



**Postgraduate Certificate
in Research
Professional Development**

Handbook

Contents

Executive summary	2
1 Introduction to the Postgraduate Certificate in Researcher Professional Development	4
1.1 Background and development of the PG Certificate	4
1.2 Career development	5
2 The Researcher Development Framework (RDF) and the PG Certificate	6
2.1 The role of the RDF in the PG Certificate	6
2.2 Course outline	7
2.3 Course structure	7
3 PG Certificate process	8
3.1 Registration	8
3.2 Exemptions	8
3.3 Recording and monitoring	8
3.4 Selecting activities	8
3.5 Assessment	9
3.6 Student record and award	9
3.7 Student roles and responsibilities	9
3.8 Staff roles and responsibilities	9
3.9 PG Certificate process flow chart	10
4 Contacts, resources and links	11
4.1 Codes of Practice	11
4.2 Calendar of Regulations Part 3	11
4.3 Key contacts	11

Executive summary

The University is proud to announce the launch of a new Postgraduate Certificate in Researcher Professional Development on 1 October 2013 – a unique approach to researcher development which aims to differentiate Strathclyde research students in an increasingly competitive employment market. In such an employment market, it is important to demonstrate that you are a well-rounded professional, capable of deploying a wide range of skills to almost any situation. The Postgraduate Certificate in Researcher Professional Development is a demonstrable record of the transferable skills you have acquired whilst completing your research degree at the University of Strathclyde. Increasingly employers are seeking evidence of these skills, and the government and UK research councils are committed to developing the skills of the UK research community.

What is the Postgraduate Certificate in Researcher Professional Development?

The Postgraduate Certificate in Researcher Professional Development requires you to undertake 60 credits worth of skills-based development. All first year eligible postgraduate research students will be automatically enrolled on the award at registration, and each student will be required to accumulate the 60 credits across 5 classes mapped to the domains of the Researcher Development Framework (www.vitae.ac.uk/rdi).

Credits will be awarded for undertaking a wide range of personal, professional and career development activities that will enhance the skills required by researchers to perform effectively in a particular RDF domain. Each activity has been assigned a notional number of credits, where one credit is equivalent to a nominal 10 hours of active learning, including formal lectures, laboratory and tutorial periods, experiential learning, self-study and assessment. Activities are provided at a department, faculty and university-wide level to allow students to create a bespoke programme of activities, and an extensive list of developmental activities has also been defined. Credit-bearing activities range from workshops in academic writing and effective communication, to residential programmes in enterprise, to resources in research data management to gaining credit for presenting a paper at a conference or engaging the public through outreach.

It is not an additional workload on top of your research activities, but represents a formalisation of the experiences and training you undertake during the normal course of your research degree which help to develop your skill set. All learning focuses on broad cognitive abilities, non-subject specific skills and graduate attributes. This handbook has been designed to tell you about the structure of the Postgraduate Certificate in Researcher Professional Development and the processes involved in recording, monitoring and assessing the activities that you will undertake towards the successful completion of the programme.

Who does it apply to?

The revised credit requirements only apply to students registered on or after 1 October 2013. They will apply only to those doctoral programmes which do not already have a prescribed curriculum indicated in the Calendar of Regulations Part 3. The following research degree programmes are exempt: EngD, EdD, DEdPsy, DBA, DPharm, and MRes. In addition, all doctoral students in the Strathclyde Business School, and students within a Centre for Doctoral Training (including DTC, IDC, DTP or BGP), are exempt.

MPhil students will be required to undertake 20 credits worth of researcher development activities.

How do I achieve the credits?

Eligible students will see the classes (RD901 to RD905, and RD906 for MPhil) that contribute to the Postgraduate Certificate on their Pegasus record from registration, but these classes will remain unapproved until the qualification is awarded. All activity contributing to these classes is recorded in the PGR monitoring systems (Neptune or Spider), and the monitoring of progress is linked to the annual review process. Students should log in to their PGR monitoring system to see what training opportunities are available. The Neptune/Spider interface allows students to select training opportunities under each class, and read descriptions of the activities. The interface also provides a running total of credits achieved towards each class, and acts as a repository for any documents uploaded as supporting evidence. Once the required number of credits has been accumulated in a class, the student will be required to complete the assessment for that class.

Students are expected to achieve at least 20 credits in each year, although this can be split over any of the 5 classes. Once the credits for all 5 classes have been accumulated and approved by the Supervisor on completion of the assessment requirements, the credits will appear on the student's transcript and be assessed by the Viva Committee.

Why have Strathclyde introduced the Postgraduate Certificate in Researcher Professional Development?

The University of Strathclyde is committed to providing access to high quality education and training for all its students, and the Postgraduate Certificate in Researcher Professional Development is just one of the ways in which the University is achieving this goal. The University of Strathclyde is the first to offer its students a qualification to formally recognise the professional skills development undertaken by its research students in this flexible and innovative way.

By introducing a PGR credits framework and qualification at a University-wide level we are ensuring each student receives a consistent researcher development experience. Offering high-quality and flexible training opportunities through a tailored programme differentiates Strathclyde graduates to future employers, whilst supporting high-quality training relevant to completing the PhD effectively.

1 Introduction to the Postgraduate Certificate in Researcher Professional Development

The Postgraduate Certificate in Researcher Professional Development¹ is a comprehensive university-wide programme of researcher professional development opportunities. It is specifically designed to meet the needs of the diverse researcher community within the University of Strathclyde, providing a range of opportunities for researchers throughout the duration of their research to continue their personal, professional and career management skills development.

The course recognises all career paths and aims to help postgraduate researchers enhance their skills and competencies for current and future roles within academia and other employment sectors. The programme offers you, as a researcher, the opportunity to:

- get the most out of your current research activities at Strathclyde, and beyond
- build your confidence through the development of research-related and transferable skills
- identify and plan your own personal training package
- help fulfil your potential and succeed in a highly competitive employment market.

As a doctoral researcher², you will be registered on the PG Certificate in parallel with your PhD, and you are expected to complete the required training over the same period of time as your PhD. The PG Certificate requires you to undertake 60 credits worth of training over the course of your PhD. It is not intended to be an additional workload on top of your research, but a formalisation of the types of experiences and training undertaken during the normal course of your research.

1.1 BACKGROUND AND DEVELOPMENT OF THE PG CERTIFICATE

In 2010, RCUK (Research Councils UK) sent all research-intensive Universities in receipt of funding for transferable skills training a Statement of Expectations which stated:

“Our expectation is that the quality of skills provision and the employability of researchers are maintained and improved, through research organisations acting to:

- maintain availability of a broad range of career planning, training and development opportunities for Research Council funded researchers
- fully embed researcher development into the normal processes in the research and training environment
- recover funds to support researcher development from all funders of research and research students
- continue to improve effectiveness and value for money of their researcher development programmes.”

In response to this, the University of Strathclyde developed an ambitious Researcher Development Strategy and Operational Plan³ which sets out an aspirational set of targets to not only comply with this statement, but to ensure all researchers receive a consistently high quality experience that differentiates Strathclyde PhD graduates for future employment in any career path.

In addition to the Statement of Expectations, Vitae also introduced the Researcher Development Framework and Statement (RDF/S)⁴ with RCUK support in 2010. The RDF/S has supported UK Higher Education Institutions in achieving a significant step-change in the recognition of researcher professional development and its importance and impact. The RDF/S articulates the knowledge, behaviours and attributes of successful researchers. It was developed by and for researchers, in consultation with academics and the public and private sectors, and has supported institutions in making decisions about their strategic approach to researcher professional development. The RDF/S has been used as a basis for aligning researcher training programmes and associated strategies with relevant UK policy such as the Concordat to Support the Career Development of Researchers,⁵ the QAA Code of Practice,⁶ the Research Excellence Framework⁷ (REF) and the European Commission’s HR Excellence in Research Award.⁸

The introduction of the RDF/S led the University to develop a set of proposals, based on consultation with key stakeholders, postgraduate researcher survey data, government recommendations and examples of best practice from across the sector. The final proposal defined a set of recommendations based on the creation of a regulated, 60 credit programme that all PGRs would be enrolled on at registration, proposing that:

- the training provision should be aligned with the national Researcher Development Framework and Statement (RDF/S).
- training should be a mix of discipline-specific (approximately 40%) and transferable skills based (approximately 60%) provision.
- the provision should be distributed across the 4 RDF/S domains.
- the existing provision within departments and Faculties, and the University’s Researcher Development Programme (RDP) should become credit-bearing options
- flexibility should be at the core of the programme, allowing for departmental and individual circumstances to be considered.

The 60 credit framework sends a clear message to UK funders about the significance of this agenda within Strathclyde, as well as demonstrating to prospective researchers, employers and international partners the distinguished value of a Strathclyde PhD over competitors with this strategic investment in high quality training and development.

¹ From here on referred to as the PG Certificate.

² The revised credit requirements will apply only to those doctoral programmes which do not already have a prescribed curriculum indicated in the Calendar of Regulations Part 3. The following research degree programmes are exempt: EngD, EdD, DEdPsy, DBA, DPharm, and MRes. In addition, the revised regulations will not be applied to SBS and any programme managed within a Doctoral Training Centre.

³ <https://moss.strath.ac.uk/research/resportal/rdp/Research%20Careers%20Enhancement%20Pages/Strategy%20and%20Policy.aspx>

⁴ www.vitae.ac.uk/rdp

⁵ www.vitae.ac.uk/concordat

⁶ <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-B11.pdf>

⁷ <http://www.ref.ac.uk/>

⁸ <https://www.strath.ac.uk/euhexcellence/>

The most recent Statement of Expectations for Doctoral Training from RCUK⁹ highlights the relevance of the University's response as it includes the following statements on RCUK's expectations of the training environment for PGR students:

- Supervisors (recognising that these may also be teams of supervisors) must recognise doctoral study as a broad training opportunity for a range of careers and encourage and support students in developing their career options.
- Research Organisations must have mechanisms to assess, provide for and monitor individual student needs and offer the student appropriate development opportunities.
- Research Councils expect the provision of professional and transferable skills to form a fundamental part of doctoral training.
- The statement also contains information about what RCUK expects from students:
- Students should take responsibility for shaping, managing and directing their research project and training, taking advice from their supervisor.
- Students are expected to develop the higher-level capabilities outlined in the Researcher Development Statement.
- Students should recognise their responsibility for developing personal career goals during their doctoral training and consider their possible career options, recognising that these may be outside academe. They should ensure that they are aware of the range of advice available and reflect on their training and development needs to assist in their future employability.

The model conceived by Strathclyde better supports both students and supervisors to help exceed these expectations, offering a first class experience.

1.2 CAREER DEVELOPMENT

A successful PhD will include a broad range of skills beyond your research, and the PG Certificate is an essential component in preparing you for a career in academia and beyond. You might not recognise the skills you acquire as part of your research, or consider them as professional development, but engaging with your development as a professional researcher will not only make you a more effective researcher, it will make you more employable. Employers are increasingly looking for potential employees to quantify their experience, training and skills.

The PG Certificate in Researcher Professional Development is an ideal way of demonstrating that you have the research skills required to complete a PhD, and that you consider yourself a professional who has undertaken specific professional development as part of a career management strategy. Viewing the PG Certificate as an essential part of your research training will help you to maximise the benefit you get from your time as a student at the University of Strathclyde.

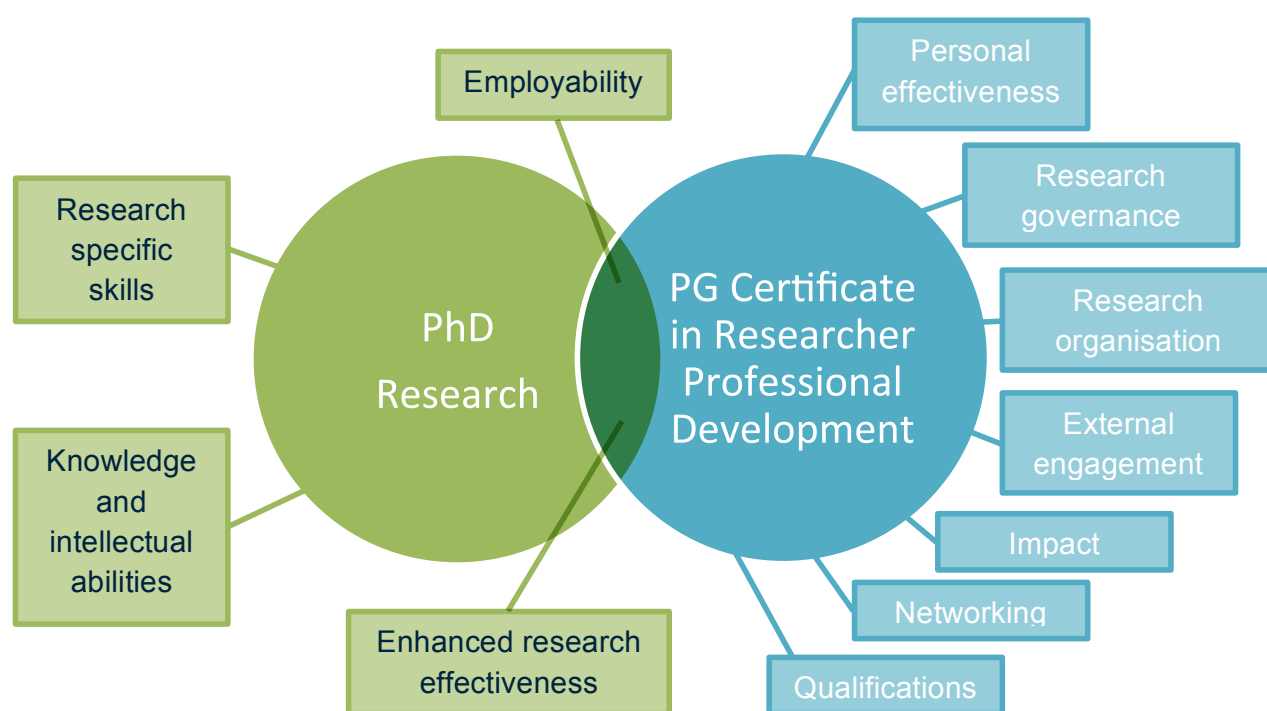


Figure 1: Careers development benefits

2 The Researcher Development Framework (RDF) and the PG Certificate

Before describing the structure of the PG Certificate, it is important to understand the RDF and how it relates to the classes and activities within the course. The Vitae website¹⁰ describes the RDF as follows:

“The Researcher Development Framework is the professional development framework to realise the potential of researchers. The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It articulates the knowledge, behaviours and attributes of researchers and encourages them to realise their potential.”

The Researcher Development Framework is a framework of the knowledge, behaviour and attributes of successful researchers and enables researchers’ self-assessment of their strengths and areas for further development.”

The RDF is based on empirical data gathered from successful researchers, who were interviewed to identify characteristics that made them successful. The characteristics are known within the framework as ‘descriptors’. There are 63 descriptors in total, divided into 4 domains with 3 sub-domains per domain. Each descriptor has 3–5 phases, which represent distinct stages of ability or development that relate to typical time points in a research career.

The RDF has been designed to encourage researchers to develop into successful researchers by gaining the appropriate knowledge, behaviours and attributes. Most importantly, these skills are transferable to occupations and employers outside academia and the RDF provides the language to communicate with potential employers. Employers have validated the content of the RDF, and found it similar to their organisations’ professional development frameworks.

“The RDF provides a common framework for researchers in UK universities and research institutes and provides a universal language for communicating researchers’ capabilities.”

Vitae

2.1 THE ROLE OF THE RDF IN THE PG CERTIFICATE

The PG Certificate has been designed with the common framework and universal language of the RDF in mind. The PG Certificate requires a total of 60 credits, which have been broken down into 5 classes. Four of the classes map directly on to the 4 domains of the RDF, while the fifth class is an elective.

Figure 1 describes how the RDF domains map on to the 4 classes. You will accumulate credits towards each class by undertaking a wide range of activities that have been designed to increase your skills within a domain. These activities are offered at a department, faculty or university level and also include many common developmental activities. This ensures that obtaining the required number of credits in each class is very flexible, allowing you to tailor your researcher development experience to your individual needs and interests.

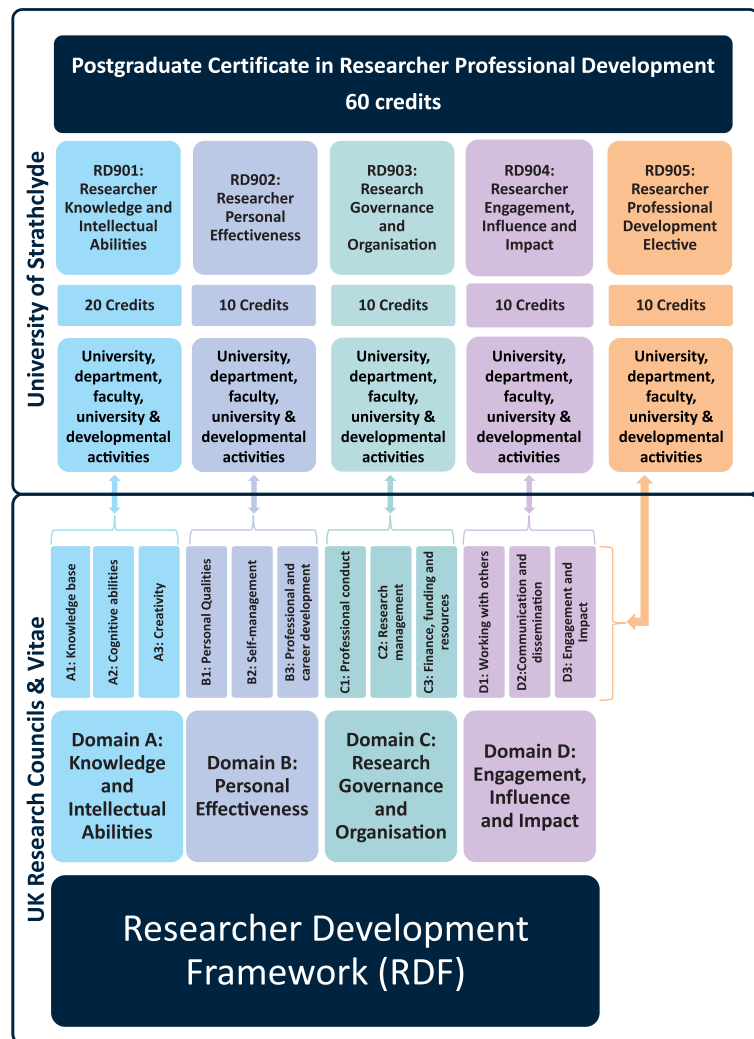


Figure 2: How the Postgraduate Certificate in Researcher Professional Development is mapped to the Researcher Development Framework.

2.2 COURSE OUTLINE

The course **does not have a prescribed curriculum**; instead it is designed to be as flexible as possible to give every student a tailored researcher professional development experience. The classes within the course are container classes that can be achieved by undertaking any activity that is relevant and maps to the equivalent RDF domain. Each class can be achieved by selecting any combination of relevant activities that add up to the required number of credits. New activities unique to each student can even be added if they meet the class learning outcomes.

There is no set type of activity and no set duration, other than the duration of your studies. The only requirement of any activity, and its associated assessment, is that it aligns with one or more of the learning outcomes of the class. The number of credits assigned to an activity reflects the amount of work needed to complete the activity, based on the standard metric that 1 credit is equal to a notional 10 hours of active learning or engagement. All learning focuses on broad cognitive abilities, non-subject specific skills and graduate attributes. We have carried out an extensive mapping exercise to audit the current provision within the University and assign the appropriate number of credits to activities. We have also identified the primary RDF domain that the activity maps on to. The following staff¹¹ and student¹² information documents provide information about how to find comprehensive details of the activities available to you.

Table 1: Summary of class learning outcomes

Class code	Name	Learning Outcomes	Credits	Example Activities
RD901	Researcher Knowledge and Intellectual Abilities	<ul style="list-style-type: none"> Enhanced knowledge base in a research context (including: subject knowledge, theoretical knowledge of research methods, practical application of research methods, information seeking, information literacy and management, languages, academic literacy and numeracy). RDF subdomain A1 Enhanced cognitive abilities in a research context (including: analysing, synthesising, critical thinking, evaluation, problem solving). RDF subdomain A2 Enhanced creativity in a research context (including: inquiring mind, intellectual insight, innovation, argument construction, intellectual risk). RDF subdomain A3 	20	<ul style="list-style-type: none"> Endnote and Word: Managing your thesis with Word 2010 Introduction to NVivo 10 Conference Attendance Workshop Attendance
RD902	Researcher Personal Effectiveness	<ul style="list-style-type: none"> Enhanced personal qualities in a research context (including: enthusiasm, perseverance, integrity, self-confidence, self-reflection, responsibility). RDF subdomain B1 Enhanced self-management in a research context (including: preparation and prioritisation, commitment to research, time management, responsiveness to change, work-life balance). RDF subdomain B2 Enhanced professional and career development in a research context (including: career management, continuing professional development, responsiveness to opportunities, networking, reputation and esteem). RDF subdomain B3 	10	<ul style="list-style-type: none"> GRADSchool Communicating with Confidence PG Essentials Effective time management for research students Organising a conference
RD903	Research Governance and Organisation	<ul style="list-style-type: none"> Enhanced professional conduct in a research context (including: health and safety, ethics and principles and sustainability, legal requirements, IPR and copyright, respect and confidentiality, attribution and co-authorship, appropriate practice). RDF subdomain C1 Enhanced understanding of research management (including: research strategy, project planning and delivery, risk management). RDF subdomain C2 Enhanced understanding finance, funding and resources in a research context (including: income and funding generation, financial management, infrastructure and resources). RDF subdomain C3 	10	<ul style="list-style-type: none"> Project Management in the Real World A Researchers Guide to Ethics at Strathclyde Sitting on a University Committee Obtaining travel funding Submitting an ethics application
RD904	Researcher Engagement, Influence and Impact	<ul style="list-style-type: none"> Enhanced ability to work with others (including: collegiality, team working, people management, supervision, mentoring, influence and leadership, collaboration, equality and diversity). RDF subdomain D1 Enhanced abilities to communicate and disseminate (including: communication methods, communication media, publication). RDF subdomain D2 Enhanced engagement and impact (including: teaching, public engagement, enterprise, policy, society and culture, global citizenship). RDF subdomain D3 	10	<ul style="list-style-type: none"> Enterprise Academy Images of Research Becoming an Engaging Researcher Business Beyond the Bottom Line Strathclyde Solutions Exchange
RD905	Researcher Professional Development Elective	<ul style="list-style-type: none"> Enhanced knowledge and intellectual abilities needed to be able to carry out excellent research. RDF domain A Enhance personal qualities, career and self-management skills required to take ownership for and engage in professional development. RDF domain B Enhanced knowledge of the standards, requirements and professional conduct that are needed for the effective management of research. RDF domain C Enhanced knowledge, understanding and skills needed to engage with, influence and impact on academic, social, cultural, economic and broader context. RDF domain D 	10	<ul style="list-style-type: none"> Choose activities from any of the other 4 classes

This represents a new way of working for both students and staff, and the staff and student document libraries provide detailed information about the processes of identifying training needs, selecting appropriate activities, recording activities, monitoring progress, assessing classes, and the awarding of the PG Certificate. The flow chart in section 3.9 provides a key that describes the individual stages in the process and links to supporting documentation.

2.3 COURSE STRUCTURE

Figure 2 details the name and class code for each of the 5 classes in the PG Certificate. Class RD901 requires 20 credits; this reflects the importance of undertaking activities that will directly benefit your research. The other 4 classes require 10 credits each, and are aimed at providing opportunities to develop your skills as a professional researcher. The learning outcomes of the elective RD905 reflect the fact that the class can be achieved by taking any activity associated with the other 4 classes. The class allows students to cover one of the other 4 classes, and therefore the four domains from the RDF, in greater depth. Table 1 provides information in **bold italics** on which subdomain each learning outcome is derived from, or in the case of RD905, which domain each learning outcome is derived from. The learning outcomes of all 4 classes are deliberately broad, and the section on assessment procedure will provide more details of how to meet them. Assessment is based on reflective practice, and you will be required to reflect on the activities you have undertaken, and how you can implement the knowledge you have gained. The staff¹¹ and student¹² guidance documents detail the assessment procedure and provide resources to help you complete the assessment.

11 <https://moss.strath.ac.uk/research/resportal/rdp/PGRcredits/Staff%20documents/Forms/AllItems.aspx>

12 <https://moss.strath.ac.uk/research/resportal/rdp/PGRcredits/Student%20documents/Forms/AllItems.aspx>

3 PG Certificate process

As this is a new course, it is important that both students and their supervisors understand the timeline associated with the course, and how to navigate the new processes. This section will provide a general overview of the course timeline, and then illustrate how to navigate the new processes with a flow chart. The flow chart contains links to more detailed information about the process steps.

The following diagram illustrates how the PGR credits programme works in practice:

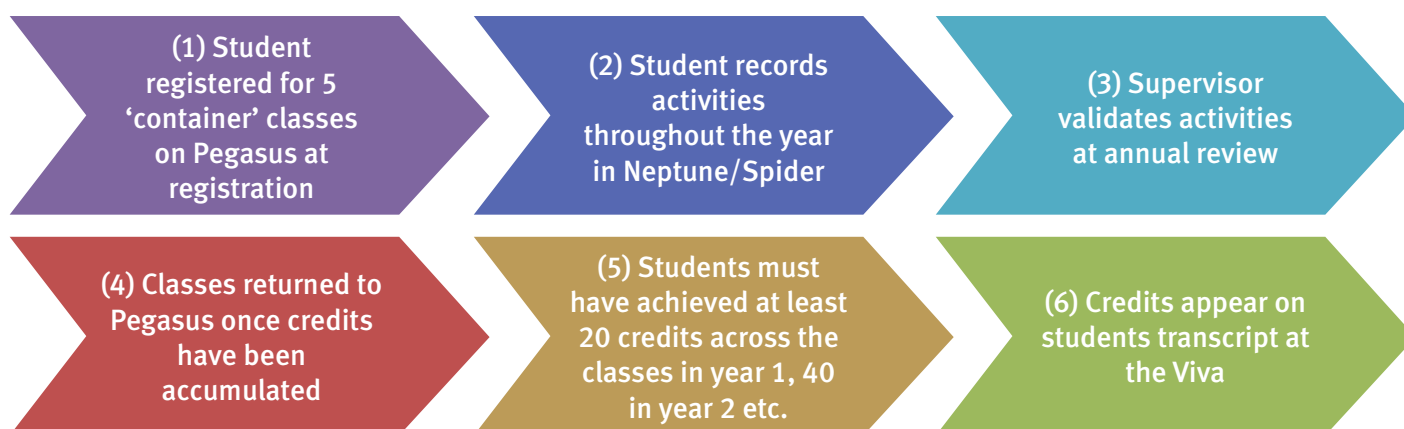


Figure 3: The PG Certificate process

3.1 REGISTRATION

If you are eligible, you will be enrolled automatically for the course and the 5 'container' classes when you register for your PhD (step 1, Figure 3). You can access information about what you are registered on via the Pegasus interface.¹³ Details of how to check if you are registered on the PG Certificate can be found in the stage 1 student information document.

3.2 EXEMPTIONS

The revised credit requirements will apply only to those doctoral programmes which do not already have a prescribed curriculum indicated in the Calendar of Regulations Part 3.¹⁴ The following research degree programmes are exempt: EngD, EdD, DEdPsy, DBA, DPharm, MRes. In addition, the revised regulations will not be applied to students in the Strathclyde Business School and any programme managed within a Centre for Doctoral Training.

An initial rule of thumb to determine if you should be registered for the PG Certificate is the duration of your programme of study. If your programme of study is for a minimum duration of 36 or 42 months then you will likely be registered for the PG Certificate. Any programme of study that lasts longer than this will likely not be registered on the PG Certificate – for instance, EngD programmes are typically of 48 months duration. However, you should always check the other exemption criteria regarding prescribed curriculums and degree type.

3.3 RECORDING AND MONITORING

The Postgraduate Researcher (PGR) monitoring systems are the primary interface for the day-to-day management of the PG Certificate. Students in the Science Faculty use the Spider PGR monitoring system,¹⁵ students in the Engineering and HaSS Faculties use the Neptune system.¹⁶ You can find more detailed information of how to use Spider and Neptune in the student Spider guidance and student Neptune guidance documents. Please also note that Spider and Neptune are for recording and monitoring activities and cannot be used to enrol on an activity. To enrol, please follow the instructions provided in the activity descriptions (see section 3.4 below, and the Spider and Neptune guidance documents for more details).

3.4 SELECTING ACTIVITIES

You will be able to log in to Neptune or Spider to see what activities are available at a departmental, faculty and university-level. This list will be specific to your department and Faculty, while all students will be able to see the university-wide and developmental provision. The available activities are grouped by class to make it easier to navigate the system. The Neptune/Spider interface will allow students to select training opportunities under each class, and read descriptions of the activities. You will also find information about how to book the activity and if you are required to upload evidence as a result of undertaking the activity. This might be an assignment, but it can also be anything ranging from a poster presentation to a video to a mock grant application. Both Neptune and Spider contain an upload mechanism to support this process.

¹³ <https://ben.mis.strath.ac.uk/login/control/Login>

¹⁴ [http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Research_Code_of_Practice_Final_Version_\(May_2010\).pdf](http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Research_Code_of_Practice_Final_Version_(May_2010).pdf)

¹⁵ <https://spider.science.strath.ac.uk/spider/index.php>

¹⁶ <https://www.sbs.strath.ac.uk/neptune/>

The interface will also provide a running total of credits achieved towards each class (step 2, Figure 3). Although you will be able to update the activities you have completed throughout the year, your Supervisor will check your progress at the annual review stage. Once the required number of credits has been accumulated in a class, you will be required to complete the assessment for that class. Full details of how to use the PGR monitoring systems to identify, record activities, upload supporting evidence, and complete class assessments can be found in the student Spider guidance and student Neptune guidance documents.

3.5 ASSESSMENT

The learning outcomes for each class are based on the subdomains of the associated RDF domain. Formal assessment of individual activities, where it exists, will be variable and will depend on the type of activity that is pursued to meet one or more of the learning outcomes of the class.

The highly varied nature of both delivery and assessment within an activity means that any and/or all of the University's twelve principles¹⁷ of good assessment and feedback may be incorporated. Assessment will always be associated with effective feedback.

The content of each activity will also be highly variable depending on the individual student engaged in the class. However, all content and assessment has been designed to ensure that one or more of the class learning outcomes are achieved. Assessment of the 5 classes will focus on principle 7: Facilitate the development of self-assessment and reflection in learning. The learning outcomes and number of credits were summarised in Table 1 on page 7. There is a defined assessment requirement which is compulsory. A reflective summary is required for each class in which you will describe how the activities you undertook helped you meet the learning outcomes of the class, making reference to any supporting evidence you have uploaded to your portfolio of evidence (see the stage 4 student information document) via the main interface. The summary will be 1000 or 2000 words, depending on the class. Any formal assessment associated with an activity should also be referenced in the summary, and this will reduce the expected word count. The supervisor will then assess the reflective assignment and approve the class at the annual review point (step 3, Figure 3). Students can find out more about the assessment procedures in the stage 5 student information document, while supervisors can find relevant assessment information relevant in the stage 5 staff information document.

The Development and Training Gateway¹⁸ (DAT) will provide you with a record of all the activities you have booked and attended through the RDP programme. You can use this training record to demonstrate your attendance and upload it to the PGR monitoring system as part of your portfolio of evidence. You will need to provide other forms of evidence of your participation in other activities; full details can be found in the stage 4 student information document and the stage 4 staff information document.

3.6 STUDENT RECORD AND AWARD

Once the credits have been accumulated for a class, and the assessment has been satisfactorily completed, a pass for the class will then be returned to Pegasus (step 4, Figure 3), where you will be able to see on your student record which classes you have completed. You are expected to achieve at least 20 credits in each year, although this can be split over any of the 5 classes (step 5, Figure 3). Once the credits for all 5 classes have been accumulated and approved by your supervisor, the credits will appear on your transcript and be assessed by your Viva Committee, which will constitute a formal board to

approve the credits and award the PG Certificate (step 6, Figure 3). Students can find information about the student record and awarding of the PG Certificate in the stage 8 student information document while staff can find out more in the stage 8 student information document.

3.7 STUDENT ROLES AND RESPONSIBILITIES

As a postgraduate research student at the University of Strathclyde, you are bound by the Research Code of Practice.¹⁹ Similarly, you are also required to abide by the University's policies regarding conduct which includes Equality & Diversity, Dignity and Respect, and Plagiarism and Academic Dishonesty. Further guidelines regarding the University's policies can be found here.²⁰ It is your responsibility to read, understand and adhere to these policies.

As a student enrolled on the PG Certificate, you also have the following responsibilities:

1. Confirming that you should be enrolled on the PG Certificate and that this is correctly displayed in your Pegasus record (see the stage 1 student information document for details of how to do this).
2. Taking ownership of your development, identifying appropriate activities through a Training Needs Analysis, and scheduling them at regular intervals throughout your period of study.
3. Following the correct procedure for booking a place on an activity. This will vary according to the activity so you must ensure that you have checked the PGR monitoring system for the most up to date information about booking an activity.
4. Regularly updating the PGR monitoring system with activities you have completed, and uploading any relevant supporting evidence.
5. Cancelling your place on any activities you cannot attend so that other students are not deprived of a place.
6. Completing and submitting any assessments for completed classes within 4 weeks of accumulating the required number of credits.
7. You should report any problems with these responsibilities immediately to your supervisor, departmental/postgraduate administrator or to pgcredits-enquiry@strath.ac.uk (see the contacts document for details).

3.8 STAFF ROLES AND RESPONSIBILITIES

As the supervisor of a student enrolled on the PG Certificate you should support the student in the following ways:

1. Be familiar with the processes and resources involved in the PG Certificate.
2. Help your student to identify appropriate activities for their development plan through a Training Needs Analysis, particularly at interim and annual reviews, and encourage them to take part in the full range of activities on offer to them.
3. Regularly monitor activity in the PGR monitoring system to ensure the student is undertaking activities and is on course to meet the target of 20 credits per year.
4. Review PG Certificate activity with the student at the **annual review**, and help the student plan for the coming year, especially if the student has not completed 20 credits in the preceding year.
5. Assess the assignments and portfolio of evidence that the student has submitted and discuss the outcome at the annual review.
6. Create proposals for/identify new activities that your student might want to undertake. This will require you to be familiar with how to assign notional credits to an activity and which class the new activity should be mapped to. Full details of how to achieve this are given in section 1.3 of the stage 2 staff information document.

¹⁷ <http://www.strath.ac.uk/learn/teach/informationforstaff/staff/assessfeedback/12principles/>
¹⁸ <https://moss.strath.ac.uk/developmentandtraining/Pages/Home.aspx>

¹⁹ [http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Research_Code_of_Practice_Final_Version_\(May_2010\).pdf](http://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Research_Code_of_Practice_Final_Version_(May_2010).pdf)
²⁰ <http://www.strath.ac.uk/staff/policies/academic/>

3.9 PG CERTIFICATE PROCESS FLOW CHART

Use the flow chart in Figure 4 to help you understand the overall progression through the PG Certificate in Researcher Professional Development. The first column provides links to the supporting documents for students. These documents provide more detail of the processes involved in each step of the process. The second column provides links to the supporting documents for staff.

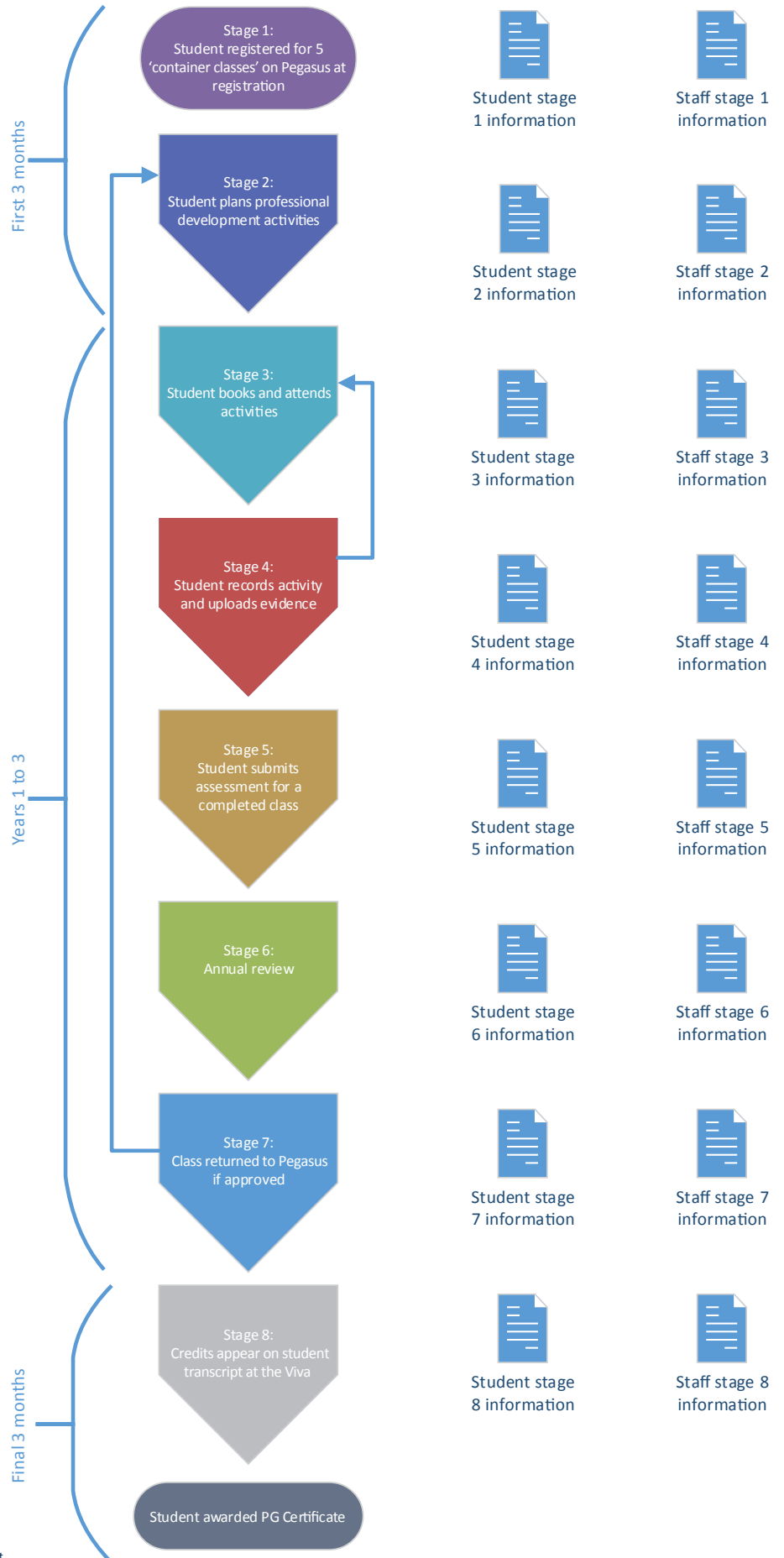


Figure 4 PG Certificate in Researcher Professional Development flow chart

4 Contacts, resources and links

4 CONTACTS, RESOURCES AND LINKS

This document provides links to the Research Code of Practice and the Policy and Code of Practice for Postgraduate Research Programmes, Calendar of Regulations and important contact information for the PG Certificate in Researcher Professional Development.

4.1 CODES OF PRACTICE

<http://www.strath.ac.uk/staff/policies/academic/>

4.2 CALENDAR OF REGULATIONS PART 3

<http://www.strath.ac.uk/educationstrategy/gmpt/qualityenhancement/universityregulations/>

4.3 KEY CONTACTS

RDP Team, Research and Knowledge Exchange Services

Researcher Development Manager - Claire Nimmo
Researcher Developer - Campbell Reid
RDP Administrator - Laura Sweeney
PG Certificate enquiries (pgcredits-enquiry@strath.ac.uk)
General RDP enquiries (researcher.development@strath.ac.uk)

Engineering

Architecture

Research Director - Andrew Agapiou (andrew.agapiou@strath.ac.uk)
PGR Administrator - Nina Baker (nina.baker@strath.ac.uk)

Biomedical Engineering

Research Director - Helen Grant (m.h.grant@strath.ac.uk)
PGR Administrator - Maureen Leonard (m.b.leonard@strath.ac.uk)

Chemical & Process Engineering

Research Director - Leo Lue (leo.lue@strath.ac.uk)
PGR Administrator - Caroline Rashid (caroline.rashid@strath.ac.uk)

Civil & Environmental Engineering

Research Director - Zoe Shipton (zoe.shipton@strath.ac.uk)
PGR Administrator - Lisa Lyons (lisa.lyons@strath.ac.uk)

Design, Manufacture & Engineering Management

Research Director - Bill Ion (w.j.ion@strath.ac.uk)
PGR Administrator - Caroline McGuire (caroline.mcguire@strath.ac.uk)

Electronic & Electrical Engineering

Research Director - Anthony Gachagan (a.gachagan@strath.ac.uk)
PGR Administrator - Elaine Black (elaine.black@strath.ac.uk)

Mechanical & Aerospace Engineering

Research Director - Richard Brown (richard.brown@strath.ac.uk)
PGR Administrator - Diane McArthur (d.mcarthur@strath.ac.uk)

Naval Architecture & Marine Engineering

Research Director - Nigel Bartrop (n.bartrop@na-me.ac.uk)
PGR Administrator - Thelma Will (thelma.will@strath.ac.uk)

Faculty

Walter Johnstone, **Vice Dean Research** (w.johnstone@strath.ac.uk)
 Carol Brady, **Faculty Administrator** (c.brady@strath.ac.uk)

Science

Pure & Applied Chemistry

Research Director - Christine Davidson (c.m.davidson@strath.ac.uk)
PGR Administrator - Isabel Scott (isabel.scott@strath.ac.uk)

Computer & Information Sciences

Research Director - Sergey Kitaev (sergey.kitaev@strath.ac.uk)
PGR Administrator - Julie Sobocinski (julie.sobocinski@strath.ac.uk)

Mathematics & Statistics

Research Director - Michael Grinfeld (m.grinfeld@strath.ac.uk)
PGR Administrator - Sandra Miller (s.j.miller@strath.ac.uk)

Physics

Research Director - Gordon Robb (g.r.m.robb@strath.ac.uk)
PGR Administrator - Kirsten Munro (kirsten.munro@strath.ac.uk)

Strathclyde Institute of Pharmacy & Biomedical Sciences

Research Director - Trevor Bushell (trevor.bushell@strath.ac.uk)
PGR Administrator - Allison Reid (allison.reid@strath.ac.uk)

Institute of Photonics

Research Director - Martin Dawson (m.dawson@strath.ac.uk)
PGR Administrator - Lynda McLaughlan (l.d.mclaughlin@strath.ac.uk)

Faculty

Rein Ulijn, **Vice Dean Research** (rein.ulijn@strath.ac.uk)
 Bronagh Dallat, **Faculty Manager** (b.dallat@strath.ac.uk)

HaSS

School of Applied Social Sciences

Research Director - Robert Rogerson (r.j.rogerson@strath.ac.uk)
PGR Co-ordinator - Gavin Herron (gavin.heron@strath.ac.uk)

School of Education

Research Director - Geri Smyth (g.smyth@strath.ac.uk)
PGR Co-ordinator - Helen Marwick (helen.marwick@strath.ac.uk)

School of Government & Public Policy

Research Director - John Bachtler (john.bachtler@strath.ac.uk)
PGR Co-ordinator - Mark Shephard (mark.shephard@strath.ac.uk)

School of Humanities: English

Research Director - Erica Fudge (erica.fudge@strath.ac.uk)
PGR Co-ordinator - Sarah Edwards (sarah.m.edwards@strath.ac.uk)

School of Humanities: History

Research Director - Richard Finlay (richard.finlay@strath.ac.uk)
PGR Co-ordinator - Ali Cathcart (a.cathcart@strath.ac.uk)

School of Law

Research Director - Laura Piacentini (laura.piacentini@strath.ac.uk)
PGR Co-ordinator - Jane Scoular (jane.scoular@strath.ac.uk)

School of Psychological Sciences & Health

Research Director - Madeleine Grealy (m.grealy@strath.ac.uk)
PGR Co-ordinator - Marc Obonsawin (m.c.obonsawin@strath.ac.uk)

Faculty

Anja Lowit, **Vice Dean Research** (a.lowit@strath.ac.uk)
 Claire McDiarmid, **Head of Graduate School** (claire.mcdiarmid@strath.ac.uk)
 Patricia Bunce, **Faculty Manager** (patricia.bunce@strath.ac.uk)

Researcher Development Programme (RDP)
Research and Knowledge Exchange Services
University of Strathclyde
3rd Floor, Graham Hills Building
50 George Street
Glasgow G1 1QE

t: +44 (0)141 548 5911

f: +44 (0)141 552 4409

e: researcher.development@strath.ac.uk



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