

Royal Holloway Researcher Development Training

<p>Early Career Researchers</p> <p>Researchers must be equipped and supported to be adaptable and flexible in an increasingly diverse global research environment and employment market.</p> <p>This principle recognises the importance of continuous professional and career development, particularly as researchers pursue a wide range of careers.</p>	<p>Doctoral Researchers</p> <p>All research students are required to undertake training to develop and improve research skills and techniques necessary for the completion of your thesis, but also skills that you will need to be successful in your career into the future. All students are required to undertake an average of 5 days of training per year.¹</p>
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Royal Holloway has signed up to the Concordat to Support the Career Development of Researchers which sets out expectations for the professional development and employment conditions for researchers in the UK.

The Research Councils have produced a national document: *The Joint Statement of the UK Research Councils' Training Requirement for Research Students* which identifies the skills that have been agreed are necessary for all researchers. There are seven focused areas of development which are outlined below.

Research skills and techniques/design and methodologies, data collection and analysis

- I can recognise and validate problems
- I can demonstrate original, independent and critical thinking, and the ability to develop theoretical concepts
- I have a knowledge of recent advances within my field and in related areas
- I understand relevant research methodologies and techniques and their appropriate application within my research field
- I am able to critically analyse and evaluate my findings and those of others
- I am able to summarise, document, report and reflect on my progress

Research environment (ethical and legal issues)

- I have a broad understanding of the context, at the national and international level, in which research takes place
- I am aware of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research
- I appreciate and apply the standards of good research practice in my institution and/or discipline

¹ An average of 15 days across the 3 years. Pro-rata for part time students. Students funded by research councils or DTPs may be required to do more (e.g. TECHNE = 10) and should check with their funder.

- I understand relevant health and safety issues and demonstrate responsible working practices
- I understand the processes for funding and evaluation of research
- I can justify the principles and experimental techniques used in my own research
- I understand the process of academic or commercial exploitation of research results

Research management and information retrieval. (Bibliographic and database management)

- I manage projects effectively through the setting of research goals, intermediate milestones and prioritisation of activities
- I can design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
- I can identify and access appropriate bibliographical resources, archives, and other sources of relevant information
- I use information technology appropriately for database management, recording and presenting information

Personal effectiveness

- I have a willingness and ability to learn and acquire knowledge
- I am creative, innovative and original in my approach to research
- I am flexible and open-minded
- I am self-aware and able to identify my own training needs
- I am self-disciplined, motivated, and thorough
- I recognise my own boundaries and draw upon/use sources of support as appropriate
- I show initiative, work independently and am self-reliant

Communication skills

- I can write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis
- I can construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques
- I can constructively defend research outcomes at seminars and viva examination
- I contribute to promoting the public understanding of my research field
- I effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

Networking and teamwork

- I am developing and maintaining co-operative networks and working relationships with supervisors, colleagues and peers, within my institution and the wider research community
- I understand my behaviours and impact on others when working in and contributing to the success of formal and informal teams
- I listen, give and receive feedback and respond perceptively to others

Career management

- I appreciate the need for and show commitment to continued professional development
- I take ownership for and manage my career progression, set realistic and achievable career goals, and identify and develop ways to improve employability

- I can demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
- I can present my skills, personal attributes and experiences through effective CVs, applications and interviews

We have added an extra area to account for ECR development:

Leads and Influences

- Influences and leads less experienced researchers and students
- Demonstrates initiative and competence in leading people, resources and services, formally or informally
- Develops own leadership style

Training Needs Analysis

In your first year of PGR study you should discuss your training needs with your supervisor. Using the list above you can identify areas in which you already have a level of skill and where you would like to develop. The table below will help you to make the most appropriate choices for your training needs.

Skills	Previous experience	Anticipated training need	Training plan
Research skills and techniques/design and methodologies			
Conceptual frameworks/literature review skills			
Research environment Ethical and legal issues			
Research management and information retrieval. (Bibliographic and database management)			
Personal effectiveness			
Networking and team working			
Career management			
Leads and Influences			
Other training need identified			

Training Contributions

- Departmental courses which offer generic skills training (subject-specific training courses cannot be used to meet the requirements)
- Researcher Development Programme courses (face-to-face and online courses)
- External courses at other institutions e.g. Other UoL colleges or societies
- Completion of modules from the inSTIL teacher-training programme

In terms of days:

- A 1, 2 or 3 hour course counts as half a day
- A longer course (e.g. 5 or 6 hours) counts as one full day

Other research based training that counts towards funding body requirements and contribution:

Activity	Day Contribution
Submission of conference paper abstract	0.5
Presentation of poster at conference	0.5
Oral presentation at a conference	1.5
Submission of paper or book chapter for publication	2
Organisation of conference as part of a committee	2
Volunteer to help at a conference for one day	1

Any training students complete such as that listed above or any experience that provides the student with the opportunity to gain new skills (even if it does not count towards the required funding body total) should be recorded in their **Research Training Log**.

The training log will be discussed with supervisors and advisors at annual review and upgrade meetings. An updated copy of the log must be submitted with each review report. A brief description of learning outcomes or skills gained from each session should be included to identify how it has contributed to your training.

All experience, even those that do not contribute to your overall required total, should be included in your training log as this will be a complete record of all skills and experience gained throughout your PhD.

Below is a list of examples of opportunities which should be listed including dates and details such as those outlined.

- Conference attendance – Name of conference, location, days
- Seminar attendance – Seminar title and speaker
- Demonstrating – Module title, description of practical
- Marking undergraduate work – Module title, type of report
- Supervising/teaching undergraduate students – Title of project/dissertation/seminar, description of supervision
- Non-conference oral presentations e.g. industry events
- Reviewing academic submissions – Title of article
- Writing non-academic articles for publications – Title of article and publication
- Public engagement e.g. UCAS demonstration
- Communication/outreach e.g. open days, school activities etc.
- School and College committee involvement – Committee and position

Instructions for filling in your Training Log

You can use and adapt the Research Training Log which can be downloaded here: <https://intranet.royalholloway.ac.uk/doctoral-school/researcher-development/educational-development/training-log.aspx>

You will need to download and save a new blank copy to fill in for **each year** of your study. This will enable you to total your training days for each year to make sure you have met the requirements you need.

An up to date copy of the form should be seen by all supervisors at review meetings and must be handed in with every review report.

You must always assign a date to each entry. Use the drop-down menus in the table to enter the type of training and its day contribution as shown in the examples below.

A list of training types and their day contributions can be found on the Training Requirements page in the handbook and online (also under information for current PhD students).

The title or a brief description of the activity along with supplementary details need to be entered in the relevant boxes.

Suggestions of what details are required for each type of training entry are outlined in the following table.

Type of training activity selected	Required Details
Presentation	-Title -Co authors -Duration -Type of presentation e.g. <i>Oral power point or poster</i> -Venue/ audience e.g. <i>internal research group or international</i>
Course/Workshop	-Provider/Location -Duration -Which skills/attributes did you develop?
Seminar or Conference	-Provider/Location -Duration
Publication or Submission of an abstract, article or paper	-Title of submission -Co-Authors -Type e.g. <i>conference/journal/book</i> -Which skills did you develop and practice?

Further information on researcher development training needs can be found at Vitae:

<https://www.vitae.ac.uk/>