

**Faculty of Humanities and Social Sciences**

**School of Education**

**Department of English and Modern Languages**

**School of History, Philosophy and Culture**

**School of Law**

**Department of Social Sciences**

**Institute of Public Care**

**Handbook**

# **DOCTORAL TRAINING PROGRAMME**



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## 1. INTRODUCTION AND WELCOME

Doing a Research Degree is both exciting and exacting. It is an undertaking full of promise and opportunity, but also challenges and obstacles. This document lays out some of the ways in which we at Oxford Brookes University will help you to reach your potential.

The Faculty has developed its Doctoral Training Programme (DTP) to support you through the process and to equip you with the necessary skills both to complete your research degree and to gain the skills essential in the wider world – whether in Higher Education itself, or in the workplace beyond academia.

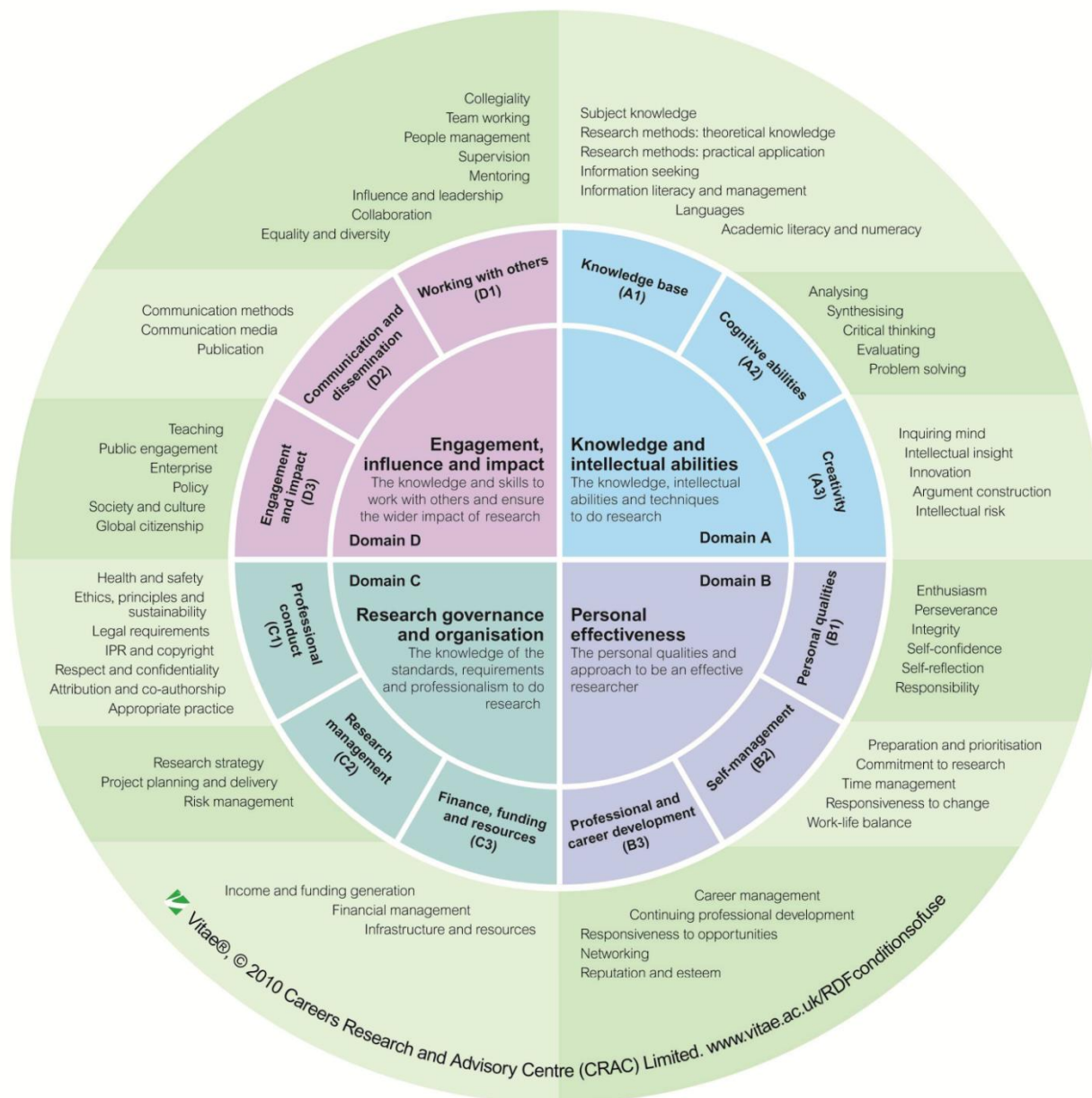
The purpose of this Handbook is to introduce you to the DTP in the Faculty of Humanities and Social Sciences. All Research Degree students in the Faculty are members of the programme which is designed to provide students with a supportive and vibrant research environment as well as delivering high quality research methods training.

This handbook sets out the nature and structure of the programme and how students can access the training they need. There are three levels of such training available within the University: within the central Graduate College, in the Faculty in the shape of this DTP, and within your own individual Department or School.

As such, what follows supplements the Faculty Research Degrees Handbook and the University's Personal, Professional and Career Development Planner and it should be noted that all programme requirements are set out in the University's Research Degree Regulations; Codes of Practice and documents provided by the University's Research Degrees Team. Your first point of contact should always be with your supervisory team, a relationship managed and monitored as regards training via entries in the Personal, Professional and Career Development Planner agreed with them. But you will also be part of a vibrant Research Degree student community at all levels within Oxford Brookes University: this document lays out just some of the ways in which that will happen.

Given the diversity in our Faculty, the DTP is organised to provide core training, which will then be supplemented via specialist training provided within your Department or School. The handbook is structured to provide students with information on each of these areas with the aim of facilitating cross-disciplinary communication and joint training.

The DTP is chaired by Professor Glen O'Hara and delivered by Co-ordinators in each of the three areas. Faculty-wide research students' and other research training matters, including the DTP, are discussed at the Faculty Research Degree Sub-Committee meetings which include the Chair of the Sub-Committee, all Postgraduate Research Tutors, Student representatives and Jill Organ from the University's Research Degrees Team.



**Figure 1: The Researcher Development Framework (RDF)**

The RDF represents a Framework of the knowledge, behaviour and attributes of successful researchers – at all levels from undergraduate to senior research professor. It is a useful tool to enable self-assessment of strengths and competencies and identifying areas for further development and can be used to guide you and your supervisor in planning your training.

For more information about the RDF and other career development tools and support see the Vitae website <https://www.vitae.ac.uk/>

## **2. OVERVIEW AND PROGRAMME AIMS**

### **2.1. Overview**

The Faculty launched this innovative programme in 2018 in order to enhance the experience of our postgraduate research students (PGRs). It is widely accepted that research students benefit from being part of a strong 'cohort' which provides the opportunity for students to support each other as well as accessing wider researcher training. The DTP offers the advantages of a cohort-based postgraduate experience to all PhD, EdD, MPhil and MSc and MA by research students studying in the Faculty as well as delivering the subject-based and individual tuition that characterises Research Degrees. This includes the necessary skills required to complete a research thesis but also a wider appreciation of research methodologies plus career development and research management skills, summarised in the Vitae diagram opposite (Figure 1). Through the DTP the latest innovations in training are offered to all our postgraduate research students to give them a solid foundation in all areas of being a researcher.

The main aims of the DTP are therefore

- To enable all research students in the Faculty to be supported as part of that Faculty as a whole;
- To provide properly structured training provision in line with guidance from the UK Research Councils to support the development of academic, transferable and employability skills;
- To build on the combined teaching and research strengths in the Faculty to provide high quality research training grounded in theoretical thinking and practical approaches;
- To provide research methods training at 3 levels - core, strand and tailored - to reflect the diversity within the Faculty and to meet students' individual needs;
- To deliver an improved research environment that better supports peer learning, interaction amongst students and supervising staff, and high-quality student experience which can impact positively on retention;
- To reflect and build on the importance of research students to the Faculty's research environment and standing;
- To encourage interaction, communication and joint learning across the Faculty.

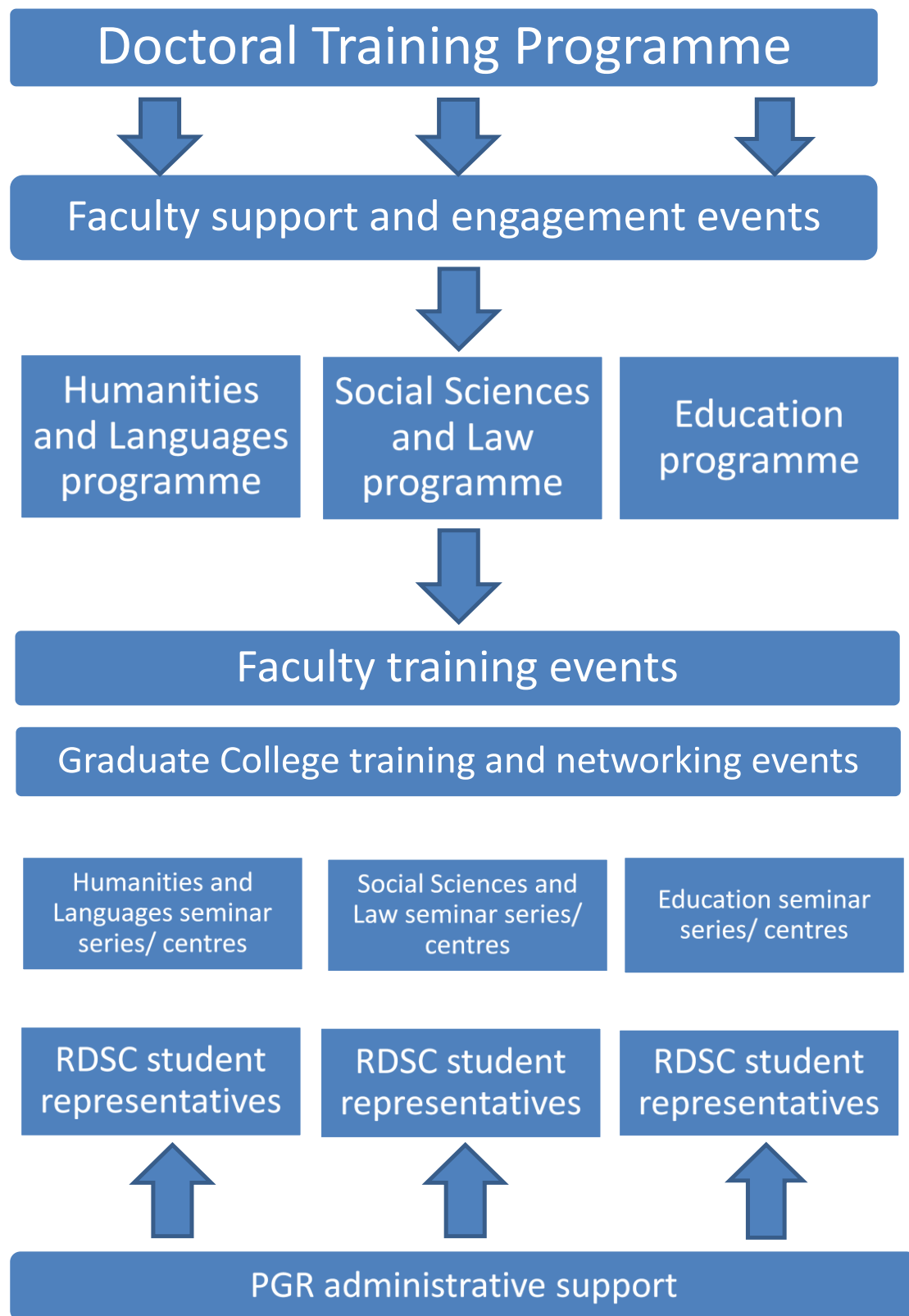
DTPs are supported and encouraged by the University Research and Knowledge Exchange Strategy.

### **2.2. Programme Structure and Learning Experience**

The elements of the programme consist of:

- Training and activities bringing together all research students in the faculty including generic research methods and methodology training, student symposia, a research methods training day, a staff-student research conference, as well as more informal events;
- Training specific to particular areas of research within the Faculty;
- More targeted provision identified through the Training Diaries completed by each student;
- Links with the University-wide programme provided through the Graduate College.

To deliver these elements the course adopts a single umbrella programme with three sub-programmes reflecting the range of Research Degree provision in the Faculty (Figure 2). These are termed 'Humanities and Languages', 'Social Science and Law', and 'Education'.



**Figure 2: DTP Structure**

On enrollment students will be assigned to one of these strands. This may follow School/Department categories but these are not designed to be 'silos'. Therefore a student based in one department whose research interests may lay in or touch on a different 'strand' will be able to attend sessions in that 'strand'. All students will be informed of the sessions being run in each strand and can attend if they wish to as part of their agreed programme. An overview all these elements is given below. More detailed information on content is provided in section 5.

### 2.3. Faculty Support and Engagement Events

Integration and collaboration between research groups is fostered through shared training experiences. These include an Introductory Networking Event, the annual faculty Research Student Training Day, social events, group sessions with supervisors and the opportunity to present at the Faculty Research Conference, showcasing methodological innovation in Humanities and Social Sciences.

### 2.4. Sub-Programmes

The core component is a group of dedicated methods components relevant to the research specialisation. Each of the three areas is supported by discrete research methods training. The 'Humanities and Languages' strand includes the range of studies and skills common in History, Philosophy, Communications, Criminology and Modern Languages. 'Social Sciences and Law' includes practice and theory-based studies of the types increasingly provided across the range of Anthropology, Geography, International Relations, Politics, Sociology, Law and Primate Conservation. 'Education' includes the full range of modules available within the professional MA and EdD programmes, as well as specialist provision for Education PhD students. The final element is a subject and student specific element where any specialist training (such as software training) will be formally identified for students and groups and then arranged as a bespoke package. By dividing the course in this fashion it is possible to develop research methods teaching that properly reflects the needs of the different specialisations and constitute a 'best practice' offering.

In order to engender a true sense of a 'college' alongside the collateral benefits of the DTP, each sub-programme hosts seminars, training sessions, student presentations and other relevant events and student experience enhancements. Sessions will also be organized by subject librarians to enable students to maximize their use of the digital and other resources of the library. The advantage of the thematic structure that the sub-programmes afford is that the relevance of lectures and events can be optimised to particular student cohorts.

### 2.5. Targeted Provision and the Role of the Personal, Professional and Career Development Planner

In conjunction with the core training, students, in consultation with their supervisor(s), select and identify additional training related to their individual area of their research which is not provided through the common or strand provision. This is identified through completion of the Personal, Professional and Career Development Planner. The Personal Planner is therefore crucial to ensure that students identify the training they need and that this gets fed to the co-ordinators of the programmes. **Students should complete the Planner with the supervisors as early as possible once the main outlines of their research project are known and a copy should be sent to the Postgraduate Research Tutors (PGRTs) and/or the coordinator of the relevant DTP strand.**

In order to meet the needs once identified in the first instance the student may be able to access other training within the Faculty. If not, and if a number of students are looking for similar input additional sessions as part of the Faculty Research Methods Festival or the strand's programme for years 2 and 3 may be offered. For use of specific programmes and packages, the IT Services courses may be useful or places on courses outside Oxford Brookes (subject to funding)

## 2.6 University Graduate College Training and Networking Events

Students and supervisors will also be able to attend the sessions arranged through the University's Graduate College.

## 3. COMMUNICATION, DELIVERY AND MANAGEMENT

### 3.1. Communication

Emails from the Faculty Chair, the Postgraduate Research Tutors and the Research Administrators, sent out to all research students, will keep them up to date about events. Faculty, Department and School Newsletters will be circulated to students, as will the Graduate College Newsletter. The Student Representatives who sit on the Research Degrees Sub-Committee will help keep students in touch with developments.

### 3.2. Delivery

#### *When?*

Key parts of the course will run each semester to provide training when needed for new students. Other elements may be delivered in one or other of the two semesters which make up the Brookes academic year. The Faculty Research Conference is generally held in January each year.

#### *How Much Time Will it Take?*

We are aware that Research Degrees are demanding programmes: the DTP therefore seeks to deliver the necessary support without negatively impacting on the time students have to devote to their project. The course is equivalent to 70 student contact hours per year over the time of formal registration for full time students. Part-time students should discuss how they arrange their programme with their supervisors: it may well be that they do not wish to access the same range of training opportunities in their third year of study. Half of the 70 hours will be delivered through the three specialist 'strands'. This is distributed over two semesters in the form of lectures, workshops, and training sessions. Delivery will vary between the different years of the programme with more formal sessions on research methods and methodologies and research design in year 1 with skills, career development, dissemination and analytical workshops in subsequent years. In addition, a series of seminars in each strand where students will present their work and the Graduate College training and networking events make up the remaining hours.

Below is included how a typical full-time research student would spend the 70 hours a year on research training.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
University Training	12 hours	12 hours	12 hours
Faculty Support and Engagement	16 hours	16 hours	16 hours
Research Training in Specialist 'Strands'	22 hours	12 hours	12 hours
Research Seminars	14 hours	14 hours	14 hours
Events (incl. Faculty Research Conference)	6 hours	10 hours	10 hours
Personalised Training	N/A	6 hours	6 hours
<b>Total</b>	<b>70 hours</b>	<b>70 hours</b>	<b>70 hours</b>

A part-time student should discuss how they should spend their training time with the Director of Studies and Supervisor, for example by dividing the Year 1 training over years 1 and 2 of their degree.



Throughout this course the students will be expected to actively investigate how to apply what they learn to their own research projects, and also to understand how their developing skills can be used to critically assess research done by others in many fields of investigation. Opportunities are given in each seminar to explore, discuss and review the issues raised during the more formal lecture and training sections.

### **3.3. Assessment**

There will be no formal assessments in this course. A completion certificate will be issued to students who can demonstrate that they have attended sufficient sessions in order to be equipped with the necessary skills for successfully carrying out their research project and preparing a thesis of high quality.

### **3.4. Presentation and Communication Skills**

While there is no formal assessment, an important part of the course is student presentations of work in progress. This will take place in a number of ways. Firstly, each student will be encouraged to give a presentation to an appropriate seminar series within their Department or School. Secondly, students will have the opportunity to present to the Faculty Research Conference.

We have found that over time presentations greatly help students firm up their ideas and sharpen their analysis. They are also an invaluable way to get feedback and for students to share experiences and learn from each other. The seminars are intended to create a constructive and supportive forum for debate which help students make progress towards their final goal of a successful completion.

The University, Faculty and 'Strand' elements of the course will also provide students with opportunities to learn other communication skills such as creating posters of their work, publishing and writing abstracts and articles. Training for the viva will also be available.

### **3.5. Programme Management**

The DTP is overseen by the Faculty's Research Degrees Sub-Committee. Student representatives on the Committee will be able to raise any issues as they arise. There will be an annual review of the programme each year which will enable changes to be made to accommodate any student concerns should they arise and to improve the delivery and quality of the programme.

Day to day the DTP is overseen by the Chair of the Faculty Research Degrees Sub-Committee, Professor Glen O'Hara. Each of the strands has co-ordinators, in the person of the Postgraduate Research Tutors, who will liaise with students over the content and delivery of the more subject-specific provision.

### **3.6. Outcomes**

The intention of the course is to provide a flexible learning experience for research students whatever their particular discipline and subject of investigation, enabling them to use their own initiative with support from their supervisors to devise a custom designed education package by selecting an individual 'route' through the course offerings. It is expected that the knowledge and experience gained will be applied directly to the student's progress through their own PhD research efforts and help them to meet the various university-imposed landmarks such as registration, transfer from MPhil to PhD, submission of the thesis or completion of the taught modules on the EdD.

As a result of participating in these sessions, the student should be confident about how to deepen their knowledge on methods needed to carry out their research, and to participate with authority in the discussions surrounding their chosen subject, as well as being perceptive in the analysis of thinking in their field of interest and wider contexts.

## 4. STUDENT SUPPORT AND GUIDANCE

Sources of help and advice include:

- Induction – an introductory/welcoming session will be held for new students each semester as part of the Faculty programme.
- Handbooks – a Faculty Handbook will be issued that provides students with instructions as how to make the best use of the course, related activities and the relationship of the course material to their own research interests.
- The Personal, Professional and Career Development Planner – this is an important record of what students have achieved but also to map out the support they need over their programme.
- The students' supervisors, PGRTs and the various seminar and training session leaders – the most direct point of contact for students to discuss their progress and overcome any difficulties encountered during their studies.
- Central support services – these provide the background support and information regarding the formal stages of the research student process.
- Study skills development/support – apart from the contents of this course, and the complementary central university research student training sessions, students will be directed to appropriate media and library training sessions according to their needs.
- Many talks and presentations on current research are held within the university – students will be encouraged to attend those that are relevant to their interests.
- Conference attendance – students will be supported in presenting at a national or international conference during years two and three (or equivalent) of their programme. Please refer to the Faculty Research Degrees Handbook for further details.

## 5. CENTRAL COURSE CONTENT

The course will be organised in sections as follows:

### 5.1. Faculty Support and Engagement Events

In order to bolster and to some extent draw together the training provided in our individual Department and School 'Strands', the Faculty of Humanities and Social Sciences provides the following five training sessions every year.

*Induction.* In this session, held for all students at the start of each academic year, we usually cover the details of the Research Degree Regulations, the Code of Practice for Postgraduate Research, the University's Ethics Policy, the University's Intellectual Property Rights Policy, the Faculty of Humanities and Social Sciences' Health and Safety Policy, and keeping your details up-to-date on our website. At this point, we take you through all you need to know about the rules that govern your research degree with us at Oxford Brookes, and what you can expect from us in the way of support and advice. We will also look at ways in which both you and we might ensure that your broader health and wellbeing can be maintained during the inevitable stresses and strains involved in any Research Degree. A more informal session will take place for those students beginning their studies in semester two each year.

*My first grant.* This session will be an introduction to research grants for PGR students and Early Career Researchers. What do people mean when they talk about research grants? Why would I want one? How do I get one? What strategies for research grants work especially well for someone at the start of their research career? Bring your sandwiches along in November to join the Faculty Grant's Panel to discuss everything you always wanted to know about grants but were afraid to ask.

*Research Methods and Critical Approaches.* In this half-day seminar, students will be introduced to the main methodological and theoretical approaches and problems in the Humanities and Social Sciences.

Via interactive talks, workshop-style exercises and discussion, post-graduate research students will be inducted into general critiques and difficulties to prepare them for more specific sessions during their more specialist training. In 2018/19 this session will be provided early in December 2018 by Professor O'Hara and Professor Gary Browning, the Faculty's Associate Dean for Research and Knowledge Exchange.

*Faculty Research Conference.* This session is usually held in January. Every year, staff and students are both invited to give papers in a friendly and supportive atmosphere around a different academic theme. The Faculty then organizes proposed papers into themes and panels: students can propose either individual papers or whole thematic panels. In 2017/18 the Conference's theme was 'Intersections and Connections'.

*Research Students' Training Day.* The Training Day was held on in April during the academic year 2017/18. The theme that year was 'Wellbeing'; in previous years we have covered other themes, including 'Writing Up' and 'Life After the PhD'. At this session, the Faculty usually introduces invited speakers, experts in that particular field, who take you through both new ideas from their own educational research before engaging students in exercises based around their informal talks. Our Training Day in 2018/19 is likely to look at the theme of careers after your degree.

*Themes of the Faculty Events.* As regards research student training, the Faculty of Humanities and Social Sciences is currently focused on two themes – *employability* and student *wellbeing*. In terms of employability, we are asking ourselves, and asking students also to consider, just how well we are preparing them for the world or work, especially in the digital age of fast-moving technology and constant emphasis on re-training. Here we are trying to develop a reflective, reflexive pedagogy, that stresses students' own abilities and skills, ability to re-equip themselves with new techniques throughout their working lives, and resilience during periods of rapid change. Given those demands, when we consider wellbeing we are looking to develop what the mental health charity Mind defines as the ability to 'feel relatively confident in yourself and have positive self-esteem, feel and express a range of emotions, build and maintain good relationships with others, feel engaged with the world around you', and therefore to 'live and work productively'. Training events within the Faculty, and inside the three specialist 'strands' that follow, all have these ideas and aims in mind.

## **5.2. Career Development Support and Training Events for Research Degree Students**

Humanities and social sciences research graduates have a lot to offer the modern knowledge-based economy, but high levels of competition in career paths both inside and outside Higher Education mean that timely career-related research and preparation can be key to ensuring a successful transition on completion of a research degree. We encourage research students to take full advantage of the career development support available to them at Brookes and to engage as early as possible in identifying and undertaking the activities needed to support their own emerging career and professional development goals.

This can be done through the Personal, Professional and Career Development Planner, in support of which a Career Development Planning Timeline for Research Students has been developed at Brookes to offer suggestions for activity which can be mapped against the Vitae Researcher Development Framework (Domain B3, Professional and career development). These career-related activities will vary from student to student depending on their discipline, career aspirations and previous work history: students are encouraged to use discussion with their supervisors and the support available at Careers to develop ongoing, realistic career development priorities and goals.

Research students are well supported by the central Careers service and the Faculty liaises closely with Careers to ensure a co-ordinated approach to supporting students' ongoing career management and

employability skills. The Careers service offers support and training both centrally and in the Faculty which can form part of the 70 hours training you complete each year. This comprises of:

#### *One-to-one support*

Careers Consultants provide a confidential and impartial advice and guidance service to research students (and for three years after graduation) and can offer tailored help with identifying skill sets and potential career options, networking and CV-building strategies as well as practical support through all aspects of the job search and recruitment process.

#### *Central Careers Training Programme for Researchers*

This annual programme offers a range of full-day, half-day and short Masterclass training sessions addressing a range of professional development and career-related topics such as coaching tools for career management, career options for researchers, job search and practical application and interview skills. This is published at the start of each academic year on the Research Degrees Team training webpages and the dedicated researchers section of the Careers website.

#### *Biennial University-wide Events for Researchers*

A full-day biennial Researcher Career Pathways Event is co-organised with the Faculties featuring external speakers, staff and alumni panels and highlighting the variety of academic and non-academic career paths taken by researchers as well as providing an opportunity for networking. This ran in 2017-18 and for 2018/19 a new two-day Research Intensive Skills Event (RISE) is under development, focusing on supporting a range of the skills and behaviours identified in the RDF which can be linked to employability.

#### *Input to Faculty events*

Every year the Faculty will ensure some form of bespoke Careers input to the Faculty DTP. For 2018-19 this will be as part of the Research Students' Training Day, but where this is not explicitly on a careers theme an additional careers training session will be added to the Faculty training calendar.

## 6. COURSE CONTENT IN THE SPECIALIST 'STRANDS'

### Strand One. Humanities and Languages

#### *Training Events and Symposia*

The following is the core of our school-level training offer: four events each academic year—that is, one training event and one symposium each semester. These all take place on a Saturday in order to maximise attendance. The training days include talks given Dr Crook and Professor Pohl on subjects such as working with your supervisor; applying for jobs; public speaking; writing; teaching; as well as sessions on registration and transfer, and completion and viva. The symposia, though chaired by Crook and Pohl, are student-led and involve members of two cohorts (mainly drawn from HPC and EML) giving presentations about their work.

#### *Research Clusters*

Our research students can also take advantage of the work done by the following research centres and clusters:

The **Centre for Medical Humanities**. Each year the centre hosts a series of one-day events and seminar series, principally on the history of medicine (e.g. guest lectures from visiting fellows; workshops on medical history and the training of medical professionals.)

The **Oxford Brookes Language and Discourse** interdisciplinary group has a specific focus on the relation between forms discourse, ideology and society.

The **Oxford Brookes Poetry Centre** with a specific focus on women's poetry, working class poetry, avant-garde poetry and poetics, nineteenth-century poetry, and performance poetry.

The **Oxford Centre for Methodism and Church History**. Each year the centre hosts a calendar of events, including talks and research workshops on church history, broadly construed (e.g. Methodist history study days; collaborative workshops with philosopher and theologians.)

The **Europe-Japan Research Centre** organises guest lectures, seminars, exhibitions and other cultural activities on Japan-related themes.

Our **Materialities** group includes early modern performance history, textual scholarship, Victorian materiality, and cultures of the modernist avant-garde.

The **Networks and Localities** cluster explores human communities in diverse forms. Staff research interests include utopias, literature and ecology, diasporic societies, spiritual communities and ideas of nationhood.

The **Memory and Life-writing** group includes our work on contemporary literature, women's lives, writing the writer, and the literature of war.

The departmental **Research Seminars** allow for one session per academic year where a postgraduate research student engages with the supervisor in an open debate about their topic of research. All postgraduate research students are encouraged to attend the other sessions, too, with outside experts.

Our postgraduate research students can also take advantage of the events that grow out of HPC's nine interconnected research groups in the following subjects: **Social and Cultural History; Health, Welfare, and Society; Philosophy; Early Modern History; History of Crime; Religion, Communication, Media and Culture; Modern Political and International History; and History of Art and Visual Culture.**

Each year a series of conferences and workshops are organised by the above, plus special events for all staff and research students.

### *Beyond Brookes*

Our students are also encouraged to take advantage of the programmes and training events offered by other, more specialist institutions, where appropriate and where they meet the specific demands of their projects. In previous years, our students have taken advantage of the research training offered by the Institute of Historical Research, the National Archives of the United Kingdom, the Courtauld Institute of Art, the Institute of Philosophy and Birkbeck's programme of summer schools in critical theory, among others (e.g. at the IHR: visual sources for historian; the practice of oral history; and databases for historians).

## **Strand Two. Social Sciences and Law**

### *Training Events and Symposia*

The core of our department-level training offer is an annual postgraduate research student symposium, and four training sessions each semester: nine events in total, each year. The sessions are held in the middle four weeks of each semester, at lunchtimes (to maximise attendance), usually on Tuesdays. Both sessions and symposium are run jointly with the School of Law. Professor Jeremy MacClancy and Dr Andreas Kotsakis, Post-Graduate Research Tutors in Social Sciences and Law respectively, jointly manage both.

The sessions are given by a range of members of staff. Illustrative examples of our provision include sessions on the following topics:

- Fieldwork methods
- Interviews
- Research ethics
- Discourse analysis
- Law and interdisciplinary research
- Introduction to Teaching - Practical Experience
- Research and opinion data
- Preparing for conferences
- Qualitative data analysis
- Writing for impact
- The Research Excellence Framework
- Writing up
- Publishing

The symposia, chaired by Prof MacClancy and Dr Kotsakis, consist of research students from both the Department and the School giving presentations about their work. Prizes are awarded for the best presentations and the best posters. For students in Politics, International Relations and Sociology, a postgraduate day is also held, in conjunction with the Masters programme in IR. Here there is always a panel of research students who talk about their work. More generally, research students within DSS are encouraged to offer papers both at Faculty-level events, and in national and international conferences.

### *Research Clusters*

Postgraduate students in this strand take advantage of the work done by the two departmental research centres, both of which are being re-structured this academic year:

**Global Politics Economy and Society (GPES).** The Centre has a calendar of events. These include a weekly research seminar (<https://www.brookes.ac.uk/social-sciences/about/seminar-series/global->

[politics,-economy-and-society/](#)), research theme-based workshops, such as the recently held “populism 2.0 sessions, book launch events and (from 2018-19) an annual lecture series. The Centre also hosts a blog “Gpes bits-n-blogs” on which research students are encouraged to post. Centre affiliates and visitors also provide a wider source of networking opportunities for research students. More informally, members of GPES have organised reading groups on publications of common interest. In 2017-18 GPES hosted papers with the following titles: ‘Refugees and internally displaced people from Ukraine’s war-torn territories’; ‘Coercion and consent – Gramsci and the 2011 Egyptian Revolution’; ‘Morbid symptoms – understanding the relevance of the global far right’; ‘Britain, the Stockholm Conference on the Human Environment and the battle over maritime pollution’; ‘British comedy, global politics – the everyday practice(s) of resistance’; ‘Precarious transitions – unaccompanied migrant young people becoming “adult” in the UK’; ‘Legal diversity, knowledge and power’; ‘Capitalism, migration and citizenship’; ‘Can we justify the use of violence in pursuit of a peaceful and egalitarian future?’ and ‘Bodies of speech: the carnal politics of rhetoric’.

**The Anthropological Centre for Conservation, the Environment, and Development (ACCEND).** Besides the series of international conferences it has held, each year ACCEND hosts seminar series, e.g. seminars by members of the Centre, outside speakers, and visiting speakers, and special events. In September 2017, for example, Professors Catherine Hill and MacClancy staged a two-day gathering of supervisors and doctoral students, from around the UK, working on projects which straddled the social scientific and the biological, to discuss common approaches and problems.

Postgraduate research students in this strand can also take advantage of events staged by the Department’s research groups in the following: the **Nocturnal Primate Research Group, Oxford Wildlife Trade Group, Human Interactions with and Construction of the Environment, State and Society, Critical Security Studies, International Political Theory, and Culture, Identities and Divisions**. The exact structure and nature of these groups vary, but most have research student membership, and work-in-progress sessions offer opportunities to report and refine their work in a supportive atmosphere. Membership of these groups is not exclusive: both research students and members of staff are members of more than one group.

The School of Law runs **a regular staff seminar series** throughout the semesters to which all research students are invited and which they attend regularly. Research students at an advanced level in their studies are from time to time invited to present at one of the sessions.

Research students in Law can also take advantage of the events that grow out of Law’s five research groups in the following subjects: **Fundamental Rights and Equality, Criminal Law and Criminal Justice, Critical Approaches to Law, International Law and Small Jurisdictions**.

### *Beyond Brookes*

Our students are also encouraged to take advantage of the programmes and training events offered by other, more specialist institutions, where appropriate and where they meet the specific demands of their projects. The Institute of Advanced Legal Studies, for instance, runs an excellent annual programme of research student training in law with several day-long events. The IALS events are circulated by the PGRT to law postgraduate research students and our students have taken advantage of them. They include: ‘The PhD in law and research methods’; ‘PhD Masterclass on Research Presentation’; ‘How to get a PhD in Law – researching, disseminating and publishing in the digital world’; ‘Socio-legal sources and methods in social welfare and family law’; ‘Masterclass on careers in academia, legal practice, and NGOs’. In addition, particular sub-disciplines at Oxford University run a wide range of seminars in both Social Sciences and Law, staff at Oxford Brookes have arranged for our research students to attend these sessions.

### Strand Three. Education

#### *Training Events and Symposia*

The School of Education offers the following training opportunities to its research students.

Most research students in the School of Education are enrolled on the EdD (Doctor of Education) programme, which offers 3 years of taught modules at M-level or D-level. By negotiation with supervisors and tutors on the EdD modules, PhD students are also allowed to undertake EdD modules, as relevant to their needs (and without formal assessment). A number of MPhil/PhD students have taken advantage of this opportunity in past years, particularly with regard to the modules on Writing for Academic Practice and Preparing your Research Proposal.

The EdD modules include:

#### *Research 1: Paradigms and Research 2: Methods*

These modules enhance students' awareness of the epistemological and methodological perspectives that inform social and educational research. Discussion of the main debates between the various traditions of enquiry lead to a consideration of the arguments and assumptions which each makes about the social world.

#### *Writing for Academic Practice (WrAP) 1 and Writing for Academic Practice (WrAP) 2*

These modules focus on issues of academic writing and publication. WrAP 1 has been developed to support the writing process and to scaffold students' development towards the writing of publishable research. It offers the opportunity to be involved in the analysis and evaluation of research articles, peer reviewing, editing, drafting and reformulation of written work.

In WrAP 2 students develop their own writing skills with a view to publishing articles in academic journals. (Both of these modules are provided at M-level.)

The triple module *Learning, Culture and Society* concentrates on the shape of the educational landscape and a consideration of how education is theorised across academic disciplines. Students are encouraged to engage in conversations about significant issues relating to a range of educational contexts and articulate their own critical perspectives on contemporary educational discourse and policy, drawing on the intellectual resources of:

- Philosophy of education
- Sociological approaches to power and culture
- Neuroscience and psychology
- Phenomenology
- Social constructivism
- Critical realism

Students are also encouraged to evaluate the contribution that particular disciplinary perspectives make to the theorisation of education (this module is also provided at M-level).

The double module *Investigating Complexity* aims to extend and deepen the core skills for critical enquiry developed in the module *Learning, Culture and Society*. By focusing on complexity across various disciplinary fields within education, the module provides students with a more nuanced understanding of the different intellectual traditions that have impacted on theory and practice in education. By the end of the module students have developed a more advanced, critical understanding of the intellectual project of education studies, including a sense of their own position and voice as an emerging scholar in the field. (D-level)



*Preparing your Research Proposal.* This module provides students with an extended opportunity to draw together the knowledge they may have gained over the course of their reading and planning for their thesis. There is an emphasis on reviewing the literature, formulating research questions, and designing a research approach suitable for the research questions. (D-level)

#### *Research Clusters*

In addition to the EdD modules, research students are included in **the SoE's programme of lunchtime and evening research seminars**. They are also welcome to attend and participate in writing workshops that are organised from time to time, and in meetings and seminars organised around the 6 research groups in the School of Education:

- Applied Linguistics
- Early Years
- Humanistic Perspectives on Education
- Inclusion and Well-being
- Policy, Partnerships and Leadership
- Science, Technology Engineering and Mathematics (STEAM).

#### *Beyond Brookes*

In terms of development opportunities outside the university, Education research students can take advantage of the provision offered by scholarly bodies in the field. The main organisation is the British Educational Research Association (BERA), which offers dedicated training workshops and a poster competition for research students as part of its annual conference, as well as annual dissertation and thesis competitions for research students. BERA Special Interest Groups are organised around a range of emphases from curriculum-related (such as English in Education or Mathematics Education) to cross-curricular themes such as creativity or inclusion. There are also SIGs with a focus on theory, such as the Social Theory SIG, Race, Ethnicity and Education SIG, or Neuroscience in Education SIG. These special interest groups organise occasional development opportunities such as short conferences, workshops and seminar series, to which research students are welcome.

Research students in the School of Education may also join national and international scholarly associations in curriculum-focused areas such as the European Science Education Research Association, cross-curricular areas such as the National Association for Special Educational Needs, or research-focused disciplines such as the History of Education Society or the Philosophy of Education Society of Great Britain. All such bodies run annual conferences, usually with specific opportunities for research students, as well as intermittent seminars and conferences. Affiliation also allows students to be informed of publication opportunities, such as calls for papers in special themed issues of societies' scholarly journals. There are also events such as colloquia or seminars offered from time to time by and for Education research students at British universities. Postgraduate research students are alerted to relevant opportunities by their supervisors and the PGRTs.

### **5.3. University Graduate College training and networking events**

These are presented through a variety of sessions of various durations held over the two semesters, with some repeated sessions to cater for different admission dates. The events will be included in the biweekly email circulated to all postgraduate research students in the Faculty, trying to attract more students to these events.

The following subjects are covered:

- Induction session for new research students
- Time management
- Managing your supervisor and building a good working relationship with your supervisory team
- The viva examination

- Getting ethics approval
- Tackling writing up
- Endnote training
- Media training workshop
- Graduate College research student exhibition and research degree fair
- Introduction to research impact: what, who, why, when, where, how?
- Communicating your findings: publishing, Open Access, and sharing your data presentation workshops
- Electronic submission of thesis copyright, and RADAR
- Strategies for part time studies
- Strategies for employment – effective CVs, application and interviews for researchers
- MBTI personality framework training
- Data management and storage
- Networking social event for all research students and supervisors
- Effective job search for researchers
- Marketing yourself for employment
- Managing a career in academia
- Skills summer school
- Introduction to teaching in Higher Education

## 7. Staff involved

### General and strand leaders

Glen O'Hara, Chair of the Faculty Research Degrees Sub-Committee, [glen.ohara@brookes.ac.uk](mailto:glen.ohara@brookes.ac.uk)  
 Gary Browning, Associate Dean for Research and Knowledge Exchange, Faculty of Humanities and Social Sciences, [gkbrowning@brookes.ac.uk](mailto:gkbrowning@brookes.ac.uk)  
 Emily Brown, Research Manager, Faculty of Humanities and Social Sciences, [emily.brown@brookes.ac.uk](mailto:emily.brown@brookes.ac.uk)

### Post-Graduate Research Tutors

Graham Butt, Joint Post-Graduate Tutor in Education, [gbutt@brookes.ac.uk](mailto:gbutt@brookes.ac.uk)  
 Lucy Vickers, Post-Graduate Research Tutor in Law, [lvickers@brookes.ac.uk](mailto:lvickers@brookes.ac.uk)  
 Tom Crook, Chair of the University Research Degrees Committee and Post-Graduate Tutor in History, Philosophy and Culture, [tcrook@brookes.ac.uk](mailto:tcrook@brookes.ac.uk)  
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 Nicole Pohl, Post-Graduate Tutor in English and Modern Languages, [npohl@brookes.ac.uk](mailto:npohl@brookes.ac.uk)

### Research Administrators

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