

Part-Time Researcher

Programme facilitator manual

Vitae resources: developing the
skills and careers of researchers

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Acknowledgements

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Programme outline

(6 hours 30 minutes)

Purpose

This purpose of this programme is to:

- give part-time researchers the time and space to share and discuss, with peers and academics from outside their supervisory arrangements, what research is and how its quality is assessed
- get some succinct training in a range of key areas, through skills workshops.

Learning outcomes:

These are the learning outcome areas as mapped on to the Researcher Development Framework (RDF).¹ For conditions of use for the RDF please refer to

www.vitae.ac.uk/rdfconditionsofuse.

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

A primary outcome is defined as an outcome that is likely to be achieved by all participants irrespective of how the resource is presented. A secondary outcome is that which might be achieved but to a lesser extent than a primary outcome and will vary from participant to participant depending on how the training activity is delivered and what focus is presented. You will find on the following page how the course is mapped to the RDF.

¹ www.vitae.ac.uk/rdf

Domain A: Knowledge and intellectual abilities		
A1 Knowledge base	P	S
1. Subject to knowledge		
2. Research methods – theoretical knowledge		
3. Research methods – practical application		
4. Information seeking		
5. Information literacy and management		
6. Languages		
7. Academic literacy and numeracy		
A2 Cognitive abilities		
1. Analysing		
2. Synthesising		
3. Critical thinking		
4. Evaluating	✓	
5. Problem solving		
A3 Creativity		
1. Inquiring mind		
2. Intellectual insight		
3. Innovation		
4. Argument construction		
5. Intellectual risk		

Domain B: Personal effectiveness		
B1 Personal qualities	P	S
1. Enthusiasm		
2. Perseverance		
3. Integrity		
4. Self-confidence		
5. Self-reflection	✓	
6. Responsibility		
B2 Self-management		
1. Preparation and prioritisation		
2. Commitment to research	✓	
3. Time management		
4. Responsiveness to change		
5. Work-life balance	✓	
B3 Professional and career development		
1. Career management		✓
2. Continuing professional development	✓	
3. Responsiveness to opportunities		
4. Networking		
5. Reputation and esteem		

Domain C: Research governance and organisation		
C1 Professional conduct	P	S
1. Health and safety		
2. Ethics, principles and sustainability		
3. Legal requirements		
4. IPR and copyright		
5. Respect and confidentiality		
6. Attribution and co-authorship		
7. Appropriate practice		
C2 Research management		
1. Research strategy		
2. Project planning and delivery		
3. Risk management		
C3 Finance, funding and resources		
1. Income and funding generation		
2. Financial management		
3. Infrastructure and resources		

Domain D: Engagement, influence and impact		
D1 Working with others	P	S
1. Collegiality		
2. Team working		
3. People management		
4. Supervision		
5. Mentoring		
6. Influence and leadership		
7. Collaboration		
8. Equality and diversity		
D2 Communication and dissemination		
1. Communication methods		
2. Communication media		
3. Publication		
D3 Engagement and impact		
1. Teaching		
2. Public engagement		
3. Enterprise		
4. Policy		
5. Society and culture		
6. Global citizenship		

Primary (P) and secondary (S) outcomes highlighted (μ)
(✓)

Process

A discussion and exercise based programme led by a team of experienced facilitators.

Structure

Welcome and introduction	5 mins
Part-time success stories: DVD	15 mins
Getting to know you: icebreaker	10 mins
Objective setting session 1	15 mins
The ethos and process of part-time research	60 mins
Refreshment break	15 mins
Skills workshop 1	90 mins
Lunch	40 mins
Post lunch energiser	5 mins
Skills workshop 2	90 mins
Refreshment break	10 mins
Objectives session 2	15 mins
Action planning	10 mins
Questions, evaluation, close	10 mins

Resources

DVD
Programme and skills workshop PowerPoint slides
Ball of string
Bag of sweets
Ballpoint pens
Flip chart paper
Flip chart pens
Sticky notes
White tac
Postcards
Envelopes
Evaluation forms

Details

Time	Description	Facilitator's notes	Resources/additional comments
5 mins	Welcome	<p>Slides 1–4 – welcome and introduction</p> <ul style="list-style-type: none"> • Invite the participants to take a seat • Introduce the facilitator team and do any housekeeping • Briefly introduce Vitae • Run through the morning timetable 	
15 mins	Part-time success stories	<p>Slide 5 – part-time success stories DVD</p> <p>Play a selection of the stories from the DVD. For example; the introduction, what tips would you give to others undertaking a part-time doctorate?, plus one other section.</p> <p>You might like to intersperse the stories throughout the day.</p>	See programme organiser manual for additional information.
10 mins	Getting to know you – icebreaker	<p>Slide 6 – icebreaker activities</p> <p>Hello Move around and shake hands with everyone else in the group. With every handshake, introduce yourselves and share a piece of information; try to remember as many names as possible. Then sit in a circle. Go round introducing the person to your left.</p> <p>A tangled web Gather the researchers in a circle sitting around you on the floor. Hold a large ball of string. Start by telling the researchers your name. Then roll the ball of string to a researcher without letting go of the end of the string. The researcher who gets the ball of string tells his or her name. Then the researcher rolls the string to somebody else, holding on to the strand of string. Soon researchers have created a giant web. After everyone has spoken, you and all the researchers should repeat the process but instead of saying your own name, name the person you have rolled the</p>	<p>Materials required:</p> <ul style="list-style-type: none"> • ball of string.

Time	Description	Facilitator's notes	Resources/additional comments
		<p>string to. This version of the icebreaker is based on materials shared through www.educationworld.com/a_lesson/lesson/lesson196.shtml Education World®</p> <p>Getting to know me and my research To get to know researchers and to help them get to know one another. Have each researcher state his or her name and three words to summarise their research. For example: 'Hi, my name is Jane. My research is about Staffordshire pottery, 1800–1900' or 'Hi, my name is Bert. My research is about hydrology, flooding and rivers'. As each researcher introduces himself or herself, he or she must repeat the names and three research words of the researchers who came before. Watch out – it gets tricky for the last person who has to recite all the names and research words!</p> <p>Research area for thought To get to know researchers and to help them get to know one another, have each researcher state his or her name and their research area. For example: 'Hi, my name is Larry and I am based in the biology department.' As each researcher introduces himself or herself, he or she must repeat the names and research area of the researchers who came before. Watch out – it gets tricky for the last person who has to recite all the names and research areas! This version of the icebreaker is based on materials shared through: www.educationworld.com/a_lesson/lesson/lesson196.shtml Education World®</p> <p>One day I sat down to do some research when... To get to know one another's distractions from research, have each researcher state their most recent reason/distraction for not getting on with their research. For example: 'One day I sat down to start</p>	

Time	Description	Facilitator's notes	Resources/additional comments
		<p>my research when... I realised that I needed to do the ironing etc'. Each researcher must recite all the previous reasons for not getting on with their research and add their own to the end of the list. eg 'One day I sat down to start my research when I realised that I needed to do the ironing AND work phoned and asked if I could do an extra shift'. It gets tricky for the last person who has to recite all the reasons!</p> <p>Coloured sweets Have a large bag of coloured sweets. Ask everyone to take four different colours.</p> <p>Devise a different question for each colour, and write them on a flip chart beforehand. Participants then find someone else in the group with the same colour sweet. They have three minutes to answer the question and eat the sweet, before moving on.</p>	<ul style="list-style-type: none"> • bag of coloured sweets.
15 mins	Objective-setting session 1	<p>Slide 7 – What I want to learn, what I want to practice, what I want to pass on Objective-setting session aimed at focusing on what the participants want to take away from the day.</p> <p>Ask each participant to write down five things they would like to get out of the day by either:</p> <ul style="list-style-type: none"> • learning • practising • passing on. <p>Fix three flip chart sheets on to the wall, each with one of the three categories written at the top of the sheet.</p> <p>Ask the participants to stick their sticky notes onto the correct flip chart.</p>	<p>Materials required:</p> <ul style="list-style-type: none"> • sticky notes • flip chart paper • flip chart pens • ballpoint pens.

Time	Description	Facilitator's notes	Resources/additional comments
		<p>Explain to the participants that over the day, they should review their sticky notes and move them along the wall. Ask the participants to look at the teach/pass on flip chart and identify if there are any skills that they would like to learn that someone in the room would like to share and vice versa.</p> <p>Recognise that participants may want to move their sticky notes up or down the learn-practise-pass on continuum.</p>	
60 mins	The ethos and process of part-time research	<p>Slide 8 – the ethos and process of part-time research</p> <p>Four break out groups of up to ten participants, grouped according to reason for doing part-time research (work commitments, enjoying researching as a hobby, childcare etc), each group led by a facilitator.</p> <p>Questions to consider include:</p> <ul style="list-style-type: none"> • what is part-time research • what issues must the part-time researcher consider • how do you succeed as a part-time researcher • how do you determine part-time research quality • how do you become a part of the part-time research community • what constitutes 'doctoral' level part-time research in terms of quantity, contribution, originality etc? 	<p>Materials required:</p> <ul style="list-style-type: none"> • sticky notes • flip chart paper • flip chart pens • ball point pens.
15 mins	Refreshment break	Slide 9 – refreshment break	
90 mins	Skills workshop 1	<p>Slide 10 – skills workshop 1</p> <p>Use correct PowerPoint slides for skills workshop provided.</p>	

Time	Description	Facilitator's notes	Resources/additional comments
40 mins	Lunch	Slides 11–12 – remind researchers of the afternoon timetable.	
5 mins	Post-lunch energiser	<p>Slide 13 – energisers</p> <p>Whoosh Put everybody in a circle. Start with one person, who waves both hands to his/her neighbour, saying 'Whoosh'. The next person passes the 'Whoosh' to his neighbour, and that way the 'Whoosh' is passed around the circle.</p> <p>There are four other sounds/movements that can be made by the person the 'Whoosh' has been passed to.</p> <ul style="list-style-type: none"> • 'Wow': indicated by saying 'Wow', and moving both arms down. A 'Wow' changes the direction of the 'Whoosh'. • 'Zap': instead of passing the 'Whoosh' to your neighbour, it gets zapped to the person you point to. The receiver continues with either a 'Whoosh' to his neighbour, or another 'Zap' to another person. A 'Wow' after a 'Zap' returns to the 'Zapper'. • 'Grooooooovelicious': for this one the whole group bends down and up again in a 'kinda groovy way', all saying 'Grooooooovelicious'. Afterwards, the person who started the 'Grooooooovelicious' sets the 'Whoosh' in motion again, in any direction. • 'Freakout': indicated by waving both hands in the air. Everybody starts screaming and moves to the centre of the circle. When everybody has freaked out, a new circle is formed, and the starter of the 'Freakout' sets the 'Whoosh' in motion again (or 'Zaps', or does a 'Grooooooovelicious'). <p>http://improvenyclopedia.org/games/Whoosh.html</p>	

Time	Description	Facilitator's notes	Resources/additional comments
		<p>Penguin racing</p> <p>This one is <i>really</i> silly. Have everyone stand in a loose circle and announce that they are all penguins at the penguin racing world championships. The facilitator demonstrates how penguins walk, run, turn, jump and wave (basically with knees together and elbows in). Everyone starts off walking on the spot, and the facilitator calls out direction changes and instructions to jump over an imaginary racecourse. Finish up with a sprint and a wave towards the royal box.</p>	
90 mins	Skills workshop 2	<p>Slide 14 – skills workshop 2</p> <p>Use correct PowerPoint slides for skills workshop provided.</p>	
10 mins	Refreshments break	<p>Slide 15 – refreshment break</p>	
15 mins	Objectives session 2	<p>Slide 16 – objectives review</p> <p>Invite the participants to bring their drinks and spend a few moments remembering the morning objective-setting session.</p> <p>Encourage participants to review their morning sticky notes and remind themselves where they placed them on the learn-practise-teach continuum. The participants should be able to move their sticky notes up or down the continuum if they have not already done this. (They may want to also add a sticky note to the continuum.)</p> <p>Ask the participants to share one thing they have learnt on the course. Be very strict – participants may want to expand or share more than one thing. Capture this.</p> <p>Ask the participants to share one thing they will practise or</p>	<p>Materials required:</p> <ul style="list-style-type: none"> • sticky notes • flip chart paper • flip chart pens • ballpoint pens.

Time	Description	Facilitator's notes	Resources/additional comments
		teach/share when they get back to their part-time research working environment. Be very strict – participants may want to expand or share more than one thing. Capture this.	
10 mins	Action planning	<p>Slide 16 – postcards</p> <p>Ask researchers to write their own name and address on the postcard that you have given to them.</p> <p>Ask researchers to then add three resolutions that they have made following this session. Each resolution should be a practical way to improve their working style and help them make more progress.</p> <p>Tell the researchers that you will send the postcards in three months to remind them of what they decided.</p>	<p>Materials required:</p> <ul style="list-style-type: none"> • postcards • envelopes.
10 mins	Questions, evaluation and close	<p>Slide 17 – distribute evaluation forms</p> <p>Slides 18–20 – relating the programme to the Researcher Development Framework and final comments</p> <p>You may wish to encourage/remind participants to look at the RDF as a tool for personal and professional development (The RDF aims to provide a UK-wide framework of the skills, attributes and behaviours of successful researchers. It was developed from first principles through interviews with successful researchers across different HE institutions in a range of disciplines.)</p>	<ul style="list-style-type: none"> • Evaluation forms. <p>RDF may be referenced in the skills workshops as well/instead.</p>



About Vitae

Vitae is supported by Research Councils UK (RCUK) and managed by CRAC: The Career Development Organisation. Vitae's vision is for the UK to be world class in supporting the personal, professional and career development of researchers.

To achieve our vision we have four aims:

- building human capital by influencing the development and implementation of effective policy relating to researcher development
- enhancing higher education provision to train and develop researchers
- empowering researchers to make an impact in their careers
- evidencing the impact of professional and career development support for researchers.

Vitae's work with higher education institutions

Vitae works with UK higher education institutions (HEIs) to embed professional and career development in the research environment. Vitae plays a major role in innovating, sharing practice and enhancing the capability of the higher education sector to provide world-class professional development and training of researchers. We do this both through national projects and through Hub activities.

The programme develops resources for use by trainers and others working with researchers; and provides opportunities for HEIs to share information and practice; develop ideas and approaches; and work collaboratively.

For further information about the range of our resources, email resources@vitae.ac.uk or visit www.vitae.ac.uk/resources

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