

SCOTTISH
GRADUATE
SCHOOL FOR
ARTS &
HUMANITIES

**SGSAH Applied Research Collaborative
Studentships Handbook**

Academic Year 2017-18



Arts & Humanities
Research Council



Scottish Funding Council

Promoting further and higher education

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Welcome to SGSAH

Dear Doctoral Researchers

As the Dean of the Scottish Graduate School for Arts & Humanities (SGSAH), I'd like to extend a very warm welcome to you as you embark on your doctoral programme of study. I'd also like to congratulate you on securing an Applied Research Collaborative Studentship. The competition for these is fierce.

As you begin your programme of PhD study, you may well be feeling a mix of emotions, ranging from excitement and anticipation to anxiety and bewilderment. Whilst we hope you will be supported well by your home Higher Education Institution, the SGSAH aims to complement and add to that support, encouraging you to build a dynamic network of peers across Scotland and across different disciplines. The SGSAH's mission is to bring together the Higher Education Institutions from across Scotland so that we can identify what it is that we do best, and share this with all our doctoral researchers, wherever they are located; identify what we are not doing, but should be; as well as collaborating to provide unique and innovative opportunities to ensure that you have to access to a truly world-leading doctoral researcher experience.

I wish you well as you embark on your journey and look forward to meeting you soon.

Yours, with warmest wishes

Dee

Professor Dee Heddon, Dean of the Scottish Graduate School for Arts & Humanities

Introduction

The Scottish Graduate School for Arts & Humanities (SGSAH) is the world's first national graduate school in the arts & humanities. We are a consortium of 16 Scottish HEIs working together with supporter organisations from across the arts, culture and heritage sectors to identify, develop and share the best possible doctoral training in our subjects.

SGSAH is funded by the Arts & Humanities Research Council, by the Scottish Funding Council for Further & Higher Education and by its member HEIs. Most of our training is open to ALL doctoral researchers in arts & humanities at our member institutions, regardless of their funding status.

Vision

Our vision is a Scottish Graduate School for Arts and Humanities that is an integral and influential part of Scottish, UK and international civil society, growing future leaders and opinion formers in all walks of life.

Mission

Our mission is to work together to inspire researchers who are capable, caring, ethical and reflective professionals with a demonstrable commitment to generating and mobilising knowledge across a range of scholarly, professional and public communities. By sharing expertise, best practice, resources and training we will set the standards for and raise the expectations of the postgraduate researcher experience across Scotland.

Values

Respect: We recognise, value and celebrate diversity. We show consideration for each other in a trusting, open and inclusive environment.

Positivity: We use our energies to promote a positive atmosphere in everything we do.

Integrity: We are transparent and honest in our approach.

Creativity: We invite and appreciate initiative and are willing to take risks and learn from our mistakes. We have unique and extensive resources in Scotland and we actively seek interesting new ways to connect and use them to support the very best doctoral training for our students.

Partnership: We work collectively for the benefit of our doctoral researchers. We recognise that our HEIs have individual interests and that these will naturally inform our thinking; we balance this recognition with our shared interest in providing the best possible opportunities for all our students.

Who are we? The SGSAH Team

Professor Deirdre Heddon, Dean of SGSAH

Dee holds the James Arnott Chair in Drama at the University of Glasgow and is Deputy Head of the College of Arts in the University, as well as being the founding Dean of SGSAH. She has published extensively in the field of contemporary performance practice and is currently engaged in two areas of research: Walking and Performance, and Performance and Forests.



Dr Theresa McKinven, Director

Theresa is responsible for all aspects of SGSAH's operational leadership and management. Her background is in understanding and enhancing postgraduate and international student experience.

Lindsay Wilson, Administrator

Lindsay leads the SGSAH administrative team. She is our key contact for students, providing advice and guidance on funding and training opportunities. Lindsay brings experience of EU funded research projects and University finance to her role with SGSAH.



Anna Scott, Knowledge Exchange and Partnerships Manager

Anna manages SGSAH's internship and doctoral artist in residency programmes, and is responsible for our partnership strategy. Anna combines communications expertise with arts administration and wide networks across the Scottish arts, culture and heritage sectors.

Robyn Bannerman, Administrative Assistant

Robyn joined SGSAH as a Modern Apprentice, and now as our Administrative Assistant she is responsible for providing administrative support across the full range of our work, making sure that everything runs smoothly.



John Boyle, Media and Communications Assistant

John is SGSAH's Voice of Twitter, and is responsible for keeping you up to date with what's going in SGSAH. Prior to joining SGSAH John's technical expertise has most recently been used in supporting wider access to university.

Hugh Woods, Financial Analyst

Hugh manages SGSAH's finances, providing us with clear and pragmatic advice and guidance. He has extensive experience of university finance and is he a Chartered Accountant.

Contact us at admin@sgsah.ac.uk or enquiries@sgsah.ac.uk or on the phone at 0141 330 3408. Or drop in to see us at 4 Lilybank Gardens, Glasgow G12 8RZ.

Sadly, our office isn't fully accessible so if you'd like to see us in person and steps aren't suitable for you, please give us a call and we'll make alternative arrangements

Who are we? SGSAH at your HEI

SGSAH has a range of committees, each of which has reps from member HEIs. Full details are on our website at <http://www.sgsah.ac.uk/about/>.

Your ARCS studentship

Congratulations!

Applied Research Collaborative Studentships are funded by the Scottish Funding Council for Further & Higher Education and by your own HEIs. They are doctoral projects designed and supervised by at least two higher education institutions (HEIs) and at least one other partner. They must demonstrate mutual benefit for all partners and the doctoral researcher.

They offer opportunities for:

- doctoral researchers: to undertake innovative training and applied research experience as well as access to expertise and resources not available within an academic setting.
- partner organisations: to work with a highly motivated doctoral researcher on the development of cutting-edge research addressed to their organisation's needs and priorities.
- HEIs: to demonstrate societal or economic impact through collaboration
- SGSAH: to strengthen existing partnerships or develop new ones which may have benefit for other doctoral researchers.
- everyone: to build new research collaborations and benefit from new research.

Additional funding for training

Your studentship comes with £200 per annum which can be used flexibly to support travel and conference costs, or the costs of additional training. It can also be used to support events to realise the impact of your research. Your own HEI is also likely to have funds to support you and we encourage you to explore these options as early as possible to ensure you make the most of the opportunities.

What is research?

Arts and humanities research is primarily concerned with the definition of research process, rather than outputs:

- It must define a series of research questions, issues or problems that will be addressed in the course of the research. It must also define its aims and objectives in terms of seeking to enhance knowledge and understanding relating to the questions, issues or problems to be addressed.
- It must specify a research context for the questions, issues or problems to be addressed. It must specify why it is important that these particular questions, issues or problems should be addressed; what other research is being or has been conducted in this area; and what particular contribution the project will make to the advancement of creativity, insights, knowledge and understanding in the area.
- It must specify the research methods for addressing and answering the research questions, issues or problems. It must state how, in the course of the research project, the student will seek to answer the questions, address the issues or solve the problems. It should also explain the rationale for the chosen research methods and why they provide the most appropriate means by which to address the research questions issues or problems.

Practice-led research

The above definition of research distinguishes between research and practice per se. Creative output can be produced or practice undertaken as an integral part of a research process. This practice should be accompanied by some form of documentation of the research process, as well as some form of textual analysis or explanation to support its position and to demonstrate critical reflection. Creativity or practice which involves no such processes is not research.

For research to be considered as practice-led, the student's own practice must be an integral part of the proposed project, and the creative and/or performative aspects of the research should be made explicit. The research carried out should bring about enhancements in knowledge and understanding in the discipline, or in related disciplinary areas. Research to provide content is not considered practice-led research in this context. For example, if a film-maker wanted to make a film about refugees, the research questions should be about the process of making the film, not about the experience of the refugees. Work that results purely from the creative or professional development of an artist, however distinguished, is unlikely to fulfil the definition of practice-led research in this context.

Doctoral training

SGSAH uses 'training' in its broadest sense to describe the knowledge, understanding and skills that a student will need to successfully pursue their studies, complete a high quality thesis and prepare for a career once their studies have been completed. We aim not to be prescriptive about the type of training or how it should be delivered. 'Training' encompasses all the opportunities – formal and informal – available to postgraduate students to develop as researchers and practitioners in their fields and as highly qualified individuals in preparation for their future careers.

The focus is on the assessment of your individual needs and the provision of training to meet those needs. Training is an ongoing process which takes place throughout your studies and is adapted as

new needs arise. This means putting in place a programme of monitoring and assessment of your needs at regular intervals. This handbook contains further information, tools and guidance at page 22.

What is available?

SGSAH works in addition to the training that your home-HEI offers. We organise, fund and co-ordinate nationwide training opportunities and we also advertise events offered by our member organisations where these are open to any doctoral researchers with relevant interests. To ensure you know about these opportunities, make sure you subscribe to our email updates by signing up on our website. You can also follow us on Twitter @SGSAH_ and like us on Facebook (<https://www.facebook.com/SGSAH>) to keep in touch with your peers and find out what's going on.

Cohort Development Fund (CDF)

You can work with staff and peers across Scotland to identify and address gaps in training, or to deliver innovative training in your field. Proposals for training must include at least three member HEIs from the 16 members of SGSAH in the design and/or delivery of the training, and must benefit at least ten students.

A recent example of a funded event was run by students from the Universities of Edinburgh, Glasgow and Stirling. Entitled 'War Through Other Stuff: Non-military narratives, artistic interpretations & the material culture of conflict'. This was a three day interdisciplinary conference dedicated to examining the alternative histories of conflict. You can find out more about the event and the students ongoing work [here](#).

<https://warthroughotherstuff.wordpress.com/>

Find out more about CDF on the [SGSAH website](#).

<http://www.sgsah.ac.uk/funding/cdf/>

SGSAH training events

We organise training events throughout the year. These are normally open to all doctoral researchers, regardless of their funding source. Travel bursaries are provided to support attendance at events. Examples of recent and forthcoming events are:

- **A Creative Enlightenment:** an opportunity to consider career options including entrepreneurship in a creative context.
- **Hear Here:** A tailored programme to develop participants sound archiving, co-creation and public engagement skills, also offering the opportunity to work with some of Scotland's community sound archives.
- **Theories of Knowledge:** A nationwide virtual lecture series, delivered by academics from across Scotland, which examined the ways in which philosophers and critical theorists have influenced, and continue to animate, how we understand knowledge production within the Arts & Humanities.
- **Practice as Research Network:** An opportunity for doctoral researchers using practice-based research methods to share experiences, models, and outcomes.
- **Scottish Universities Research Collections Associate Scheme:** SURCAS supports doctoral researchers in the arts & humanities to undertake short-term research/knowledge exchange projects with collections & to produce a public engagement outcome.
- **Thinker-in-Residence:** an opportunity to be nested within an arts or cultural organization for up to three weeks in order to advance your own research and also contribute to the thinking of the host organisation.

“So far, I've not only enjoyed myself, but benefited immensely from training offered through A Creative Enlightenment. It is a wonderful opportunity to have the support to conduct the research that most engages me, and an even greater one to spend time developing professionally in areas beyond the immediate scope of my research. I look forward to continuing to benefit from the opportunities made available to me as a PhD researcher with the SGSAH.”

John, Doctoral Candidate

Studentship Regulations (SUMMARY)

Regulations and conditions of funding

Acceptance of an Applied Research Collaborative Studentship award constitutes acceptance of the following conditions:

1. That the funding is used for the purpose specified i.e. fifty per cent of the tuition fee and stipendiary cost of one three-year FTE studentship;
2. That the remaining 50 per cent of the award is funded by the participating HEIs (please note that whilst we encourage and welcome any additional contributions from partner organisations e.g. in respect of travel costs, material costs etc. the purpose of our funding is to meet their half of the tuition fee and stipend for the studentship and no contribution towards these is required or expected from the partner organisation);
3. That the participating HEIs commit to at least meeting the supervisory and co-supervisory benchmarks agreed by SGSAH and attached to this letter, including the development and regular review of a training and development plan;
4. That the student undertaking the project will be required to attend training and other events organised by SGSAH, including induction and annual summer schools (we will write separately to students with details, copied to supervisors, once the successful applicants have been confirmed);
5. That the lead HEI provides to SGSAH as soon as possible and prior to the first stipendiary payment:
 - a. confirmation that the student has matriculated/registered and that all relevant Tier 4 visa checks have been undertaken;
 - b. a copy of the partnership agreement between the participating organisations;
 - c. the completed tables attached to this letter showing the split of income and expenditure between the partners in this project.

Please note that when you matriculate with a particular HEI you are also agreeing to abide by its regulations for postgraduate study. Please refer to your own HEI for its regulations. If you are ever in doubt about any regulations, speak to your supervisors in the first instance.

Your funding is conditional upon you attending:

- The annual induction event to welcome the new cohort
- One event each year aimed at ARCS students
- At least two out of the three SGSAH annual Summer Schools.

Payment of fees and stipends

SGSAH will pay your fees directly to your home HEI. You will not need to make any arrangements for this to happen. Your home HEI will pay your stipend according to its normal practice. We stipulate that stipendiary payments must be made in advance, i.e. at the beginning of a month/other funding period rather than at the end. Any queries about the payment of stipends should be made to your home HEI in the first instance. We would remind you to ensure that any

changes of address, bank details etc. are made to your home HEI promptly. This will help processes to run smoothly.

Duration of Study & Submission

Your awarded period of funding is normally three years for full-time study, or six years for part-time study.

On accepting a studentship to pursue a programme of doctoral research you also accept a commitment to make every effort to complete your project, and to submit your thesis, by the end of the period of funding.

Suspension of Study/Extensions to submission dates

SGSAH does not encourage suspension of awards, unless in exceptional circumstances. Payment of a studentship can continue for absences covered by a medical certificate for up to 13 weeks within any 12-month period. If the illness lasts, or is expected to last for more than 13 weeks, the studentship will be suspended. An award can normally be suspended for a maximum of 12 months. **Remember that extensions to funding and/or submission dates cannot be approved or recorded retrospectively** so if you are experiencing illness or have had an accident, please do speak to your supervisors at the earliest opportunity. You can normally only suspend your studies during your funded period (i.e. not during 'thesis pending' / 'writing up').

Extensions to submission dates will only be granted in exceptional circumstances, please refer to your home HEI's regulations regarding processes for requesting an extension. You should also consult your home HEI's regulations regarding processes for requesting a suspension for other reasons – e.g. to undertake a paid internship.

Annual Leave

Your home HEI should have a clear policy on annual leave entitlement. Standard annual leave entitlement for PhD students and staff is around 6 weeks. There may be arrangements in place to book annual leave in your institutions, which could include completing a form and agreeing the dates with your supervisor. Annual leave is a normal part of working life, so make sure you use your allowance.

Changing between full-time and part-time study

Your home-HEI may approve a change in the mode of study from part-time to full-time or vice versa. This may normally only happen once, and may not normally happen once your funded period is over, i.e. you may not normally transfer to part-time during any unpaid writing-up period.

Transfers

Transfers between HEIs may be arranged where they are essential to your training – for example, if your lead supervisor moves and no appropriate alternative supervision is available within your home HEI. However, a transfer can only be approved between HEIs which are members of SGSAH. The receiving HEI will be required to accept all the terms and conditions relating to the studentship as it was offered to you at the outset, including its start date and length, registration requirements and submission date.

Demonstrating, Teaching and Other Paid Work

You may undertake teaching or other demonstrating work when this is compatible with your training and provided your supervisors approve. The total time spent (including preparation and

marking) should not interfere with the progress of your PhD. The amount of time is at your home-HEI's and supervisors' discretion but it is recommended that for full-time students this is no more than six hours in any week.

You may also undertake a small amount of other paid work, provided your supervisors give consent and the work does not delay or interfere with the research training. We recommended the maximum for full-time students is six hours in any week. It is expected that part-time students will be realistic about working arrangements and we recognize that a minimum of 50% of full time effort is required. In addition, your supervisors must be content that any paid work does not interfere with the time set aside for research training.

Changes of thesis title, research direction

We accept that projects evolve. As ARCS are collaborative projects, SGSAH cannot agree a change to a PhD study that is not fully supported by all partners including the external body. We require annual reports confirming that each partner is contributing to the studentship and is conscious of the benefits it brings.

Publication and Acknowledgement of Support

You should, subject to the procedures laid down by your home-HEI, publish the results of your research in accordance with normal academic practice and the RCUK's policy on open access

Publications and other forms of media communication, including media appearances, press releases and conferences, must acknowledge the support received from SGSAH. Journal publications should acknowledge funding sources as follows: "This work was supported by the Scottish Graduate School for Arts & Humanities in conjunction with Scottish Funding Council".

Metadata describing your thesis should be lodged in your institution's repository as soon as possible after award and a full text version should be available within a maximum of 12 months following award. We recognise that commercial, collaborative or publication arrangements may necessitate a slight delay; the delay can be at the RO's discretion but we expect the thesis to be deposited as soon as possible. It is expected that metadata in institutional repositories will be compatible with the metadata core set recommended by the ETHOS e-thesis online service.

SGSAH also requires you to acknowledge its support of your studentship and in particular of any funded activities you organise. Guidance on the use of the SGSAH logo is available via the website. When you are tweeting from SGSAH funded activities, we strongly encourage you to use the event hashtag as well as #SGASH_.

Data Protection Regulations

SGSAH will ask you to provide a photograph, information about your research project and a work-based address and/or email contact to share with your peers. This information will also be made available on the SGSAH website and may also be shared with interested third parties e.g. prospective internship providers to enable them to see the range of research undertaken by the students we fund. If you do not want your information to be shared in this way, please let us know by contacting admin@sgsah.ac.uk. We will also ask for a home contact address and phone number for you. We will use these only to get in touch with you in case email fails and we will never share these details with anyone else. If you attend a residential event we will ask you to share with us information which we might need in an emergency (allergy information, pre-existing

medical conditions etc.). We will only share this with medical or other emergency personnel if necessary.

SGSAH will frequently take still and moving images of events it funds and may use these in advertising and/or publicity material and/or formal reports to funders. This means that an image of you may appear in such material. If you do not wish us to use images of you in this way, please let us know by contacting admin@sgsah.ac.uk.

Correspondence from SGSAH is likely to be about funded training opportunities. We are reliant on your feedback to improve the way we work and so we will always ask you to complete an evaluation of any training you undertake. We recognise that you are frequently asked for feedback; we do try to make the process as quick and easy as possible and we always take on board what you tell us, so please do engage in this process wherever possible.

Complaints

Complaints about any aspect of your doctoral studies should be routed through your own HEI's procedures. The Quality Assurance Agency (QAA) have published guidance for students about how to deal with complaints about universities: <http://www.qaa.ac.uk/Pages/Faqs.aspx> .

Complaints about any aspect of SGSAH's operations should be raised informally with the Director in the first instance. If the complaint is about the Director, the complaint should be raised with the Dean; and if the complaint is about the Dean, it should be raised with the Chair of the Executive Committee at the time. If the complaint is unresolved, it will be escalated to the SGSAH Executive and, if it remains unresolved, the SGSAH Board.

Supervision

Introduction

Your home-HEI will have its own regulations governing postgraduate research provision. This should make clear the service you can expect from your HEI as well as your responsibilities as a doctoral researcher.

SGSAH Supervision Benchmarks for AHRC and ARCS funded students

The consortium is guided by the UK Quality Code for Higher Education, Chapter B11:

<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B11.pdf>

1. PhD research projects will be embedded within an environment demonstrably capable of providing support for doing and learning about research and where excellent research, recognised by the relevant subject community, is delivered.
2. The points outlined below – considered minimum thresholds of practice – are drawn from across the consortium’s existing practices and should not therefore conflict with local Codes of Practice.

The Supervision Team

3. All PhD students must have a supervisory team comprised of at least two supervisors. These may be Principal/ Primary plus Co-Supervisor or Principal/Primary plus Assistant or Secondary Supervisor.
4. Irrespective of the weighting of supervision, each doctoral student must have a clear point of contact, identified as the Principal/Primary Supervisor (PS). The PS must be located in the HEI at which the student is registered (the ‘home-HEI’), and from which the student will graduate.
5. The PS will normally be a full-time member of academic staff and be on a Research and Teaching contract.
6. At least one member of the supervisory team should have experience of successfully supporting doctoral student(s) to completion.
7. Supervisors must have completed supervisory training before acting as a supervisor.
8. Experienced supervisors should attend some form of supervisory training at least once every five years.
9. At least one member of the supervisory team will be currently engaged in research in the relevant discipline(s), although to provide best supervisory experience as possible, the entire supervisory team should ideally be so engaged.
10. Supervisors will not normally supervise more than six FTE doctoral candidates concurrently.

The Supervision Process

11. Formal supervision meetings are expected to be scheduled at least ten times per year (or six if part-time). Secondary supervisors should have contact with students at least every three months and be copied into all formal email communication.
12. The Principal/Primary Supervisor is responsible for establishing contact with the student at the outset of the programme of study, facilitating their induction into the Department/School and encouraging them to participate in the activities offered by their Research Organisation and the Scottish Graduate School for Arts and Humanities.
13. The Principal/Primary Supervisor will be responsible for ensuring that the student has access to and is cognisant of the relevant Codes of Practice governing research degrees and

research activities, including their responsibilities as a doctoral researcher, the standard expected of a PhD and professional research conduct. They will also inform the student about relevant academic services, support and welfare provision, training requirements and opportunities.

14. Supervisors should assist their doctoral students in completing an annual Training Needs Analysis matched to an annual Skills Development Plan.
15. An agreed record of every formal meeting should be kept by the student and supervisors and shared with the full supervisory team.
16. Constructive feedback on work submitted should be provided usually within three weeks.
17. Written feedback should alert the student to any potential problems with their progress and the appropriate actions required to attend these.
18. Where a Principal/Primary Supervisor is absent for more than six weeks, an alternative Principal/Primary Supervisor will be appointed.
19. Principal/Primary Supervisors should remain in contact with the student during any approved suspension of study and plan for reintegration into the programme following any such suspension by implementing a 'return to study' plan.
20. Principal/Primary Supervisors should advise students of the channels available should they have concerns relating to supervision.

Progress Review Process

21. All doctoral researchers will be required to participate in an Annual Progress Review, administered and managed by the home HEI. (Part-time students should participate in the Annual Reviews too.)
22. The APR will comprise a Panel (with supervisors and student in attendance), and will employ a combination of student self-evaluation/reflection and supervisors' evaluation.
23. All Panels will also include at least one member of academic staff with no formal involvement in the student's doctoral projects.
24. Panels will have a Convenor. The Convenor will produce an agreed final progress report.
25. Doctoral researchers will be required to submit written material, or equivalent, to the review panel, along with a project completion plan. The consortium expects students to submit their thesis in accordance with their own HEI's regulations but should be aware that AHRC stipulate a maximum of four years (or six if part-time).
26. Doctoral researchers will be required to submit a training log to the review panel, recording attendance at skills development workshops and courses. The log will allow for the identification of training needs and provision for the year ahead. Doctoral researchers should complete at least two weeks of skills development training per year.
27. Students should be given the opportunity to raise any concerns they have with their PhD experience with the Panel Convenor.

Research Organisation Reporting

28. The SGSAH will be required to submit annual reports to the SFC. For this reason, it will be asking each ARCS host HEI to submit the following data annually relating to their ARCS doctoral researchers:
 - approved suspensions;
 - concerns with progress and actions implemented;
 - withdrawal from PhD programme (with reasons identified);
 - submission rates; and

- changes to supervision teams. Please note that where a supervisory team changes, it is the responsibility of the home HEI to confirm to SGSAH that the new arrangements meet the student's needs.

Training: advice, guidance and tools

Introduction

Each SGSAH member will have its own approach to planning and recording your training. All SGSAH members endorse the Vitae Researcher Development Framework:

<https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf>

Needs-based approach

Students enter doctoral study with a diverse range of skills and experience and their ongoing needs will vary considerably, according to the nature and demands of their research project. It is important, therefore, that there is a needs-based approach to the assessment of the development you should undertake. This development should assist both with the completion of your research project and with the realisation of your career goals beyond the PhD. Moreover, this should be a continual process of review and reflection, to ensure that any new needs arising from your research or career aspirations are met. We would suggest that at a minimum you should review and formally plan your training needs annually, normally as part of your annual progress.

Examples of research skills

These are equally relevant to careers within and outside academia.

- Understanding theoretical issues, the nature of evidence and argument; and the relationships between practice, theory, and criticism. This includes the ability to think critically and evaluate evidence.
- Understanding different approaches and methodologies and how they can be applied. Being open to exploring new avenues. Developing research methods and skills and practical techniques appropriate to the project.
- Developing knowledge and understanding of the research context of the project, and of trends in the discipline on an ongoing basis. This includes an appreciation of how the project might have an impact on the discipline, and adapting to any new knowledge or approaches which emerge during the course of the project.
- Developing knowledge and understanding of related disciplines where appropriate, and being aware of, and open to, opportunities to work with other disciplines.
- Pursuing these interactions and collaborations where there is benefit to the project.
- Developing knowledge, understanding and skills in analysis, referencing, and synthesis of research material and information, and understanding how best to use these in the research context.
- Developing or strengthening language skills in at least one modern language other than English. Whilst areas such as advanced language training might be necessary for some research projects, students should not ignore the value of language-learning as part of a researcher's wider portfolio of skills. Not only does it allow access to a greater range of sources in different languages, thereby enhancing research quality; it also potentially increases the impact of research, by providing the researcher with the ability to reach a wider, international audience.
- Knowledge and understanding of existing and new methodologies, such as numerical, data management, and statistical techniques or software, web and social media communication tools. Also, developing the necessary expertise to use these methodologies and tools appropriately and optimally.

- Understanding the requirements of a professional researcher, with regard to ethical and legal requirements, codes of practice, and social responsibility.

Examples of key wider skills

These are relevant to doctoral study and equally to careers within and outside academia.

- A full range of communication skills and awareness of communication media, so that both specialist and non-specialist audiences can be appropriately addressed. Public engagement activities provide a useful context for developing the necessary skills for communicating academic knowledge to a non-specialist audience. This includes understanding the wider political, social, and economic context.
- Project management skills, including: designing and managing a project; team-working; delegation skills; time management; risk management; resource management; working proactively to ensure the effective delivery of objectives; and the ability to recognise key issues and to prioritise.
- More general aspects of working with others effectively, including: communicating and collaborating effectively; sharing knowledge and experience; recognising the skills and expertise of others and building on individual strengths; mentoring; and, managing work within a team in the most efficient way.
- The ability to motivate oneself and others.
- Enterprising and entrepreneurial attributes, skills and behaviours such as: taking initiative; the ability to solve problems, adapt to new situations and make effective decisions; innovation and creativity; open mindedness and working to remove barriers; the ability to recognise opportunities, take them forward effectively and bring a project to fruition; social, commercial, and relevant employment sector awareness; and, personal enthusiasm, self-improvement, and motivation.
- Leadership skills, including: the ability to engage with and influence others; the potential to develop as a leader in the field and to represent their area of research positively within and outside academia.
- Networking and collaborative working opportunities such as: participating in workshops and conferences; building partnerships with organisations and businesses; negotiating and listening skills.
- Organisational skills including managing and organising own workload effectively by prioritising tasks, anticipating future workloads, and keeping and maintaining good records.
- Taking responsibility for one's own career direction and development. Motivation and perseverance to pursue and succeed in the chosen career, in whatever sector that might be. This includes the ability to highlight skills and qualities to any prospective employer.

Academic careers

In addition to all of the above, for students wishing to pursue a career in academia there are more specific development needs that the HEIs and students will wish to address, these might include:

- Opportunities to lecture or give seminars to undergraduates and to assist with postgraduate teaching, with accompanying training to ensure that they can do this to a high standard.
- Advice and resources to help students publish their research.
- Advice on the administrative commitments that academics face.
- Advice on applying for funding from internal and external sources, which might include an overview of the funding context.

Glossary

HEI(s)	Higher Education Institution(s): we use this term instead of 'universities' as some of our members – Glasgow School of Art, the Royal Conservatoire of Scotland – are not universities.
RCUK	Research Councils UK: the strategic partnership of the UK's seven Research Councils
SFC	Scottish Funding Council: the public body responsible for funding colleges and universities in Scotland.
SGSAH	Scottish Graduate School for Arts & Humanities: a consortium of 16 Scottish HEIs working to identify, develop and share world-class doctoral training in relevant disciplines.
Vitae	A membership organisation (formerly funded by RCUK and by the national HE funding bodies) dedicated to realising the potential of researchers through transforming their professional and career development.