

## 2010 UNIVERSITY ANNUAL LEARNING & TEACHING CONFERENCE

### *Research and Teaching – correlated or co-related?*

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## Abstract Template

### **Effective Incorporation of Research and other Transferable Skills into Postgraduate Degrees: Developing an Integrated Institutional Approach**

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Theme: Institutional research to enhance the student experience

Type of contribution: Presentation

#### Abstract:

This paper considers the ways that transferable and research skills can be effectively embedded within postgraduate learning, particularly for postgraduate researchers. It builds on a Roberts Fund project undertaken at UoH in 2009 (Postgraduate Student Experience, Choice, Skills, Knowledge Transfer and Employability) which suggests that very few postgraduate research students engage in formal Training Needs Analysis with their supervisors. In addition, significant numbers of academic staff see skills training as an ‘add on’ or as outside the key function of the role of supervisor. This suggests there is still limited local understanding of the implementation of national policies detailing how postgraduate research students can develop skills beyond those subject and research specific skills they gain through a focus on their research topic. Currently at UoH these skills are formally provided through engagement with the Postgraduate Training Scheme (PGTS) which is compulsory for all research students.

The paper discusses the different ways that both research and other transferable skills can be embedded into, and subsequently articulated as part of the postgraduate experience. In addition it focuses particularly on the ways that an integrated institutional approach can effectively facilitate the development of a wide range of skills through research study, and ultimately enhance postgraduate researchers’ experience.

The paper provides an evidence-based context for the skills debate and presents key findings from the project. Within this, a number of key questions are raised for discussion:

- What is the role of departments and supervisors in the development and recognition of research and other transferable skills
- What elements currently affect active promotion and engagement by supervisors
- What would an effective model for engagement at institutional level look like
- How can PGTS modules be developed in order to call attention to ‘other’ skills gained through undertaking research.