WELCOME

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 (regardless of how you fund your studies). 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/colleges/arts/graduateschool, as well as our VLE (or Moodle) 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. The Graduate School Training Moodle will also give you more information on development opportunities (https://moodle.gla.ac.uk/course/view.php?id=4367).

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 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.

**YOUR GRADUATE SCHOOL**

Dean of Graduate Studies  
Prof Nick Fells  
Nick.Fells@glasgow.ac.uk

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Dr J. Adam Carter (Semester 1)  
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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.

Graduate Studies 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).

Four of these are mandatory:

1. Setting Off: A Guide to your PhD Study at the University of Glasgow
2. Research Integrity
3. Equality and Diversity Essentials (online)
4. Information Security Awareness (online)

If you are new to the University of Glasgow, we also recommend that you complete Key Library tools for starting your research in Arts to familiarise yourself with the university library and our very helpful librarians.

Continuing Doctoral Students

Students in their second and third year of full-time study (or equivalent, part-time) are required to select and complete at least two (or one if part-time) courses.

Thesis Pending Students

Students who are registered as Thesis Pending have completed the skills development requirements prior to entering the ‘Thesis Pending’ stage.

Masters Students

There are no set requirements for research masters students, however you are welcome to book onto courses relevant to your study, in particular Top Tips for Masters by Research Students.

Vitae, © The Careers Research and Advisory Centre (CRAC) Limited.
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 (or two years if part time), 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 four 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](https://moodle.gla.ac.uk/course/view.php?id=4367)

Course venues will be entered onto MyCampus but may be subject to change between the point of booking and the date of the course. You will receive an automated reminder letting you know the venue of the course.

Please remember to sign the class register for your attendance at each course to be recorded.

Please note that once booked onto a course, if you then cannot attend, please notify the relevant team in advance: for Graduate School courses, notify gradschool.arts@glasgow.ac.uk; for Research & Innovation courses, notify researcher-development@glasgow.ac.uk

Non-attendance without prior notification prevents other students from booking places, and may result in you being disqualified from registering on further courses and may affect your progress to subsequent years of study.

Grad School enquiries to: gradschool.arts@glasgow.ac.uk
Researcher Development enquiries to: researcher-development@glasgow.ac.uk
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 Arts (Mandatory)
RDF domain: B, C | Code: RSBD 6026 | Researcher Development
This workshop is intended to promote open discussion of issues relating to research integrity, introducing the following topics, with the use of case studies and examples:
• Good research conduct (referring to the University’s own policies and national developments, such as the Concordat for Research Integrity)
• 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.

Online resources to support learning about the topics above are available here: glasgow.ac.uk/researchintegrity

Equality and Diversity Training for Postgraduate Research Students – Equality and Diversity Essentials’ (Online Training) (Mandatory)
The University of Glasgow is committed to promoting equality in all of its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. All staff and postgraduate 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 postgraduate researchers to address this. This module should be completed by ALL postgraduate researchers in first year.

You can work through the course at your own speed. You can also stop the course at any point and resume later from that same point.

The link to access the course through Moodle can be found here: https://moodle.gla.ac.uk/course/view.php?id=1844

Information Security Awareness (Online Training) (Mandatory)
IT systems and the information they hold have become critical to the operation of the University, as well as many other aspects of everyday life. At the same time, there are multiple risks to their security, threatening the confidentiality, integrity, privacy and availability of information and systems. The more you are aware of these risks, the more you can do to keep everyone’s data safe. You can also avoid falling victim to scams designed to steal your personal data and, in some cases, your money. UofG have developed a free online course for all students and staff, highlighting current threats and providing practical advice on how to avoid them. The course takes about an hour to complete and is divided into short sections so you can spread it over several days if you prefer.

The link to access the course through Moodle can be found here: glasgow.ac.uk/myglasgow/it/informationsecurity/awarenessmodule/

Developing an Effective Relationship with your Supervisor
RDF domain: A, B | Code: RSBD 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: RSBD 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.

Writing at the Start of your PhD
RDF domain: B, D | Code: RSBD 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 refines knowledge of effective writing skills: grammar, punctuation, tone, etc.

Establishing a Writing Practice (Arts and Humanities)
RDF Domain: A, B, D | Code: RSBD 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.

DISTANCE RESEARCHERS

If you are unable to attend the main campus in person, or find it difficult because of work or caring commitments, we offer several of our face-to-face sessions as webinars, plus a suite of academic writing sessions online.

The following webinars will run in 2019/20:
• Research Integrity
• Data Management
• Establishing a Writing Practice
• Literature Critiques / Reviews
• Structuring your Dissertation
• Working towards Impact

Any of the courses in this guide which are offered online are marked “online”.

Also consider joining our distance PGR yammer community. This is a news and discussion group specifically for those who spend a lot of time away from Campus: go to www.yammer.com and log in using your university credentials, then search for the distance PGR group.

HOW TO BOOK
Webinars can only be booked via email, not via MyCampus: researcher-development@glasgow.ac.uk
Please contact the Researcher Development team to request details of the webinar programme and other online resources.

Any of the courses in this guide which are offered online are marked “online”.

Top tips for Masters by Research students
If you’re undertaking an MPH, MRes or MLitt by Research 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 examinations 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.

Structuring Your Dissertation (Arts)
Code: RSBD 6078
This workshop is intended to give you a range of tools to deal with the structuring of your dissertation. The session will cover topics such as:
• Thinking about chapter structure
• Paragraph building methods
• Editing and proofreading techniques for coherence and concision

RESEARCH MASTERS

If you are undertaking a Masters by Research 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 examinations 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.

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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.

Grad School
PATHWAYS TO A PhD

**Literature Critiques / Reviews (Arts and Humanities)**
RDF Domain: A, B, D | Code: RSDA 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.

**Researcher Development**

**How to organise, store and share your research findings in Arts and Humanities**
RDF domain: B, C | Code: RSDC 6033 | 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;
- 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: RSDC 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 6033).

**EN ROUTE**
**Writing in the Middle of your PhD**
RDF domain: B, D | Code: RSDA 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 on writing a paper for publication. The workshop series takes an intensive but intellectually supportive approach, drawing on research into academic writing, evidenced in the education, sociology and linguistic literature. In addition, participants will learn more about the process of research writing. The day long workshop will cover:
- Targeting a journal;
- Planning and editing techniques;
- Understanding the writing process;
- Breaking down the structure of papers to generate writing goals;
- Overcoming the difficulties in writing research;
- Techniques for being an effective writer.

**GRAD on the Island**
RDF domain: A, B, D | Code: RSDB 6006 | Researcher Development
This course takes postgraduate researchers into a new environment. Based in a remote corner of the Isle of Mull, this course gives you the chance to take a step back from your research to consider your own skills, strengths, motivations and career aspirations. Over the four days, you will take part in group activities, have space for quiet reflection and new ideas and soak up the atmosphere of the West Coast, while keeping an eye out for dolphins and sea-eagles!
The themes of the programme are:
- Personal and career development;
- Collaboration and partnership working;
- Engaging the community with your research;
- Creative thinking.
Time spent in an unfamiliar environment, away from ordinary routines, will give you space for fresh thinking on your PhD, yourself and your career. Attendance is free: we will cover all costs of your accommodation, food and transport. The trip also provides some voluntary outdoor activities, including kayaking and rock-climbing / abseiling with fully-trained instructors.

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**Researcher Development**

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- Planning the structure of your thesis;
- Developing your academic voice and good writing styles;
- Editing and redrafting techniques.
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- Planning and editing techniques;
- Understanding the writing process;
- Breaking down the structure of papers to generate writing goals;
- Overcoming the difficulties in writing research;
- Techniques for being an effective writer.

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RDF domain: A, B, D | Code: RSDB 6006 | Researcher Development
This course takes postgraduate researchers into a new environment. Based in a remote corner of the Isle of Mull, this course gives you the chance to take a step back from your research to consider your own skills, strengths, motivations and career aspirations. Over the four days, you will take part in group activities, have space for quiet reflection and new ideas and soak up the atmosphere of the West Coast, while keeping an eye out for dolphins and sea-eagles!
The themes of the programme are:
- Personal and career development;
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- Engaging the community with your research;
- Creative thinking.
Time spent in an unfamiliar environment, away from ordinary routines, will give you space for fresh thinking on your PhD, yourself and your career. Attendance is free: we will cover all costs of your accommodation, food and transport. The trip also provides some voluntary outdoor activities, including kayaking and rock-climbing / abseiling with fully-trained instructors.
ANY STAGE

WRITING

One-to-one appointments for academic writing advice
It is possible to arrange one-to-one sessions in person or by
phone / skype with our academic writing adviser, Dr Jennifer
Boyle jennifer.boyle@glasgow.ac.uk

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 6089 | 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 6081 | 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
Skillful editing will transform a draft. This workshop will equip
you with strategies for editing effectively. We will identify key
aspects of good writing and analyze, by means of written
eamples, 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.

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 summarize their research and make an impact.

Writing Bootcamp
RDF domain: A
Places by application only – time to work on your writing, with
no distractions.

Structuring Your Dissertation (Arts)
RDF domain: A, B, D | Code: RSDB 6078 | Researcher Development
This workshop is intended to give you a range of tools to deal
with the structuring of your dissertation. The session will cover
topics such as:
• Thinking about chapter structure
• Paragraph building methods
• Editing and proofreading techniques for coherence and
consonce
There will be 2-3 short pieces to read in preparation for this and in your editorial/re-writing interactions with your own workshops, in feedback sessions for performances or papers, adapted in diverse feedback context: one-to-one, in group.

**practice research**

This session explores practice research as a distinct mode of enquiry that crosses disciplines. It looks at the context in which practice research takes place – artistic, scholarly, institutional, national, global – and considers some of the pressures and contradictions arising when research and creativity intertwine. Topics will include documentation and sharing of practice research; finding support networks; funding; creative practice and research evaluation; and building of a body of work.

**Fieldwork & Research Visit Skills**

The following support and courses are provided for the safety and wellbeing of those undertaking fieldwork or research visits of any type (including archival or museum-based) in the UK or abroad.

**Preparing for Fieldwork in Complex or Hostile Environments (Online Training)**

This course is aimed at researchers and their supervisors, who are undertaking independent fieldwork in situations that might be considered to be dangerous or complex, whether in the UK or abroad.

Aims:

- To provide information and links to training, support, and guidance that will help with planning and conducting fieldwork safely.
- To provide opportunities to ask questions, connect with other researchers and develop an awareness of some of the challenges that you might be faced with when undertaking fieldwork.
- To provide structure for students to write their own fieldwork preparation action plan and reflect on this during and after fieldwork.

The link to access the course through Moodle can be found here: https://moodle.gla.ac.uk/course/view.php?id=15977

**Emergency First Aid**

This one day course, delivered by trainers from the university’s accredited first aid training provider, Stewart First Aid Training, will deal with the essentials of emergency first aid.

**Outdoor First Aid**

This comprehensive, hands-on course, run over two days, uses real-life examples and scenarios to allow participants to gain knowledge and practical skills to prepare them to deal with various situations and threats that they may face while undertaking fieldwork in hostile or fragile environments.

You must email: researcher-development@glasgow.ac.uk to reserve a space on this course, copying in your supervisor and providing a short paragraph of context (e.g. the type of environment you will be working in, country being visited, scenarios you might encounter).

**Personal Safety**

This one day workshop is based on work by the Suzy Lamplugh Trust and is designed to raise awareness of potential risks researchers may face while on fieldwork, research trips or lone working. Participants will learn tools to minimise these risks and feel more confident in managing their personal safety and conflict situations. You must email: researcher-development@glasgow.ac.uk to reserve a space on this course.

**Security Awareness Training (Hostile and Fragile Countries)**

This comprehensive, hands-on course, run over two days, uses real-life examples and scenarios to allow participants to gain knowledge and practical skills to prepare them to deal with various situations and threats that they may face while undertaking fieldwork in hostile or fragile environments.

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**Practice as/iart/iis Research**

Practice-based research in the arts and humanities is still a relatively uncommon approach to PhD study. As such practice-based students may find themselves in a minority amongst their more traditionally academic peers. This session is an opportunity for practitioner PhD candidates to meet, share experiences and discuss issues specific to their situations. We will be exploring strategies for navigating their research environments with the objective of empowering students to see themselves as credible and valuable assets to both academia and industry.

**Creative Practice and Giving and Receiving Feedback**

This two hour course will introduce the Lizerman Critical Response Process and show how it can be adapted in diverse feedback contexts: one-to-one, in group workshops, in feedback sessions for performances or papers, and in your editorial/re-writing interactions with your own work. There will be 2-3 short pieces to read in preparation for this session which will include discussion and workshop.
ANY STAGE

Research Ventures
RDF domain: A, C, D | Code: RSDD 6006 | 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. It includes talks from 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 enterprise 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.

Engaging Government and Policy Makers with Research
RDF domain: B, C, D | Code: RSDC 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 and Scottish Governments. 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, senior academic staff and Scottish Parliament. In the afternoon, participants will have the chance to draw up and receive feedback on POSTPosters: briefings providing MPs, MSPs and Peers with accessible, balanced and independent analysis of public policy issues.

Riskgy Business
RDF domains: A, B, D | Code: RSDD 6001 | Researcher Development

Sharpen your commercial awareness and learn about risk taking strategies. Through an interactive board game which sets you taking on the role of a pharmaceutical executive team. Pharma companies make some of the biggest gambles of any industry; multimillion, even multibillion, dollar investments on a new drug. These investments can take more than a decade to play out. Scientific and technical barriers produce a high failure rate: only one in ten new Phase I drugs make it to the market. This workshop gives researchers the chance to:
- Gain an insight into R&D and business development Processes.
- Experience the highs and lows of working in a team to negotiate deals and licensing agreements.
- Consider how projects and deals can be evaluated against industry benchmarks and how this information can form part of the strategic planning process.
- Postgraduate researchers and postdocs from all levels are welcome. It is likely to be most relevant to researchers in scientific, medical, business or legal disciplines.

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 dumming down.

Engaging Conference Presentations
RDF domain: B, D | Code: RSDB 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.

Making an impact: Conference posters
RDF domain: B, D | Code: RSDB 6045 | Grad School

Posters are an alternative 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 an 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 give 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.

Posts and PowerPoint
RDF domain: D | Code: RSDD 6081 | Researcher Development

Sharing your research findings via a poster or PowerPoint presentation is commonplace during the course of postgraduate study, whether within your own department or at an international conference. Posters are designed for individuals who wish to understand how good, basic design can enhance the quality of their visual presentations.

Researchers will be introduced to the fundamentals of communicating research via visual means. Participants will leave the workshop with a foundation in what aspects should be considered when preparing their research findings for visual presentation. By the end of this workshop, researchers should be able to:
- Define the principles around poster/presentation design including layout, colour and font selection.
- Know what to include in your poster/presentation.
- Have created a rough draft of a poster on your own research.

Animations for Research
RDF domain: D | Code: RSDD 6076 | Researcher Development

Learn how to create video animations with Sparkol software to share your research in fun and accessible ways or maximise the impact of your presentations. This comprehensive course will cover script writing, storyboarding and animation production followed by a software demonstration. Applications for the use of such animation will be highlighted through case studies. By the end of this half-day workshop, participants will have:
- Sketched out a storyboard on their research.
- Know how to proceed to complete production of their animation using Sparkol Videocribe software.

Impact, Knowledge Exchange and Public Engagement: an Overview for Arts students
RDF domain: D | Grad School

The word ‘impact’ has become increasingly more prevalent over the last, in particular in the context of research. In this session we will elaborate what it means to have impact with your research. Primarily in the context of non-academic impact, we will clarify the terms ‘public engagement’ and ‘knowledge exchange’ and explain how you can use such activities to your advantage - to improve your research, develop your networks and enhance your career, whether you wish to continue within academia or otherwise. The increasing use of impact is arguably attributable to the inclusion of impact in the Research Excellence Framework (REF). We will explore Impact in REF terms and why that is important. Using Impact Case Studies in Development

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Building your reputation as a researcher

RDF domain: B, D | Code: RSDB 6097 | Grad School

This workshop will discuss how to build your academic image and reputation in both traditional and new venues, within and beyond your research specialization. It will cover topics such as networking, using social media, making yourself and your research more visible, and navigating academic politics, as well as effective written communication. The relevance of this training will be far-reaching, and might inform preparation for conference presentation and attendance, grant applications, publications, job applications, submitting proposals, preparing presentations, proposals, or creating media content, all of which are central to a researcher’s career.

Working Towards Research Impact

RDF domain: D | Code: RSDB 6071 | Grad School

In today’s evolving research environment, research impact has become a significant part of academia. Understanding how your research potentially affects or benefits wider society (what we call ‘impact’) can be helpful in shaping your research. Working towards the potential impacts arising from your research can help you build new transferable skills and strengthen your academic career. This workshop introduces the concept of research impact, and provides frameworks for designing an impact plan. It is suitable for PhD researchers who are at least 6 months into their programme.

Public Engagement: exploring the social benefits of your research

RDF domain: B, D | Code: RSDB 6052 | Grad School

This workshop will focus on how you can use your skills and interests as an arts and humanities PhD researcher in public engagement activities. This is not just about academic impact and how to communicate your research (although these are important) but how your research might benefit from, and allow opportunities for, working with communities and the general public. You will be challenged to think about the social relevance and benefit of your research beyond the academy and get tips and advice on how to get involved in public engagement from within academia.

Presenting with impact

RDF domain: B, D | Code: RSDB 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

RDF domain: A, B, D | Researcher Development

Information for enrolment sent out in January. 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: glasgow.ac.uk/research/ourresearchenvironment/prs/pgrcoursesandevents/threeminutethesiscompetition/

Public Speaking for your career

RDF domain: B, D | Code: RSDB 6085 | Grad School

With increasing numbers of PhD candidates having 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 3-hour interactive workshop covers basic oral presentation skills and provides participants with practical speaking experience. Participants will be challenged to think about the social relevance and benefit of your research beyond academia and get tips and advice on how to get involved in public engagement from within academia.

PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS

Wellbeing

RDF domain: B

The following workshops are offered throughout the year. Usually no booking is necessary and your attendance is not registered on your student record.

For times and dates, please check the wellbeing webpage: glasgow.ac.uk/pgowellbeing or email: researcher-development@glasgow.ac.uk

PhD and Sleep

New city, new routine, thesis-writing, job-hunting, anxiety... There are lots of reasons why, as a research student, you might be experiencing difficulties with either getting to sleep or staying asleep. In this session, participants will learn about the science behind sleep, as well as practical strategies for overcoming common problems.

Sitting at a Desk - A Pain in the Neck

This workshop explains the origins of most common neck and shoulder pain associated with working at a desk or with a computer. We explore ways to improve seated posture to minimise pain and end with exercises and stretches to maintain this.

Managing Personal Finance

Dealing with finances is much less stressful when you have the right information. The SRC Advice Centre is hosting a briefing session covering topics such as budgeting, maximizing your income, common council tax queries and emergency funding.

Overcoming Perfectionism

The best can be the enemy of the good: come along to this session for tips on how to overcome perfectionism.

Health and Safety (Online course)

RDF domain: B

The course is committed to ensuring that working and studying here is healthy, safe and beneficial for your overall wellbeing.

Emergency First Aid

RDF domain: B | Code: RSDB 6012 | Researcher Development

This course, delivered by trainers from the university’s accredited first aid training provider, Stewart First Aid Training, will deal with the essentials of emergency first aid.

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 focuses on funding for specific projects undertaken during your PhD, such as archival visits or conference presentations, and does not cover overall funding for your PhD or for postdoctoral projects.

Blogging, Engagement and Impact

RDF domain: D | Code: RSDB 6039 | Grad School

This workshop provides an introduction to Arts blogging as an opportunity to connect with communities both within and outside academia, broaden audience reach and demonstrate impact. Through writing exercises and discussions of examples, participants will develop ideas for potential posts by looking to Creative Writing practice in story and structure as a mode of engagement. Particular focus will be given to how blogs can boost employability and further develop writing skills.

Completed works from each college going forward to participate in a Grand Final. Further information on how to participate is available at the following website: glasgow.ac.uk/research/ourresearchenvironment/prs/pgrcoursesandevents/threeminutethesiscompetition/
**Time Management**

**RDF domain: B | Code: RSDB 6026 | 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 eaters – 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 course 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 present the skills which you have developed on your PhD for jobs which require project management skills. 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.

**This course is not open to those attending the one-day project management course.**

**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 2-3hr 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 | Code: RSDB 6026 | Researcher Development**

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.

**ANY STAGE**

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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.

SURCAS: Scotland’s universities have a rich and diverse resource of special research collections. Museums, rare books, and archives: collections recognised as being of national importance and world significance. The Scottish Universities Research Collections Associate Scheme (SURCAS) supports doctoral researchers in the arts and humanities to undertake short-term research/knowledge exchange projects with collections, culminating in a public engagement outcome.

www.sgsah.ac.uk

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/az/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

OTHER TRAINING AND OPPORTUNITIES
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 four rounds of applications per year for each scheme and you can submit one application per scheme per round.

RESEARCH SUPPORT AWARD (RSA)
The Graduate School administers the Research Support Award 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 travel 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.

For more information on all three schemes, please visit the Graduate School Moodle (https://moodle.gla.ac.uk/course/view.php?id=1984)
TRAINING NEEDS ANALYSIS

Name: 
Year of Study: 

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.

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

SKILLS DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>RDF Domain</th>
<th>Training / professional development activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain A: Knowledge and intellectual abilities</td>
<td>Please list any training that 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>Domain B: Personal effectiveness</td>
<td>Please list any training that you will undertake to develop skills in this area</td>
</tr>
<tr>
<td>This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.</td>
<td>Please list how you will develop skills in this area through practical experience</td>
</tr>
<tr>
<td>Domain C: Research governance and organisation</td>
<td>Please list any training that you will undertake to develop skills in this area</td>
</tr>
<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>
<td>Please list how you will develop skills in this area through practical experience</td>
</tr>
<tr>
<td>Domain D: Engagement, influence and impact</td>
<td>Please list any training that you will undertake to develop skills in this area</td>
</tr>
<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>
<td>Please list how you will develop skills in this area through practical experience</td>
</tr>
</tbody>
</table>
## RESEARCHER DEVELOPMENT LOG

**Name:**  
**Student ID:**  
**School/Subject:**

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:

[www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework](http://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework)

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>
<td></td>
<td></td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
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</tr>
</tbody>
</table>

## DATA MANAGEMENT PLAN

A data management plan or DMP is a document that outlines how data will be handled both during a research project, and after the project is completed. The goal of a data management plan is to consider many aspects of data management before the project begins, ensuring that data are well-managed in the present and prepared for preservation in the future.

All PhD students must complete a DMP form at the start of year 1, and this should be discussed with the supervisory team. It is recognised that some projects do not generate data - in those instances a form must still be completed, with a note stating that no data is expected to be generated. The DMP should be reviewed annually at the APR.

Further guidance on Data Management Plans can be found here: [http://eprints.gla.ac.uk/179058/](http://eprints.gla.ac.uk/179058/)

A template DMP can be found here: [http://eprints.gla.ac.uk/179057/](http://eprints.gla.ac.uk/179057/)

Data Management Training courses can be found in this guide under the heading “Pathways to a PhD: Setting Off.”