personal Effectiveness
- Management of your research and career opportunities
- Time management, career planning, networking, building a professional reputation
- Encouraging self-confidence and professional development
- Training in networking, social media, attending conferences and professional events

(C) Research Governance and Organisation
- Awareness and understanding of professional standards in your field of study and involvement with professional bodies
- Larger-scale project management
- Funding for your research or other projects
- Training in ethics, copyright and intellectual property, grant-writing

(D) Engagement, Influence, and Impact
- Communication and dissemination of your research
- Teaching, publishing and other forms of public engagement
- Research collaboration, peer review
- Seminars, conferences, publications, performances and public outreach

TRAINING NEEDS ANALYSIS, Skills Development Plan and Researcher Development Log forms can be found at the back of this guide.
STAGES OF STUDY

Research Masters
Though it can be difficult to fit in additional workshops around your studies when undertaking a one year Masters course (two year PT), the Top Tips for Masters by Research Students session is designed for you, plus some of the other introductory workshops will give you a taster of what it is like to do a PhD.

Pathways to a PhD
Setting Off
(FT: Year 1; PT: Years 1-2)
The beginning of your PhD is a time to further develop your project aims and questions; get to know your Supervisor; scope the academic field of study you want to engage; plan and begin your research; and acquire any specific skills or tools you need to carry out your research. The courses and workshops in this category will help you make the most of this initial phase of your work. This category includes the two required mandatory elements.

En Route
(FT: Year 2; PT: Years 2-4)
It’s no secret that a lot of postgraduate students get bogged down in the middle of their PhDs—the excitement of beginning your research has worn off but you can’t quite see the light at the end of the tunnel. As you immerse yourself in your research, refine your thesis outline, and start writing, there are also exciting opportunities to engage with broader communities – both within academia and beyond – about shared research interests. The courses and workshops in this phase will help you manage your research and start putting it in broader professional contexts.

Reaching your Destination
(FT: Year 3; PT: Years 4-5)
This stage can seem dominated by writing your thesis. There are ways to streamline that process (for example, with good editing or information technology skills), and carve out some time to communicate your research with others, whether in person, print, or through social media. It’s also a time to think seriously about what you want to do next, and how best to position yourself for your ideal career choice. These courses and workshops are designed to see you through the completion of your PhD and beyond.

Any stage
These workshops can be taken at any time during your studies, when you need to build on a specific skill, or simply wish to explore an interesting topic.

HOW TO BOOK
All courses listed in this guide can be booked using MyCampus, unless otherwise stated. Dates, times and venues for all courses will be available in the booking system. Further instructions on how to book can be found on the College of Arts Graduate School Training Moodle: https://moodle.gla.ac.uk/course/view.php?id=4367

Grad School enquiries to: gradschool.arts@glasgow.ac.uk
Researcher Development enquiries to: elizabeth.adams@glasgow.ac.uk
Research Masters

Top Tips for Masters by Research Students

If you’re undertaking an MPhil, MRes or MLitt by Research Masters degree, this session is for you! In this meeting, we’ll walk through the timeline for Research Masters students, focusing on key issues such as: time management; the expectations of the Research Masters; managing PhD applications while undertaking a Masters; working with your research supervisor; opportunities for community building; career planning; the Annual Progress Review for Masters students; and many more. We’ll also leave plenty of time for discussion of your top tips and questions for undertaking a Masters by Research.

Pathways to a PhD

SETTING OFF

Setting Off: A Guide to your PhD (Mandatory)
RDF domain: A, B, C | Code: RSDA 6015 | Grad School
This session will introduce the resources available to you as research students in the College of Arts at the University of Glasgow and your responsibilities to the Graduate School community. We will introduce the general expectations of a PhD in Arts (while also recognising that there will be disciplinary differences) and what milestones are in place to help you successfully complete your degree. We will also discuss opportunities and requirements for research training and professional development, so that you can start planning now to attain your post-PhD goals.

Research Integrity (Mandatory)
RDF domain: B, C | Code: RSDC 6023 | Researcher Development
This workshop is intended to equip researchers with the knowledge and awareness that will allow them to approach research, collaborations, publication and innovation with a good understanding of what is considered to be good research practice, as well as potential pitfalls or grey areas that they might encounter.

The workshop includes a presentation, a Q&A opportunity, and an interactive case-study session where participants will work in small groups. The workshop is open to researchers at all levels, but is compulsory for researchers in the first year of their PhD. Online resources to support learning about the topics above are available here: glasgow.ac.uk/researchintegrity

Developing an Effective Relationship with your Supervisor
RDF domain: A, B | Code: RSDB 6048 | Grad School
The relationship between research student and supervisor is critical to your PhD. This session will look at the likely roles and responsibilities of supervisor and student. We will discuss: the research cycle and the changing demands on students as the PhD progresses; the Code of Practice for Research Students, so you are aware of the responsibilities of supervisor, school and institution; and good practice for developing a professional relationship.

Key Library tools for starting your research in Arts
RDF domain: A | Code: RSDA 6161 | Grad School
This session is designed specifically for students who are new to the University of Glasgow, are returning to Higher Education after a break, or would like a Library refresher. The aim is to introduce the key Library tools which will enable you to build a comprehensive literature review on your chosen topic at research level. Topics covered will include: advanced searching of the Library catalogue; key arts e-book series and electronic reference sources for scoping your topic; using COPAC to identify all books published on a given research topic; accessing and exploiting subject-specific bibliographic databases to locate journal articles; searching for previous thesis work in a subject area; using large-scale e-corpora and electronic newspaper archives to find primary sources; using Special Collections material; and obtaining material from other libraries via the Document Delivery Service.

Establishing a Writing Practice (Arts and Humanities)
RDF Domain: A, B, D | Code: RSDA 6076 | Researcher Development
This workshop is intended to allow you to reflect on your writing habits, and offer strategies to help you establish a productive writing practice. The session will cover topics such as:
• What level of writing is expected of you.
• How to structure your writing time.
• How to become more comfortable in your writing.
• How to get the most out of supervisory meetings.

Essential Advanced Information Skills for Arts Research Students
RDF domain: A | Code: RSDA 6162 | Grad School
This workshop is designed specifically for students who are new to the University of Glasgow, are returning to Higher Education after a break, or would like a Library refresher. The aim is to introduce the key Library tools which will enable you to build a comprehensive literature review on your chosen topic at research level. Topics covered will include: advanced searching of the Library catalogue; key arts e-book series and electronic reference sources for scoping your topic; using COPAC to identify all books published on a given research topic; accessing and exploiting subject-specific bibliographic databases to locate journal articles; searching for previous thesis work in a subject area; using large-scale e-corpora and electronic newspaper archives to find primary sources; using Special Collections material; and obtaining material from other libraries via the Document Delivery Service.

Writing at the Start of your PhD
RDF domain: B, D | Code: RSDB 6028 | Grad School
This workshop focuses on starting to write critically and systematically about the scholarly literature around your thesis topic; developing a literature review, a methodology and a set of research questions/ hypotheses; and understanding the purpose of a doctoral thesis. Developing your own academic style is also covered. The workshop approaches research writing as a process that involves managing an emerging and changing program of research; the volume of material and the size of the project; and obstacles that get in the way of writing effectively. The workshop also refreshes knowledge of effective writing skills: grammar, punctuation, tone, etc.

| RDF domain: A, B, C, D | Code: RSDA 6023 | Grad School

- Authorship, Conflicts of interest and Peer review
- Plagiarism and self-plagiarism
- Digital image manipulation
- Data management and open access
- Research misconduct and whistle-blowing.

The workshop is intended to equip researchers with the knowledge and awareness that will allow them to approach research, collaborations, publication and innovation with a good understanding of what is considered to be good research practice, as well as potential pitfalls or grey areas that they might encounter.

The workshop includes a presentation, a Q&A opportunity, and an interactive case-study session where participants will work in small groups. The workshop is open to researchers at all levels, but is compulsory for researchers in the first year of their PhD. Online resources to support learning about the topics above are available here: glasgow.ac.uk/researchintegrity

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Literature Critiques / Reviews (Arts and Humanities)
RDF Domain: A, B, D | Code: RSDB 6075 | Researcher Development
The workshop is intended to give you an understanding of the purpose of the literature review, and tips and techniques on how to manage the writing of the review. The session will cover topics such as:
• What role the literature review plays.
• The relationship between your work and existing research.
• Different structural approaches.
• How to talk about other people’s work.
• Using the literature review to hone your thinking.

How to organise, store and share your research findings in Arts and Humanities
RDF domain: B, C | Code: RSDC 6023 | Researcher Development
The products of research in arts and humanities can include text, databases, spreadsheets, images, sound and video files. If you are creating data like this as part of your research then there are new requirements that you need to know about regarding how to plan, manage, store and share these appropriately. Topics will include: the data lifecycle, funder compliance; and what should happen to your data when you graduate. The session will be illustrated with real-life examples. The workshop is designed for research students in their first year of postgraduate study but is also suitable for students in other years who have not received training in research data management.

Writing a Data Management Plan with DMPOnline
RDF Domain: B, C | Code: RSDB 6030 | Researcher Development
The University and most funding bodies now require researchers who collect data of some sort as part of their work to write a Data Management Plan (DMP). Plans typically state what data will be created and how, and outline the plans for sharing and preservation, noting what is appropriate given the nature of the data and any restrictions that may need to be applied. We recommend that researchers use DMPOnline, a flexible web-based tool, to create DMPs. The course will provide guidance on using DMPOnline and an introduction to data management planning. After an introduction, researchers will have an opportunity to draft a DMP with support from instructors. This course is intended for researchers who are at a stage of their projects where they are ready to produce a Data Management Plan. It is recommended that researchers first attend the general Research Data Management course (RSDC 6023).

Equality and Diversity Training for Postgraduate Researchers “Equality and Diversity Essentials” (Online Training)
The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. All staff and PhD researchers need to be aware of our individual and collective responsibility in relation to equality following the introduction of the Equality Act 2010 and the University has developed a wide range of training resources for staff and PhD researchers to address this. This module should be completed by ALL postgraduate researchers in first year. It outlines the nine protected characteristics covered under the Equality Act 2010. The module outlines definitions such as the different forms of discrimination (direct, indirect etc), what constitutes bullying or harassment, and provides a brief overview on cultural awareness. The link to access the course through Moodle can be found here: https://moodle2.gla.ac.uk/login/index.php

EN ROUTE
Writing in the Middle of your PhD
RDF domain: B, D | Code: RSDB 6034 | Grad School
In this workshop, particular emphasis is given to managing an evolving project, understanding the demands and structure of research writing and applying that knowledge. Topics covered include: writing introductions and conclusions; planning; the structure of your thesis; developing your academic voice and good writing styles; editing and redrafting techniques. Participants are asked to bring example texts from their discipline to use in workshop exercises.

Writing for Publication
RDF domain: B, D | Code: RSDB 6073 | Grad School
Based on interactive, practical activities the workshop aims to providing structure, advice and motivation through writing a paper for publication. The day long workshop will cover:
• Targeting a journal
• Planning and editing techniques
• Understanding the writing process
• Overcoming the difficulties in writing research
• Techniques for being an effective writer

GRAD on the Island
RDF Domain: A, B, C, D | Code: RSDB 6006 | Researcher Development
This course takes the GRADschool out into a new environment. Based in a remote corner of the Isle of Mull, it gives you the chance to take a step back from your PhD to consider your own skills, strengths, motivations and career aspirations. Over the four days, you will take part in group activities, find space for new ideas and time to soak up the atmosphere of the island, while keeping an eye out for sea eagles. Themes of the programme:
• Personal and career development collaboration and partnership working
• Engaging the community with your research
• Creative thinking

Aimed at researchers in their second or third year, attendance is free and costs of accommodation, food and transport are covered.
REACHING YOUR DESTINATION

Writing in the Final Year of your PhD
RDF domain: B, D | Code: RSDB 6033 | Grad School
This workshop deals with tasks and issues important to finishing off a thesis, such as editing a large document and writing to deadlines. The workshop will cover: how to edit, format and proofread the thesis; producing a detailed plan of what you have achieved and what you have left to do; creating a timeline for a schedule of works; creating a synopsis of your thesis so far; discussing your thesis in the viva or other presentations. Participants are asked to bring example texts from their discipline to use in workshop exercises.

Surviving the Viva
RDF domain: B, D | Code: RSDB 6059 | Grad School
The PhD viva is an integral part of the PhD process in the UK. It offers great opportunities for a well-prepared candidate to discuss their work with experts in the field. This course aims to demystify the viva process, help build your confidence and give you an overview of the viva in the context of your own PhD research. We will discuss: the ‘big picture’ of your research in terms of originality and contribution; the role of your supervisor and both examiners; what to expect on the day – typical questions and possible outcomes; and any other concerns raised during the workshop.

Any Stage

WRITING

Beating Writer’s Block
RDF domain: B, D | Code: RSDB 6030 | Grad School
You know you have to start writing – so what is stopping you? This is a workshop intended for people who postpone writing as long as possible and face a blank mind/screen when they do sit down to write. We will look at what causes these writing problems, try out tools and techniques for ‘unblocking’, and identify alternative writing strategies for academics who want to enjoy writing more.

Effective Writing 1 (Arts and Humanities)
RDF domain: A, B, D | Code: RSDB 6079 | Researcher Development
This workshop is intended to encourage you to look at your own writing habits, identify strategies that work for you, and think more generally about academic writing. The session will cover topics such as:
- Assessing your writing practice
- Process and product writing
- Using critical reading to inform your writing style

Effective Writing 2 (Arts and Humanities)
RDF domain: A, B, D | Code: RSDB 6069 | Researcher Development
This workshop is intended to give you an overview of the grammar skills you will need to produce concise, coherent writing. The session will cover topics such as:
- A general overview of punctuation
- Most common errors in academic writing
- How to effectively use sentence structure to convey meaning
- Proofreading and editing

Writing for Publication (Arts and Humanities)
RDF domain: A, B, D | Code: RSDB 6061 | Researcher Development
This workshop is intended to provide you with a general overview of writing for publication. The session will cover topics such as:
- The publication process
- Types of journal articles
- Making time for writing for publications
- Dealing with feedback

How to be your own best editor
RDF domain: A, B, D | Code: RSDB 6075 | Grad School
Skilful editing will transform a draft. This workshop will equip you with strategies for editing effectively. We will identify key aspects of good writing and analyse, by means of written examples, how these qualities are realised linguistically. Working with a draft text, you will learn to how to make appropriate editorial decisions.

Text: coherence, structure and argumentation
RDF domain: A, B, D | Code: RSDB 6074 | Grad School
We all want our writing to be coherent and well-structured – but what does that mean in practice? In this workshop you will explore how to organise your academic writing in a way that makes sense to your reader. Course topics include ensuring focus and unity; ordering sentences and paragraphs; signposting to support logic and smooth transitions; and developing a coherent argument.

Pacing and productivity – how to keep up the momentum with your writing
RDF domain: A, B, D | Code: RSDB 6063 | Researcher Development
Do you struggle with writer’s block? Do you experience unproductive periods due to lack of motivation or inspiration? This workshop will explore strategies for maintaining your productivity without burning out.

Writing Abstracts
RDF domain: A, B, D | Code: RSDB 6076 | Grad School
Essential for gaining acceptance to speak at conferences (and an audience for the presentation), and for attracting readers to journal articles, abstracts are of critical importance for raising the profile of your research and developing an academic career. This short form of description, representing the essence of a research contribution, places particular demands on academic writing style, in terms of clarity, economy and precision. This intensive training session is designed to develop the necessary skills, encouraging participants to find clear, concise and powerful ways to summarise their research and make an impact.
APPLYING FOR ACADEMIC JOBS

Job Interview Techniques
RDF domain: B | Code: RSDB 6021 | Grad School
Job interviews can be very daunting experiences and it is natural to feel anxious. Doing as much preparation as possible can help you keep those interview nerves under control and make you aware of your strengths as well as your weaknesses. This session will help you to identify what recruiters are looking for and prepare you to tackle those awkward questions. This workshop will cover interviews for both academic and non-academic jobs.

Applying for Academic Jobs
RDF domain: B | Code: RSDB 6029 | Grad School
The intention behind this workshop is to demystify the academic job interview by considering all aspects of the application process: finding and decoding job advertisements, putting together the application package, and (hopefully!) attending for interview. Although the main focus will be academic posts in the UK, we will also consider applying for postdoctoral fellowships, and some opportunities abroad.

MOCK INTERVIEW WORKSHOP

RDF domain: B | Code: RSDB 6023 | Grad School
This is an intensive workshop designed for students who are currently in the process of applying for jobs or postdoctoral fellowships. Participants will conduct mock interviews with a few volunteer participants (selected in advance) and the entire group will discuss common questions of academic interviews, effective interview strategies, and how best to present research and its impact. Places are limited.

BUSINESS BEYOND THE BOTTOM LINE

RDF domain: A, B, D | Code: RSDDB 6032 | Grad School
This course looks at business from an alternative angle and is intended for people who want to examine how to make a living that is aligned with their personal motivations. We’re not focusing on the pinstripe suit or Dragon’s Den style of running a business, but want to explore the distinctive nature of social enterprise, as well as the challenges and benefits of running a business that is based on your own personal values.

• Hear from guest speakers about their own journeys to setting up companies
• Develop a greater understanding of your personal values and sense of direction and how these might fit with running a business
• Learn about core business functions, including finance and funding, strategy and getting the right team
• Practice problem solving, creative thinking, collaborative working and influencing skills
• Consider how your skills, creativity and self-reliance can translate into future opportunities - whether in your career or more widely.

This course is for researchers from any subject area, with an interest in values-based business with environmental or societal benefits.

TRANSFERRING FROM PHD TO INDUSTRY

RDF domain: B | Code: RSDB 6072 | Grad School
Who many PhD candidates aspire to securing academic positions following graduation, for arts and humanities students the competition is stiff. In this session we will be positively exploring what your PhD can do for you outside academia. There will be advice on how to present your unique skill set to potential employers, and on striking out into freelancing. You will hear the presenter’s own post PhD story, and she will help participants to see a broader view of what a successful future could look like.

RESEARCH VENTURES

RDF domain: A3, C1-3, D1-3 | Code: RSDB 6006 | Speaker: Various | Researcher Development
This two-day course is aimed at researchers with an interest in:
• Knowledge exchange, research impact and winning funding for academic career progression.
• Exploring the commercial possibilities of a research idea and how your research might attract industrial funding or be used in setting up a spin-out company.
• Future employment in industry.
• Collaboration with researchers from other disciplines.

The course is a mixture of practical activities and case studies. Partnership trips take researchers to innovation opportunities run by experts and entrepreneurs with inspiring stories and first-hand experience of bringing exciting ideas to life. Our speakers will share their knowledge of:
• Creative thinking and what being enterprising means to them;
• Business planning and different models of research commercialisation (including spin-outs and licensing);
• Protecting your ideas and intellectual property;
• Compelling and convincing communication, that helps you to bring others on board and win funding.
• How to inspire and motivate others, whether you see yourself as working in business or building a research group.
• Sources of support, advice and funding and how to deal with set-backs.
• How to develop a network.

POST DAY

RDF domain: B, C1, D1 | Code: RSDB 6032 | Researcher Development
This day-long event focuses on the ways in which researchers from any field of study can engage government with their research and inform policy. There will also be information and advice on the opportunities and internships available to doctoral and early career researchers to work more closely with the UK government. The day is led by a representative from the Parliamentary Office of Science and Technology (POST), and will feature presentations from previous POST interns, the careers advisor for researchers, and senior academic staff. In the afternoon, participants will have the chance to discuss findings in a Pest in the Press: briefings providing MPs and Peers with accessible, balanced and independent analysis of public policy issues.

COMMUNICATING YOUR RESEARCH AND IMPACT

This is What I Do… and this is why it matters
RDF domain: B, D | Code: RSDB 6038 | Grad School
Can you explain the essence of your research to people within and outside your field, conveying why you are interested in what you do and why your research matters? In this workshop you will learn to capture and sketch your research succinctly, engaging your conversants without dumbing down.

ENGAGING CONFERENCE PRESENTATIONS

RDF domain: D | Code: RSDC 6019 | Grad School
The academic research conference is an important platform to showcase your research and yourself. This course aims to give you a framework for developing compelling and memorable research presentations at conferences, but also in other contexts. We will discuss: how to engage your audience; structuring a presentation to deliver memorable messages; using visual aids effectively. Although aimed at conference presentations, this session will also give you the tools to develop presentations for job interviews, seminars and progress reports. This workshop will be particularly useful in preparation for presentations at the Graduate School annual conference in late May or for annual progress review presentations.

MAKING AN IMPACT: CONFERENCE POSTERS

RDF domain: B, D | Code: RSDB 6045 | Grad School
Posters are a fantastic way to bring your research to a wide audience, and offer an alternative to the more traditional lecture or presentation. Increasingly conferences, workshops, meetings and other events are creating space for the presentation of research via posters. There are a number of advantages to taking up this opportunity, not least the ability to convey complex ideas and images to a potentially large, but transient audience. Perhaps more importantly, posters are your opportunity to make an impact, visually as well as intellectually, and so it is vital that you are able to present your research in a clear and professional manner (the ‘pitch’). This session will allow you the opportunity to receive hints and tips about the design and content of an effective conference poster, pitfalls to avoid, and how to make sure your poster is read by as many people as possible. Guidance on the more practical aspects of poster production such as how to print and transport it will also be provided.

STAND OUT FROM THE CROWD: BUILDING YOUR REPUTATION AS A RESEARCHER

RDF domain: B, D | Code: RSDB 6025 | Grad School
Over the past decade, new media technologies and increased expectations for demonstrable research impact have changed the ways that academics engage with each other, and with the world outside the academy. The workshop will discuss how to build your academic image and reputation in both traditional and new venues, covering topics such as networking, using social media, making yourself and your research more visible, and navigating academic politics.
The relevance of this training will be far-reaching, covering techniques for successful face-to-face interactions.

This workshop is designed to develop the necessary skills, materials, and creating media content) which are central to a researcher’s career. This session will feature practical skills-based exercises and opportunities for discussion and feedback throughout. Participants are required to submit a brief summary of their thesis project in advance of the workshop.

Presenting with Impact
PDF domain: A, B, D | Code: RSDD 6002 | Researcher Development
This half-day course is designed to help you transform your oral delivery skills and build your confidence. You will learn the secrets of techniques borrowed from the theatre and adapted to suit the presentations you need to give as a researcher.

The course will enable you to become a more compelling communicator through learning strategies to control nerves, and ensure that you know how to make the best use of your voice and pace your delivery.

3MT Competition
PDF domain: A, B, D | Code: RSDD 6017 | Researcher Development
The 3 Minute Thesis is a friendly academic competition that enables participants to hone their communication and presentation skills, receive specialist coaching, and have the chance to win a £1000 travel grant. Participants present their research verbally in just 3 minutes in front of one PowerPoint slide. Heats will take place in each of the four Colleges with three participants from each college going forward to participate in a Grand Final. Further information on how to participate is available at the following website: pgrcoursesandevents/threeminutethesiscompetition/

Introduction to Social Media
PDF domain: A, B, D | Code: RSDD 6078 | Researcher Development
This interactive session, participants will discover the power of social media for communicating research and engaging with the public online. This course is aimed at those new to social media, or unsure of how best to utilise it. You will learn the basics of Facebook, Twitter and Instagram. How do social media channels differ in their functionality and demographics? What makes a ‘good’ or ‘bad’ update? What are the measures of success? What are the dos and don’ts? We will explore the ways that social media can be used to support your research goals, for public engagement and for effective event promotion.

Digital Content Creation for Social Media
PDF domain: A, B, D | Code: RSDD 6066 | Researcher Development
Learn the basics for creating your own digital content. We will explore images, podcasts and videos, and how to use these to expand your reach to a wider audience. Learn why video content represents over 70% of internet traffic, and have a go at creating your own short, engaging, shareable piece of film. Participants will be guided through the process of storyboarding, filming and editing a short video. You will be given the skills and knowledge to replicate this later using basic tools such as a smartphone and editing software. Participants are also eligible to enter the GradFlicks Challenge competition; please see below.

GradFlicks Challenge
PDF domain: A, B, D | Code: RSDD 6067 | Researcher Development
Do you want to gain first-hand experience of creating a short film? Fancy yourself in the director’s chair, or want to see your name in lights some day? The GradFlicks Challenge will see four teams race against the clock to make their own engaging short film for the big screen. Working over the course of two days, each team will create a short video around a brief given at the start of the event. The GradFlicks Challenge will culminate in a movie ‘premiere’ where friends, colleagues and the public will be invited to a showcase of the work created, with an awards ceremony and prizes for the best film. Participants will also have the opportunity to upload their films to YouTube, to promote themselves as researchers.

The course is hosted by the Glasgow Science Centre but is open to researchers from all fields and backgrounds; lunch is provided on both days.

Public Speaking in Academic Contexts
PDF domain: B, D | Code: RSDD 6071 | Grad School
While the vast majority of PhD candidates have a proven track record as scholars, the ability to speak publicly is often a neglected area of academic development. Strong verbal communication skills are an asset which can set you apart from the competition and get you where you want to go. Often the perception is that our speaking abilities are beyond our control, but just like other academic skills they can be honed through conscious effort and focused attention. This is a practical and relaxed session where participants will be guided through a process which will improve their public speaking skills. The course will provide tools and techniques that will address most common problems, the objective being to provide a public speaking ‘tool-kit’ which can be applied to a wide variety of audiences and professional contexts (including teaching, public engagement, seminars, conferences, media and interviews). This workshop is conducted in a safe and positive environment in which participants are expected to help each other progress.
**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

### Wellbeing

RDF domain: B

Find out more about Mindfulness and other courses designed to improve your wellbeing at: [glasgow.ac.uk/myglasgow/counselling/support/courses](glasgow.ac.uk/myglasgow/counselling/support/courses)

Join the PGR Walking Group, every Tuesday lunchtime or how about a spot of gardening to soothe the soul? Or would a workshop on Managing Stress, the PhD and Sleep, Mental Health First Aid, or Overcoming Perfectionism help? Find out more: [glasgow.ac.uk/services/postgraduateresearch/pgwellbeing](glasgow.ac.uk/services/postgraduateresearch/pgwellbeing)

#### Health and Safety (Online course)

RDF domain: B

The university is committed to ensuring that working and studying here is healthy, safe and beneficial for your overall wellbeing. [glasgow.ac.uk/myglasgow/health/e-inductionoverview](glasgow.ac.uk/myglasgow/health/e-inductionoverview)

#### Funding Research Projects

RDF domain: C | Code: RSDC 6013 | Grad School

This workshop addresses an increasingly important aspect of academic life: funding your research. We will discuss types of grants and fellowships; where to look for funding opportunities; and how to write a good application, using the College of Arts Research Support Awards as an example. Please note: this workshop addresses funding for specific projects, such as archival visits or conference presentations, and does not cover overall funding for your PhD.

#### Time Management

RDF domain: B | Code: RSDB 0626 | Grad School

As a research student, many people will place demands on your time – supervisors, friends, colleagues and family, as well as other work commitments, especially if you are a part-time student. Time management is a critical skill for research success, not just because it will make you more effective but also because it will help you to manage stress and enjoy more leisure time. We will discuss your time management problems so you can characterise your particular weaknesses or difficulties; common time management strategies and select from these to help you find the tactics which fit your needs; time eates – your time management enemies! This session will have more value if you are able to spend a few days before the course tracking your time – time logs available on request!

### Project Management Introduction

RDF domain: B, C, D | Code: RSDC 6001 | Researcher Development

This one-day workshop provides a basic introduction to management techniques that will help you in planning your PhD.

- Developing a clear and detailed scope for your research project
- Managing yourself and your time
- Monitoring progress and managing risks in your PhD
- Managing interaction with your supervisor and other project partners

This course is not open to those attending the two day project management course.

### Project Management – Your PhD and Beyond

RDF Domain: B, C, D | Code: RSDC 6002 | Researcher Development

Project Management is a great skill to have whether you are planning to stay in academic research or pursue a different career. This two-day workshop explores how organisations manage projects including how they:

- Define success for a project
- Develop clear and detailed scopes for projects
- Manage the interactions with the stakeholders of the projects
- Set up management structures to ensure that the project team works well together
- Develop time-lines for complex projects which involve many staff and contractors
- Build robust budgets for projects and then manage against these budgets
- Manage uncertainty in the project process
- Monitor progress of the project
- Evaluate project success at the end of the project

This workshop will guide you through these processes using a case study and group work to practice the tools and methods which are introduced. It will also give you the opportunity to consider how you can apply these skills to your current research and how you can present the skills that you have developed to future employers. Participants must be able to attend both days. This course covers the same material as the one-day course but in greater depth.

Course participants have the option to be accredited through the Chartered Management Institute on successful completion of a short reflective assessment.

### Postgraduate Leadership Programme

RDF Domains: B, C, D | Code: RSDB 6001 | Researcher Development

Although you might not feel you are in the position of a leader at the moment, you may be using leadership skills as part of your role as a researcher. This could mean mentoring others or managing relationships and projects with collaborators, sponsors or your supervisor. Many of you will also aspire to be leaders in your future career and will be seeking to understand how to motivate and inspire others, confront difficult problems; ask the right questions and come up with creative solutions.

Throughout the Postgraduate Leadership Programme, you will hear from experienced tutors and speakers from a range of backgrounds on what they think it takes to be a successful leader and influence others towards a common goal or purpose. A key part of the programme is the consideration of your natural strengths and weaknesses, personal values and the style of leadership that suits you best. You will also work with other researchers on a relevant project to put some of the ideas from the workshops into practice. Successful completion of the programme assessment will enable participants to gain accreditation from the Chartered Management Institute.

You must be available to attend all four sessions, plus a short induction, as well as participating in the group project (involving 2-3hrs work between sessions). We recognise this is a large time commitment and therefore it should be discussed with your supervisor. You will also be asked to provide an email from your supervisor, confirming that you have discussed your plans to attend this course.

### Myers Briggs Personality Type Indicator Workshops

RDF domain: B, D

Booking: This workshop does not appear on MyCampus and should be booked directly with Katrina Gardner, Katrina.gardner@glasgow.ac.uk

This workshop offers an in-depth exploration of your personality to enhance your understanding of yourself, your motivations, your natural strengths and your potential areas for growth. It looks at how you prefer to interact with other and take in information and then how you use information to make decisions and form opinions. It can be useful in helping you with career planning and also to gain an understanding of the ways in which other people (perhaps Supervisors or colleagues) prefer to work or operate.
Other training and opportunities

www.sgsah.ac.uk

The SGSAH is the world’s first national graduate school in the Arts & Humanities. Membership includes sixteen Scottish universities, from the oldest to the newest and including Scotland’s four art schools and national conservatoire. All doctoral researchers at the University of Glasgow are automatically a member of SGSAH, with access to a wide variety of training and events. Regardless of how you are funded, you can get involved in opportunities such as:

Internships and Residencies: SGSAH organises internships and artistic residencies for PhD students to spend up to three months at partner host organisations. Projects can be worked full time, part time or flexibly in blocks. Internships are paid at the current RCUK stipend rate.

Annual Summer School: Held each June in Glasgow, the summer school brings together doctoral researchers from across Scotland to share their projects and build valuable networks.

A Creative Enlightenment: This training programme is for doctoral researchers in the arts and humanities from across Scotland who are thinking about how they can apply their skills and experience beyond the PhD, particularly in relation to being self-employed or starting a business or social enterprise.

THE HUNTERIAN
Founded in 1807, The Hunterian is Scotland’s oldest public museum and holds a Collection of National Significance. The Hunterian and its extensive collection offer an excellent resource for researchers in the arts, humanities and natural and medical sciences.

There are many ways to get involved with The Hunterian. To find out more take a look at their website: glasgow.ac.uk/hunterian

ESHARP
eSharp is an established, international, peer-reviewed journal publishing high-quality research by postgraduate students in the Arts and Social Sciences. It is run entirely by graduate students, and aims to provide a critical but supportive entry into the realm of academic publishing for emerging academics, including postgraduates and recent postdoctoral students. Submissions, usually in response to themed editions, are received from researchers located around the world. glasgow.ac.uk/research/azu/esharp

GRADUATE TEACHING ASSISTANTS
Most Subject Areas are able to offer a limited number of Graduate Teaching Assistantships (GTA), providing doctoral researchers with the opportunity to develop their teaching skills. Typically, GTAs will have completed at least one year of their doctoral programme. Contact your Subject PG Convenor or Administrator for more information.

CAREERS SERVICE
The Graduate School works with the Careers Service to offer workshops targeted specifically at life beyond your doctoral degree. As well as providing advice, training and information related to the job market and career opportunities, the Careers Service also provides a specific service for research students, offering one-to-one confidential consultation.

You can find out more about the Careers Service here: glasgow.ac.uk/services/careers

BRIGHT CLUB
Bright Club is a unique comedy night in which academics from Glasgow’s plethora of universities take to the stage, blending comedy with science, the arts and humanities... with live music and banter a’plenty! www.facebook.com/brightclubglasgow

Academic Project Funding

This section provides a summary of funding available to support your research whilst you are here. Guidelines and related forms are available on the Graduate School Moodle. Students interested in submitting an application may find the workshop on Funding Research Projects useful.

There are three rounds of applications per year for each scheme and you can submit one application per scheme per round.

RESEARCH SUPPORT AWARDS

The Graduate School administers the Research Support Awards scheme. This funding is intended to provide assistance with the support costs of individual research. The award may cover, for example, attending a conference to present a research paper or a research trip and accommodation (for example, archival visit, fieldwork, etc). As we receive many more applications than we are able to support, bids cannot always be supported in full. Awards rarely exceed £300. Generally, students in their second and third year of study (and part time equivalent) are given priority, as are applicants who have not previously received funding. However, the main criterion is the quality of the application.

COLLABORATIVE RESEARCH AWARD (CRA)

The CRA funds collaborative research initiatives led and proposed by postgraduate research students in the College of Arts. The proposed initiative might involve students across Subjects, Schools, the College of Arts (or indeed across more than one College, if primarily organised by students in the College of Arts), or collaboration with other institutions (universities, libraries, museums). Initiatives might include organising postgraduate conferences or symposia; planning and leading workshops; inviting visiting speakers; setting up a seminar programme or reading group or a public engagement series of events (e.g. pop up museum, evening lecture series); starting a publication; or other projects that will contribute to research in the College.

AHRC RESEARCH TRAINING SUPPORT GRANT FUNDING

Students funded by the AHRC who wish to undertake study visits and conference attendance during the tenure of their award may apply for AHRC Research Training Support Grant funding. The fund can contribute to travel and accommodation costs and certain additional expenses. Proposed study visits may be within the UK or overseas.
### Training needs analysis

Tick the areas below where you would like to develop your skills, over the coming academic year. You should then discuss with your Supervisors how you can meet these needs, whether through attending courses or practical experience.

<table>
<thead>
<tr>
<th>Area for development?</th>
<th>Area for development?</th>
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<tbody>
<tr>
<td><strong>A1 - Knowledge base</strong></td>
<td><strong>C1 - Professional conduct</strong></td>
</tr>
<tr>
<td>Subject knowledge</td>
<td>Health and safety</td>
</tr>
<tr>
<td>Research methods - theoretical knowledge</td>
<td>Ethics, principles and sustainability</td>
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<tr>
<td>Research methods - practical application</td>
<td>Legal requirements</td>
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<tr>
<td>Information seeking</td>
<td>IPR and copyright</td>
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<tr>
<td>Information literacy and management</td>
<td>Respect and confidentiality</td>
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<tr>
<td>Languages</td>
<td>Attribution and co-authorship</td>
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<tr>
<td>Academic literacy and numeracy</td>
<td>Appropriate practice</td>
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<tr>
<td><strong>A2 - Cognitive abilities</strong></td>
<td><strong>C2 - Research management</strong></td>
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<tr>
<td>Analysing</td>
<td>Research strategy</td>
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<td>Synthesising</td>
<td>Project planning and delivery</td>
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<tr>
<td>Critical thinking</td>
<td>Risk management</td>
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<td>Evaluating</td>
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<tr>
<td>Problem solving</td>
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<tr>
<td><strong>A3 - Creativity</strong></td>
<td><strong>C3 - Finance, funding &amp; resources</strong></td>
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<tr>
<td>Inquiring mind</td>
<td>Income and funding generation</td>
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<tr>
<td>Intellectual insight</td>
<td>Financial management</td>
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<tr>
<td>Innovation</td>
<td>Infrastructure and resources</td>
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<tr>
<td>Argument construction</td>
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<tr>
<td>Intellectual risk</td>
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<tr>
<td><strong>B1 - Personal qualities</strong></td>
<td><strong>D1 - Working with others</strong></td>
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<tr>
<td>Enthusiasm</td>
<td>Collegiality</td>
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<tr>
<td>Perseverance</td>
<td>Team working</td>
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<tr>
<td>Integrity</td>
<td>People management</td>
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<tr>
<td>Self-confidence</td>
<td>Supervision</td>
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<tr>
<td>Self-reflection</td>
<td>Mentoring</td>
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<tr>
<td>Responsibility</td>
<td>Influence and leadership</td>
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<tr>
<td>Intellectual risk</td>
<td>Collaboration</td>
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<td></td>
<td>Equality and diversity</td>
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<tr>
<td><strong>B2 - Self-management</strong></td>
<td><strong>D2 - Communication &amp; dissemination</strong></td>
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<tr>
<td>Preparation and prioritisation</td>
<td>Communication methods</td>
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<tr>
<td>Commitment to research</td>
<td>Communication media</td>
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<tr>
<td>Time management</td>
<td>Publication</td>
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<td>Responsiveness to change</td>
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<tr>
<td>Work-life balance</td>
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<tr>
<td><strong>B3 - Professional &amp; career development</strong></td>
<td><strong>D3 - Engagement and impact</strong></td>
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<tr>
<td>Career management</td>
<td>Teaching</td>
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<tr>
<td>Continuing professional development</td>
<td>Public engagement</td>
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<td>Responsiveness to opportunities</td>
<td>Enterprise</td>
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<tr>
<td>Networking</td>
<td>Policy</td>
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<td>Reputation and esteem</td>
<td>Society and culture</td>
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<td></td>
<td>Global citizenship</td>
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</tbody>
</table>

### Skills development plan

<table>
<thead>
<tr>
<th>RDF Domain</th>
<th>Training / professional development activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain A: Knowledge and intellectual abilities</strong></td>
<td>Please list any training you will undertake to develop skills in this area</td>
</tr>
<tr>
<td>This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.</td>
<td>Please list how you will develop skills in this area through practical experience</td>
</tr>
<tr>
<td><strong>Domain B: Personal effectiveness</strong></td>
<td>Please list any training you will undertake to develop skills in this area</td>
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<tr>
<td>Please list how you will develop skills in this area through practical experience</td>
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<tr>
<td>This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.</td>
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<tr>
<td><strong>Domain C: Research governance and organisation</strong></td>
<td>Please list any training you will undertake to develop skills in this area</td>
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<tr>
<td>Please list how you will develop skills in this area through practical experience</td>
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<tr>
<td>This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.</td>
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<tr>
<td><strong>Domain D: Engagement, influence and impact</strong></td>
<td>Please list any training you will undertake to develop skills in this area</td>
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<tr>
<td>Please list how you will develop skills in this area through practical experience</td>
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<tr>
<td>This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.</td>
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</table>
Researcher Development Log

You should complete this log on an ongoing basis, and submit it annually as part of the Annual Progress Review. This form should be typewritten and saved in Word format – please do not save as a pdf.

In the table, please list the specific training courses and workshops undertaken, and indicate in the second column which of the Vitae Researcher Development Framework domains were addressed by that activity:

Please refer to the Postgraduate Research Skills Development Guide (updated annually) on the College of Arts PGR Moodle for further information on skills development requirements, courses and training needs analysis.

You may also wish to reflect on the benefits of participating in the activities you list, and include some notes on how they have helped you develop certain skills.

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Training course / Professional Development Activities undertaken (including GTA work)</th>
<th>Researcher Development Framework Domains addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 5</td>
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