Research staff training and development opportunities
2011–2012
Research staff support contacts

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Training contacts

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extn. 6250  
www.reading.ac.uk/cdotl

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**Library Services**  
library@reading.ac.uk  
Whiteknights extn. 8770  
Bulmershe extn. 8652  
www.library.reading.ac.uk

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safety@reading.ac.uk  
extn. 8888  
www.reading.ac.uk/safety
Contents

Research staff training and development programme
Introduction  4
Certificate in Research Career Management  6
Local Concordat for research staff  7

Workshops for research staff
Understanding your role and the University  10
Career development  11
Finance and procurement  12
Legislation awareness  12
Improving communication  14
Project and time management  15
Self-management and welfare  16
Management and supervisory development  18
IT skills  19
Research and enterprise development  22
Teaching and learning workshops  24
Higher Education Academy accredited Teaching and Learning Support Programme  27

Specialist opportunities and events
Making reference databases work for you  28
Promoting your work (media and more)  28
Mind mapping software  28

Degree, diploma and certificate programmes
Staff composition fees  29

Other internal training providers
Statistical Services Centre  30
IT Services training  30
Research and Enterprise Services  31
Language learning with the IWLP  32
Library Services  32

External staff development
Funds for external staff development  33

Management of staff development within the University
Staff development policy  34
Research staff training and development programme

Introduction
The Centre for Staff Training and Development (CSTD) offers a comprehensive programme for research staff and all other staff at the University. 2011–12 will be the fifth year of the Certificate in Research Career Management which is recognised by the Staff and Educational Development Association (see page 7). This is one of the few accredited research career management programmes in the country.

The provision for research staff has grown over the last five years due to the provision of Roberts funds. This funding has come to an end now, but the University continues to be committed to the development of its research staff and is a signatory to the Concordat to Support the Career Development of Researchers. The University has approved an action plan to implement the principles of the Concordat and have revised the Local Concordat (see page 8) correspondingly. Please make sure that you have read these two key documents as they will inform your experience as a researcher. The University’s approach to implementing the Concordat has been recognised by the European Commission and it was one of the first ten Universities in the UK to win its HR Excellence in Research Award. For further information see www.reading.ac.uk/research-staff/policy-library

Choosing your sessions
The brochure is ordered by topic. There is no limit on the number of sessions that can be taken, but the agreement of your principal investigator (PI) should be sought. The sessions listed here are not exhaustive but have been chosen with the needs of research staff in mind. For information on further courses see www.reading.ac.uk/cstd

Before you book
You should discuss your participation with your PI. If you work part time, you may need to arrange your hours to enable you to attend in work time rather than your own time. This will not always be possible, and you may decide to attend in your own time, but you will not be required to do so. If you do attend in your own time, your PI may agree to time off in lieu, but you should check this in advance.
Research staff training and development opportunities

**Booking your place**

Please book by visiting [www.reading.ac.uk/employee-self-service](http://www.reading.ac.uk/employee-self-service). If this is not possible, email cstd@reading.ac.uk. The full CSTD programme can be viewed online at [www.reading.ac.uk/cstd](http://www.reading.ac.uk/cstd). We prefer not to take bookings by telephone, but will do so if this is the only option available to you. Booking of places is essential. Many sessions have a limit on the number of participants and early booking will highlight the need for repeats. Out of necessity, we reserve the right to refuse access to those who have not booked.

**Confirmation**

You will normally be sent confirmation of a booking within three days. There will be a longer delay of about two weeks through September and October when we experience a peak of requests. Joining instructions, which act as a useful reminder, will be sent a few days before the session, normally by email. If you find that you need to cancel, please let us know quickly by email to cstd@reading.ac.uk or telephone on extension 7097.

**Cancellations and charges**

A late cancellation fee of £40 will be made to Schools/Offices when less than two working days notice is given of withdrawal. This fee will be £50 if the participant fails to appear without notice. We may need to cancel courses if minimum numbers are not met, or due to speaker illness.
Certificate in Research Career Management

The Certificate in Research Career Management (CRCM) is designed to address the needs of research staff. Contract research work is characterised by uncertainty. The Institute of Physics reports a one in five chance of research staff gaining an open-ended contract as a lecturer in the subject area.¹ HEFCE’s 2006 figures demonstrate that 6000 new lecturers a year are needed in England from a pool of approximately 40,000 research staff. The CRCM enables you to develop skills at managing and developing as a researcher. It has a strong careers theme which enables you to examine your career direction and gives you skills to compete in the job market. Because you are very busy, the programme is light touch but leads to a Staff Educational and Development Association (SEDA) accredited award. It is based on an established programme of staff development events for research staff, with the addition of a Learning Record and a Professional Development Record.

A general timescale of activities which support this award is given below:

**December 2011**
- Introduction to course

**December 2011 – December 2012**
- Formal staff development activities e.g. workshops
- Relevant development within research project e.g. grant proposals, dissemination.

**December 2012**
- Submission of Learning and Professional Development Records

**Booking**
Book your place on the programme by registering for the introduction and core sessions.
Email cstd@reading.ac.uk

Local Concordat for research staff

Research Staff are central to the success of the University and are valued members of staff. This document is one component of Research Staff support and development at the University of Reading.

Recruitment

1. Research Staff should be recruited in line with the University’s procedures which have equality of opportunity at their centre. The University aims to have all staff on interview panels trained in recruitment and selection procedures by October 2010.

Induction

2. At the outset of each project the Principal Investigator (PI) will establish a clear statement of objectives and responsibilities. The PI and researcher will discuss these and agree the demarcation of responsibilities, which will be recorded.

3. There should be, as appropriate, quarterly meetings between the PI and researcher. Progress towards the target tasks will be reviewed and changes in the targets agreed and recorded.

4. Research Staff should be provided with a mentor by their School when their contract starts. This person should be different from their PI. The ‘Guidelines for Mentoring of Academic Staff’ will help establish this relationship. Mentors are encouraged to attend a briefing session on mentoring.

5. Clear targets for research outputs or impact should be agreed initially, and revised annually. Normally these will be specified by the agreement with the funder.

6. Both Principal Investigator and researcher should act in line with the authorship requirements of the University’s Code of Good Practice in Research. It must be clearly established at the outset of the project (subject to revision) the extent to which the researcher is able to present papers on the project’s output as principal (or sole) author.

7. The School’s expectations of Research Staff must be clearly stated at the outset of the project. Researchers are encouraged to teach and supervise students at levels appropriate to their own qualification. Post-doctoral researchers may co-supervise PhD students with an established member of the academic staff. The amount of this additional activity should be in proportion to the priorities of the research project. Research Staff teaching & supervision must be supported by compulsory attendance at relevant training and development events.
Research staff development & career progression

8. Research Staff should recognise that they have primary responsibility for developing and managing their career. They should ensure that their career development is regularly discussed and evaluated with their PI and Mentor. Research Staff are urged to view a research contract as an opportunity to develop experience and skills as a precursor for employment within academia or elsewhere. Research Staff must consider if contracts beyond two consecutive 3-year projects are appropriate for their career progression.

9. Research Staff should be aware that the likelihood of gaining an open ended contract as a lecturer is not high. The Institute of Physics reports a 1 in 5 chance of this happening in the subject area. HEFCE’s 2006 figures demonstrate that 6000 new lecturers a year are needed in England from a pool of approximately 40,000 Research Staff. These figures should not deter Research Staff from pursuing an academic career, but emphasize the importance of them acquiring transferable skills to keep their options open.

10. Research Staff should actively participate in the induction and training programmes provided by the Centre for Staff Training and Development, which includes support in career management and development. Full records of Research Staff participation in these courses are kept by CSTD. PIs should expect that Research Staff will spend a minimum of 5 days each year on such professional and personal development.

11. All Research Staff should participate in the University’s Staff Development Review scheme in accordance with their School’s implementation statement. The Review should not be undertaken by the PI unless at the specific request of the researcher.

Research staff representation

12. Research Staff should have equal status with Lecturers and attend Research Group, Departmental, School & Faculty meetings as appropriate. Their views can also be represented through the Research Staff Working Group (or successor committee) which reports to the University Board for Research and the Staffing Committee.

End of contract

13. If further research is to be proposed beyond a current contract then Research Staff should be involved in the preparation and submission of a further grant application. In such an application they would be clearly identified as a co-author/co-investigator (precise term dependent upon prospective sponsor’s rules).
Workshops for research staff

The programme is organised into the following areas:

Understanding your role and the University  10
Career development  11
Finance and procurement  12
Legislation awareness  12
Improving communication  14
Project and time management  15
Self-management and welfare  16
Management and supervisory development  18
IT skills  19
Research and enterprise development  22
Teaching and learning workshops  24
Higher Education Academy accredited Teaching and Learning Support Programme  27
Research staff training & development opportunities

Understanding your role and the University

Induction for new research staff

This session will look at the implementation of the Concordat for research staff at the University and specifically at fixed-term contracts, the need for career management skills and the opportunities available to research staff for their development and career management. New research staff are encouraged to join the main new staff induction days for general information about the University.

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New staff induction

Inductions are an ideal opportunity to find out more about the University. The day will include a session with Human Resources, information about the pension schemes, guidance on safety and security and information on training and development. Our marketplace provides an opportunity to ask individual questions and gather information from many of the offices, services, facilities, clubs and trade unions available. After lunch, a general tour of Whiteknights campus will show you many of the facilities before we split up to join a choice of tours. You may select from the Sports Centre or Whiteknights Library.

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How the University works

Just how do Court, Council and Senate fit into the grand scheme of things? Why are there so many committees? Where are decisions made? This session will be suitable for any staff who would like a clearer idea of the structure and functioning of the University.

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Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Certificate in research career management: an introduction

This 12-month course has been developed in response to research staff at Reading indicating that they would be interested in an accredited qualification that brought together the development courses that they have attended at Reading. The two main aims of the certificate programme are to enable participants to improve their research practice and to develop their career management skills. The course requires participants to attend four core workshops and choose a further three from a selection of optional workshops and development activities. Other requirements include the completion of a reflective learning record and a personal development plan. The course is accredited by the Staff Educational Development Association.

Friday 9 December 2011 09:30–15:00

Career planning for researchers

If you are employed on a contract, you may need some time to think about your next move. This interactive session will help you to explore your career options in academic and non-academic fields. Topics will include assessing your own strengths, weaknesses and skills, how to examine the job market, assessing opportunities, and developing a positive and proactive approach to your career management.

Wednesday 14 March 2012 09:30–12:30

The art of job applications for research staff

An interactive workshop for research staff only on making successful job applications. Topics will include presenting your CV, writing covering letters and interview skills.

Friday 23 March 2012 09:30–16:00

Moving to a university lectureship

Professor Berry, Director of Postgraduate Research Studies and Researcher Development will explain the key issues driving the research agenda of universities like Reading. She will then look at the implications this has for contract research staff hoping to move to a lectureship. Data from recent appointments within the four faculties will highlight the typical research profiles of those recruited to lecturer grades. This should enable contract research staff to form a clear idea of the expectations from those recruiting new academic staff.

Wednesday 16 May 2012 10.00–12.00
Moving towards a career in industry

Dr David Fox, Vulpine Science and Learning and recently of Pfizer will be presenting. This is particularly for research staff who are interested in finding out more about research and technical careers in industry. Issues covered will include: the benefits of working in industry; valued knowledge and skills research staff bring to industry; the recruitment and selection processes that may be used; and some ideas on how to plan for a future shift of career during your research post in Higher Education.

Tuesday 12 June 2012 13:00–14:45

Finance and procurement

Full economic costing

An update on arrangements for full economic costing of research grant applications for academic or research staff involved in writing grant proposals for external funding.

Tuesday 11 October 2011 15:30–17:00
Friday 15 June 2012 14:00–15:30

Legislation awareness

Know your rights: a guide to using images and multimedia

Digital images and multimedia are increasingly being used and produced across all areas of the University for a wide range of purposes. Owing to their multi-faceted nature, copyright in these media is often complex and requires careful consideration when creating and using images, video or audio material. This session is designed to raise an awareness of copyright issues when using and creating digital material, and will provide guidance on seeking and gaining consent as well as obtaining permission to use third party material. It will include useful case studies and scenarios for discussion, and there will be an opportunity for questions and answers with resident experts on hand. This session will be ideal for all involved in creating or looking to create digital material to publish to the web (including Blackboard, iTunes, YouTube, and so forth) and for all who make use of images on websites or in other forms of publicity.

Wednesday 2 November 2011 10:00–12:00
Wednesday 16 May 2012 15:00–17:00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Recruitment and selection panel interviews

As a result of the University’s Race Relations Action Plan and its commitment to the Concordat to Support the Career Development of Researchers all members of selection interview panels will have to be trained in recruitment and selection practices. Anyone who is involved in short-listing candidates is also recommended to attend. The session covers relevant employment legislation, the role of the chair and the selection process.

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Freedom of Information Act 2000: The basics

This is for anyone worried about disclosing information, or wanting to know their rights, under the Freedom of Information Act.

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Data Protection Act 1998: The basics

If you handle personal data (staff, students, research subjects, visitors etc) and aren’t sure about the Data Protection principles, this is for you. As well as the principles and key do’s and don’ts, we will cover ways to ensure you are able to use personal data to achieve your purposes.

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Improving communication

Communication skills for research staff

This session will look at establishing effective working relationships with your colleagues and your principal investigator. It will help you to understand how you communicate, how you can develop your strengths and minimise your weaknesses. It will also look at the ways in which you can contribute to and develop the research community in which you work.

Tuesday 25 October 2011 09.30–17.00
Thursday 26 January 2012 09:30–17:00

Developing your presentation skills

This workshop is for experienced academics and senior administrators who would like to develop their presentation skills to enable them to give conference presentations, seminars or to lecture more effectively. The small group allows for individual feedback and advice. Contents will vary depending on participants’ needs but may cover use of the voice, body language, nerves, microphone techniques, breathing, and audience issues. The facilitator regularly coaches barristers and politicians as well as running similar courses for academics at universities including Oxford and Cambridge. Previous groups of Reading academics have all thoroughly recommended this session to other colleagues. Lunch is provided; group size is strictly limited.

Thursday 22 March 2012 09:30–16:00

Effective communication to manage conflict

What do you do when someone presents difficult behaviour? How do you manage conflict? The purpose of this workshop is to increase understanding of difficult behaviour and provide some strategies to manage difficult situations effectively. Participants will have the opportunity to identify their preferred style of communication (using Myers-Briggs Type Indicator) and develop strategies to apply learning in a variety of situations.

Wednesday 4 July 2012 09:30–12:30

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Project and time management

Project management

The focus of the day will be to provide a practical ‘project management toolbox’ that you can actually use in your day-to-day work. Topics covered include: practical model, tools and techniques, and project management as a process. This is a consistently popular course with lots of useful and practical ideas.

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Time management

Issues covered will include work-life balance, planning, prioritising, the need to differentiate between importance and urgency, and using a range of strategies and time-saving ideas.

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MBTI and time management

The Myers-Briggs Type Indicator (MBTI) is a useful personality instrument that provides information about how individuals prefer to gather information, make decisions and relate to the world around them. It is not a ‘test’ and there are no ‘right’ and ‘wrong’ answers. It has been used extensively in the UK to help individuals develop self-awareness and to use their talents more effectively. In this workshop we will explore MBTI and give you a chance to find out which MBTI personality type fits you best. We then look at the implications of MBTI type specifically in relation to how you manage your time.

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Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Self-management and welfare

Supporting you: avoiding burnout  New session

It’s easy in today’s world to feel under pressure to deliver ambitious, never-ending, and perhaps unrealistic results. If you are someone who makes things happen, has high standards and who other people rely on – then it could be that you push yourself too hard for your own good. Long hours, heavy workloads and the pressure to excel takes a heavy toll on mind and body. The problem with achievers is that they don’t always recognise the warning signs that indicate the possibility of burnout: physical – headaches, sleep problems, digestive issues, back problems and/or persistent minor medical complaints; psychological: lack of enjoyment, decreased motivation, increased anxiety or worry, frustration or anger and behavioural: increased reliance on alcohol/food, resentment/impatience with others, avoiding social contact, isolating yourself. Being aware of your patterns of behaviour and identifying your triggers for taking on too much is the first stage in ‘a crash’. This interactive workshop will give you time and space to reflect and create a realistic action plan to avoid burnout.

Thursday 01 December 2011  09:30–17:00

MBTI and working in a team

The Myers-Briggs Type Indicator (MBTI) is a useful personality instrument that provides information about how individuals prefer to gather information, make decisions and relate to the world around them. It is not a test and there are no right and wrong answers. It has been used extensively in the UK to help individuals develop self-awareness and to use their talents more effectively whether that be in a work or personal setting. In this workshop we will explore MBTI and give you a chance to find out which personality type fits you best. We then look at the implications of MBTI type to help you identify your strengths and suggest approaches to improve the way you relate to others, make decisions and contribute to working in a team.

Friday 18 November 2011  09.00–12.30

Supporting you: relaxation techniques

This session will teach some simple techniques to reduce stress, including practical examples using breathing exercises, guided visualisation and basic tai chi movements.

Monday 5 March 2012  14:00–15:30
Thursday 27 October 2011  15:00–16:30
Thursday 10 May 2012  15:00–16:30
Supporting you: dealing with change and uncertainty  **New session**

This workshop is for anyone who is facing change in their working life and wants to deal with change situations positively. You will have the opportunity to consider the impact of change on yourself and others, develop awareness of your own patterns of behaviour around change and consider strategies to deal effectively with change and action plan for the future.

- Thursday 20 October 2011 09:30–12:30
- Tuesday 24 January 2012 09:30–12:30
- Tuesday 24 April 2012 09:30–12:30

Well-being at work: managing pressure in times of change

When working under pressure, demands can seem overwhelming. Stress is the body’s response to managing perceived demands and when it is experienced over a prolonged time it can lead to ill health. The aim of the seminar is to raise awareness of the effects of stress and to increase understanding of how we can maintain our health in times of high demand.

- Thursday 28 October 2010 12.30–14.00
- Tuesday 1 March 2011 12.30–14.00

Supporting you: MBTI and working under pressure

The Myers-Briggs Type Indicator (MBTI) is a useful personality instrument that provides information about how individuals prefer to gather information, make decisions and relate to the world around them. It is not a ‘test’ and there are no ‘right’ and ‘wrong’ answers. It has been used extensively in the UK to help individuals develop self-awareness and to use their talents more effectively. In this workshop we will explore MBTI and give you a chance to find out which MBTI personality type fits you best. The session will also look at how different types react to pressure.

- Wednesday 18 January 2012 09:00–13:00
Management and supervisory development

Management skills for research staff

This introductory course will look at the difference between leadership and managerial abilities and examine some essential tools of management in a research environment. Topics will include listening and responding; situational management and the art of matching style to the situation or person; implementing change; and getting people to support change rather than resist it.

Tuesday 22 May 2012 09:30–17:00

ILM endorsed introductory certificate in management

This six-day certificate programme is endorsed by the Institute of Leadership and Management (ILM). This is part of a general initiative to promote management development more widely throughout the University. Contents will include: leadership, motivation and team building; delegation, managing change, managing conflict; action planning and performance management; time and stress management; equal opportunity and diversity; employee relations; influencing and negotiating; problem solving and decision making; finance; effective communication and meetings; and presenting information. In order to achieve the accredited status, you need to complete a brief assessed assignment on an aspect of management development in your role and pass two short reviews of the programme topics. Priority will be given to members of staff that are currently managing others. Please email Libby Graham at: e.a.graham@reading.ac.uk to apply for a place.

Day 1 Tuesday 18 October 2011 09:30–16:00
Day 2 Thursday 17 November 2011 09:30–16:00
Day 3 Thursday 15 December 2011 09:30–16:00
Day 4 Tuesday 17 January 2012 09:30–16:00
Day 5 Thursday 09 February 2012 09:30–16:00
Day 6 Tuesday 13 March 2012 09:30–16:00
Day 1 Thursday 29 March 2012 09:30–16:00
Day 2 Friday 30 March 2012 09:30–16:00
Day 3 Tuesday 17 April 2012 09:30–16:00
Day 4 Wednesday 18 April 2012 09:30–16:00
Day 5 Thursday 19 April 2012 09:30–16:00
Day 6 Friday 20 April 2012 09:30–16:00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
IT skills

Drop-in-and-learn: help when you need it

**Sessions are held throughout the year in Room 105 Main Library.** There is no need to book, just pop in for as long as you like. You can learn any of the topics offered in the IT Services courses at a time convenient to you. This also includes help with Blackboard and digital media facilities.

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Statistics packages tutorials

**Expertise on statistical computing, including use, programming and application of statistics software is provided by the School of Applied Statistics.** These can be downloaded from a Blackboard organisation and worked through in your own time. For further information go to [www.reading.ac.uk/maths-and-stats/about/maths-statstutorials.aspx](http://www.reading.ac.uk/maths-and-stats/about/maths-statstutorials.aspx)

Using the University web content management system – part 1

**This session starts with an overview of the system and how University web pages will look using it.** Participants will enter the CMS and work on an existing standard web page within a skeleton external School web area. The work will include adding content, images and links to the page, and publishing the page. There will also be a look at some of the libraries within the CMS and how you can add images, links and common text/sections to them. The session will end with a list of useful resources that people can refer to. Participants are required to attend both Part 1 and 2 of these sessions in order for users to be given access to the new Web CMS.

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[Book sessions now](#) | Contact CSTD [cstd@reading.ac.uk](mailto:cstd@reading.ac.uk) or book online at [www.reading.ac.uk/employee-self-service](http://www.reading.ac.uk/employee-self-service)
Using the University web content management system – part 2

Participants must attend the first/basic session before attending this more advanced session. The advanced session will allow participants to create new sub-areas and pages within a skeleton internal School web area. Work on the pages will include linking to an uploaded library file and looking at banner/promotional sections. There will also be time spent on creating menus for navigation through the menu manager, and looking at interactive pages such as forms. Participants are required to attend both parts 1 and 2 of these sessions in order for users to be given access to the new web CMS.

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Using the new University web content management system help session

If you’ve attended the training on CMS but you need a bit of extra support or some help with a specific question then you may wish to book for this session. The facilitator will contact you a few days prior to the session to find out more about your query and to offer you a time (between 10 and 12) to attend the session.

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There are a wide range of courses available in using the different Microsoft packages, for further information see [www.reading.ac.uk/internal/its/training/its-trainingintro.aspx](http://www.reading.ac.uk/internal/its/training/its-trainingintro.aspx)
Finding funding for your research

A session for those who want to learn how to identify potential funders for their research. The workshop will outline major funding agencies and their current priorities and interests and help you identify the steps to selecting appropriate research sponsors, both in the UK and internationally. Small group work will introduce you to the online databases available and ways in which you can remain alert to relevant opportunities. In addition, experienced grant holders will be available to give an insight into the various routes to funding and provide tips on how to improve your chances of being successful.

Wednesday 25 January 2012 09:30-11:30

Introduction to writing successful research proposals

External research funding is a crucial part of the research profile of universities and is a major issue for academic staff. The key factors in developing successful proposals will be identified through a critique of recent examples of proposals from the UK research councils.

Wednesday 22 February 2012 14.00-17.00

Wednesday 7 March 2012 (Life and Physical Sciences) 09.30-12.30

Wednesday 15 February 2012 (Arts, Humanities & Social Sciences) 14.00-17.00

Entrepreneurship for research staff

Entrepreneurs from Dragon’s Den to the Apprentice are both loved and loathed. But away from the crude stereotyping is an entrepreneurial process that anyone can learn. This course will introduce you to that process, showing how it can be useful inside or outside academia. It will enable you to put together a business idea, research its potential market and pilot a credible financial structure for a new business venture.

Thursday 1 March 2012 09.30-17.00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Advanced Proposal Writing (Sciences)

This workshop is designed to enable staff to work with some of the most successful grant holders at the University. Academics with experience of reviewing applications and panel meetings at the main research councils will provide valuable advice on how to get the ‘competitive edge’. This workshop is either for those with some experience of proposal writing or can follow on from ‘Writing successful research proposals’ (Sciences).

Wednesday 30 May 2012 10.00–12.00

Advanced Proposal Writing (Arts, Humanities & Social Sciences)

This workshop is designed to enable staff to work with some of the most successful grant holders at the University. Academics with experience of reviewing applications and panel meetings at the main research councils will provide valuable advice on how to get the ‘competitive edge’. This workshop is either for those with some experience of proposal writing or can follow on from ‘Writing successful research proposals’ (Arts, Humanities & Social Sciences).

Monday 11 June 2012 14.00–16.00

Research ethics for research staff

This session will be led by Alice Temple from Inter-Disciplinary Ethics Applied, University of Leeds. It will cover codes of conduct and good practice, the ethical review process, what research ethics committees look at in a proposal, how the research would be reviewed, and points for the research project beyond the review process.

Tuesday 19 June 2012 09.30–13.00

Writing for publication for research staff

This session is aimed at those with limited experience of academic publication. It will look at strategies for getting articles or research papers into publication. Participants will gain insights into the process of academic writing for publication and optional individual follow-up support is available.

Thursday 12 April 2012 09.30–16.30

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Teaching and learning workshops

Introduction to the TLSP and developing a portfolio

This session will explain the Teaching and Learning Support Programme (TLSP) programme and the associated assessed work, the portfolio. We will consider your workshop choices, how to organise the portfolio and what material you need to build it. The criteria against which it will be assessed will be explained. We will also discuss the key national issues in Higher Education which have shaped developments over recent years and some of the quality assurance policies of the University which are relevant to your role.

Monday 24 October 2011 14.00–16.30
Monday 13 February 2012 14.00–16.30

Evaluating your teaching

Evaluation is an integral part of effective personal and module development. This workshop will provide the opportunity to consider a range of practical evaluation techniques. Attention will be given to ways of obtaining useful student feedback other than the usual questionnaires. We will look at some ideas for self-evaluation and reflection.

Wednesday 7 December 2011 14.00–17.00
Friday 13 January 2012 09.30–12.30

Making a professional start with your teaching

One of the most difficult things in starting on your teaching activities is making the transition from being a student yourself into your new role. This session will equip you with information, contacts, tips and support to make a confident and professional start to your teaching.

Monday 21 November 2011 14.00–17.00
Monday 30 January 2012 14.00–17.00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Small group teaching

A workshop to explore the value of small group sessions in student learning and the role of postgraduates and support staff when acting as session leaders. Issues covered include student learning, preparation, techniques to encourage interaction, questioning and listening skills, dealing with problem incidents and group dynamics.

Monday 10 October 2011  14.00–17.00
Monday 14 November 2011  14.00–17.00
Monday 5 December 2011  14.00–17.00
Monday 20 February 2012  14.00–17.00

Marking and feedback practice

A session for those on the Teaching and Learning Support Programme (TLSP), postgraduates, and new sessional or part-time teaching staff who will be marking work and providing feedback to students. We will focus on issues of dyslexia when marking and take a practical look at some of the other issues and concerns you may have.

Monday 17 October 2011  14.00–17.00
Monday 12 December 2011  14.00–17.00
Monday 27 February 2012  14.00–17.00

Laboratory demonstrating (sciences)

A workshop to explore the value of laboratory sessions in student learning and the role of demonstrators. Issues covered include student learning, preparation, techniques to interact with students, questioning and listening skills, dealing with problem incidents and providing feedback on lab reports.

Monday 28 November 2011  14.00–17.00

Large group presentation skills

If you are not used to giving lectures or presentations to large groups, you may be worried. This session will help to boost your confidence by getting your breathing right, making sure you can be heard, pacing your delivery, coping with nerves and presenting with a professional image.

Monday 7 November 2011  14.00–17.00
Monday 23 January 2012  14.00–17.00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Lesson design in practice

For those who would like a chance to design a lesson plan in their own subject. The course ‘Learning outcomes and course design’ is required as background for this session.

Monday 12 March 2012 14.00–17.00

Supervising research students for postdoctoral research staff

A session for postdoctoral researchers in the sciences who are involved in day-to-day supervision of PhD students, even if not in a formal capacity. The session will cover the different phases of PhD study, encouraging independence, project planning ideas, working effectively with supervisors and other issues raised by participants.

Thursday 3 May 2012 14.00–16.00

Planning and running computer classes

This session will provide an opportunity to look at effective design of computer lab classes and how to support students in their learning during classes. It is not about designing Blackboard or other online courses. It is about designing ‘live’ classes that involve the use of computers, for example, helping students to learn software or supporting students while they complete a computer-based task.

Wednesday 16 January 2012 14.00–17.00

Book sessions now | Contact CSTD cstd@reading.ac.uk or book online at www.reading.ac.uk/employee-self-service
Higher Education Academy accredited Teaching and Learning Support Programme (TLSP)

Programme aims

• To provide participants with the understanding, knowledge and skills necessary to facilitate learning and teaching of their subject at undergraduate or postgraduate level as applicable to their role and context.
• To provide participants with a framework suitable for their continuing professional development and effective performance within the UK higher education system.

Accreditation

The programme is a 20 Masters (M) credit module of the University of Reading. It is not a stand-alone qualification but it is recognised by the Higher Education Academy and leads to Associate Fellow status. It is administered by the Centre for Staff Training and Development (CSTD) with oversight by the Institute of Education (Faculty of Social Sciences). For participants who need or want to, this module can be used as a basis for continuation to the University’s Postgraduate Certificate in Academic Practice, a 60 M credit qualification. This longer programme is also recognised by the Higher Education Academy and leads to Fellowship status.

Who is it for?

The TLSP is designed for research staff and others who have a significant but limited role in supporting student learning. To participate in the programme, you need to have at least 20 hours of teaching or related activity in the areas that you choose to specialise in over the academic year. Participants must be able to demonstrate their involvement in two of areas one to four and in area five below:

1. Teaching and the support of learning
2. Contribution to the design and planning of learning activities and/or programmes of study
3. Assessment and giving feedback to learners
4. Developing effective learning environments and learner support systems
5. Reflection and evaluation of own teaching

How long does it take?

Normally we would expect you to complete the module during an academic year. It is possible to complete it more quickly or to take up to two years. This module has been designed to make maximum use of the teaching and learning support activities that you undertake as a part of your role. We appreciate that you have a heavy workload with many competing demands on your time and that your teaching role may not be your primary one. The module has been designed to be as flexible as possible and to allow you to work on many aspects of it at your own pace. You will nevertheless be required to complete a reflective portfolio to demonstrate the application of course learning outcomes.

All questions about the programme should be directed to: Jackie Ward, Programme Administrator, Room 205 Whiteknights House. Email j.ward@reading.ac.uk

You can download a copy of the full TLSP brochure from www.reading.ac.uk/internal/CSTD/professional development/ATLS/cstd-accredited.aspx
Specialist opportunities and events

Making research reference databases work for you
The library proposes to run a series of sessions when database providers will come to offer practical tips and tricks for getting the most out of their services. Perhaps you have never had time to explore time-saving facilities such as saving and re-running searches, signing up for alerts or downloading directly from a database into EndNote. Or you might be moving into a different area for research or teaching and need to get to grips with the functionality of an unfamiliar database. If either of these apply, you might like to suggest a database training session that would be of interest to you and your colleagues. Please contact Helen Hathaway by emailing h.m.hathaway@reading.ac.uk.

Promoting your work (media and more)
The Communications Office will be offering a series of in-department briefings on working with the media and promoting your work to external audiences. We are also happy to offer bespoke advice and training. More information at: www.reading.ac.uk/deao/communications/deao-communications.asp

Mind-mapping software
MindGenius is a sophisticated mind mapping program which gives the flexibility to draw a variety of concept maps and then export them to a number of applications. It is available for use on all University owned PCs free of charge if it is downloaded from the network. We have a perpetual site licence agreement for the Education Edition (V1.51).
For further details including how to obtain the software please see: www.reading.ac.uk/closed/its/docs/software/its-software-mindgenius.asp
Degree, diploma and certificate programmes

All staff have the opportunity for study without fees for all award-bearing courses offered by the University:

**Staff Composition Fees**

The following arrangements relate to the payment of Composition Fees by members of staff:

1. except as provided in 2 and 3 below, employees of the University, who
   a. have a contract which is not specified as of less than one year’s duration,

   and

   b. have at least a 50% employment commitment to the University,

   and

   c. must normally have had a single contract of employment with the University covering a period of not less than twelve months immediately preceding the date of their initial registration for a course will have their Composition Fee abated proportional to their employment commitment in respect of their registration for a degree, diploma or certificate of the University;

2. fee remissions under 1 above will not apply to any portion of a Composition Fee which is specifically designated for payment by the University to a third party nor to any part of the fee which is payable by a third party e.g. by LEA, Research Council or industrial sponsor;

3. the amount of discount under 1 above will be calculated on the basis of the standard full time home undergraduate or postgraduate fee as appropriate or the programme fee actually charged, whichever is the lower;

4. where the intake to an eligible programme based in the Henley Business School is capped, and the level of that cap has been reached, any member of staff eligible for fee remission who would be taking the place of a fee-paying individual on that programme will be required to defer their entry to a future intake.

5. the above arrangements apply to all employees and include self-financed programmes;

6. the fee remission formerly available only to Academic Staff in respect of courses in the University undertaken by their children is no longer available to staff whose employment dates from 1 October 1999 or thereafter.

Amended editorially September 2011
K. N. Hodgson, University Secretary
Other training and service provision

Statistical Services Centre
Courses for non-statisticians are targeted at scientists and technologists who find themselves dealing with data on a fairly regular or infrequent basis. Their aim is to furnish participants with a good level of competence on a range of statistical methods and principles. Courses for statisticians are on advanced and modern statistical topics. Within them, participants are shown how to use effective methods using major statistical packages. These courses are aimed at applied statisticians and use examples from medical and other areas of application. There is a charge for these courses. For further details see www.reading.ac.uk/ssc

IT services training
Taught training sessions
IT Services offers regular training sessions in the following areas:
- Microsoft Windows
- Databases (Microsoft Access)
- Presentation (Microsoft PowerPoint) and Graphics (Microsoft Draw/Paint)
- Spreadsheets (Microsoft Excel)
- Word Processing (Microsoft Word)
- Email (Outlook Express and Webmail) and the World Wide Web
- Web Content Management System (Active Edition)
- Statistical Packages (Genstat, Minitab, SAS, SPSS)
These are open to any member of the University. Descriptions of the sessions are given in the main CSTD section. Bookings for staff can now be made via cstd@reading.ac.uk

Training when you need IT – drop-in-and-learn
If you can't make a timetabled session or prefer to work at your own pace, IT Services offer weekly drop-in-and-learn sessions. These are held throughout the year in S@il Room 105, First Floor, Main Library. There’s no need to book – just turn up between the advertised times. A member of the IT Services training staff will be on hand to get you started and answer any questions you may have. You can learn any of the topics offered in the IT Services training programme, as well as finding information about using Blackboard, the University’s CMS (for official web pages), Outlook and digital media facilities.

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Teaching and learning materials
All IT Services training notes and example files are published online and can be downloaded for use at your own PC. Various other training materials are available online or on lab PCs. This includes an extensive range of courses, exercises and quizzes from Cheltenham Computer Training (e.g. C Programming, Dreamweaver, MS Office, Outlook, Photoshop and Publisher).
For further details see www.reading.ac.uk/ITS/info/training

Research and Enterprise
Research and Enterprise (RE) provide advice and support to University academic staff applying for external research funding and in all aspects of the University’s Enterprise agenda.

Our Research Support team provide support and advice on applying for external funding, from identifying research funding opportunities and facilitating the planning and writing of research proposals to costing research bids and checking and negotiating research contracts.

Our Technology Transfer team provide expert advice and support to staff and students on how to deal with the commercial development of Intellectual Property, ensuring it is properly protected and the process of commercialisation is carefully managed, usually through a licensing or spin-out approach. They also assist academics in identifying sources of proof of concept and seedcorn funding to allow them to develop their ideas towards a commercial outcome.

Our Business Development and Knowledge Transfer team assists staff with business developments arising from the academic activities of the University, for example; developing and building links with industry, setting up consultancy opportunities, leading identification and creation of opportunities to develop technical or business services, business planning and market research. The Knowledge Transfer Centre also promotes and manages Knowledge Transfer Partnerships, the flagship programme run by the Technology Strategy Board to encourage collaborative research between Universities and companies.

Our Commercial Contracts team provide a professional support service to academic staff by ensuring appropriate contracts in relation to the above are negotiated and secured.

In addition we run InnovationWorks, a creative thinking space where we can facilitate the development of new ideas, opportunities for new research and enterprise activities and with any aspects of change or strategy development. The lab is now available for bookings. For further information on all of the services offered by RE see our web pages on www.reading.ac.uk/res or email res@reading.ac.uk
**IWLP language opportunities**

Programme Director: Ros Richards

The Institution-Wide Language Programme (IWLP) offers courses in Arabic, Mandarin Chinese, French, German, Modern Greek, Italian, Japanese, and Spanish. It provides foreign-language tuition for members of the University (staff, undergraduates and postgraduates) from all faculties who wish to improve their language skills for academic or other purposes. All courses run for autumn and spring terms and for the first few weeks of the summer term. They are examined, where appropriate, by written and oral examinations.

All languages are available for the complete beginner, most are also available at higher levels. The aim of the programme is to develop the ability to communicate effectively in the target language, with particular emphasis on practical language skills. The courses have three contact hours, four in the case of Arabic, Chinese, Japanese and level 1 Modern Greek. It is advisable to register as early as possible, as the programme is popular and places are very quickly taken up on most of the courses. Full course descriptions may be obtained on request from the IWLP administrator, Rachel Wood r.m.wood@reading.ac.uk or visit www.reading.ac.uk/IWLP.

Tuition fees are not charged for staff who meet the usual University criteria for tuition fee waivers. Otherwise a subsidised fee of £180 is charged for the full programme; termly rates vary according to the time of year for enrolment.

**Library services**

The Library offers all University staff training in utilising its services and materials effectively to find and use information.

**Who can help?**

Academic and other staff attached to schools are served by Liaison Librarians. They arrange training and assist with detailed subject information needs. Contact details are online at www.reading.ac.uk/library If you are not attached to a school, contact an information desk (Main Library extension 8770 or Bulmershe Library extension 8652) where you will be referred to someone who can help. Information desks also help with your immediate queries. Alternatively, email library@reading.ac.uk.

**Training sessions**

Academic staff may benefit from sessions on EndNote (reference management software). Staff sessions are run through CSTD (details in this brochure) and general sessions by the Library (contact as above). You may also join autumn term sessions for students using the catalogue to find material in the Main Library. Book at the Main Library, Ground Floor Information Desk.
Liaison librarians can tailor training to suit individuals or groups, for example: secretaries needing a general understanding of how the library works. They use their experience of training students in a number of ways: presentations; workshop instruction in searching electronic information; tours of subject floors; etc. (Academics can ask their Liaison Librarian to arrange such training for their students.)

Written information
All staff receive a ‘Making the most of...’ guide to the Library on registering with IT Services. There is a separate Library Guide for Academic Staff. These and many other guides (e.g: finding information in specific subjects or searching databases) are available from Library sites and online at [www.reading.ac.uk/library](http://www.reading.ac.uk/library)

External development opportunities

Funds for external staff training and development opportunities
There is not a central fund to support staff attendance at courses and developmental activities. Schools and Offices are required to identify a budget to provide support to individual staff for training and development. Such development activities will include, but should not be restricted to, conference participation. The identified budget should be available to all staff. When allocating funds, Heads should consider both requests which have an immediate relevance to the work of the School or individual, and activities which may be viewed as being of career development significance to staff. Use of the Staff Development Review process as a mechanism for identifying needs for training and development, especially career development activities, is encouraged.
Management of Staff Development within the University

University Policy Statement on Staff Development

1 Statement of Intent on Staff Development and Training
1.1 The University recognises that the members of its staff are its most valuable resource and that their competence, commitment and capacity to change are fundamental to the successful achievement of its current and future goals. It therefore acknowledges that it has a responsibility, in partnership with individual members, to encourage and support personal development and training.

1.2 Staff development is defined as institutional policies, procedures and practices designed to develop the knowledge, skills and aptitudes of staff and by so doing to improve the effectiveness of the individual and the institution.

1.3 Staff development is viewed as having two major functions:
   i) To enhance the ability of staff to make an effective contribution to the achievement of School or Directorate and University goals;
   ii) To enable all staff to identify and whenever possible to achieve agreed individual work and career goals.

2 Scope of Staff Development and Training

2.1 The University seeks to establish the means by which all staff might identify and fulfil their training needs. It recognises that the efficient and effective functioning of the institution depends to a significant extent on its support and provision of staff development activities for all staff at all levels.

2.2 The University will seek, through identified budgets, to encourage and support staff to undertake courses and programmes which are relevant to their individual work and career needs and those of the University’s strategic goals. These include:
   i) continuing academic and professional development;
   ii) development/training in areas related to the strategic and organisational needs of the University;
   iii) management training for staff holding positions of managerial responsibility;
   iv) training activities designed to help staff to work effectively in the context of current and future changes.

2.3 In particular, the University recognises that it has a responsibility to respond to those needs identified and agreed through the Staff Development Review Scheme and to encourage the agreement of general and individual development plans for staff arising from such reviews.

2.4 Staff development programmes will seek to expand the range of skills and knowledge available to staff to help them succeed in their increasingly complex and demanding roles. Typically, programmes will include inter alia:
   i) The potential of communication and information technology in teaching and learning.
   ii) Management development skills.
   iii) Enhancement of good practice in teaching and learning including assessment.
   iv) Developing skills to support students.
   v) Widening participation.
   vi) Support for research and enterprise activities.
   vii) Programmes specifically aimed at administrative, technical, secretarial and support staff development.
   viii) Equal Opportunities and Disability awareness.
   ix) Career skills development opportunities.
   x) The opportunity for academic staff to gain recognition of teaching skills through accredited courses and continuing professional development activities.

2.6 The University appreciates that a larger cross-section of staff (including postgraduate students) than those traditionally classed as ‘academic’ are actively involved in student teaching and learning and as such should have access to appropriate training programmes.

2.7 The University is committed to staff training and development opportunities being available to part-time and staff on fixed term contracts and will undertake to make provision for this in training programmes.

3 Responsibility for Staff Development and Training

3.1 Staff development is most effective when the individual assumes responsibility for initiating his/her own development. However, staff development is also seen as a direct line management responsibility of each Head of School or Directorate. This includes the provision of reasonable time and resources.
3.2 All Heads of School or Directorate have a managerial responsibility to assist their staff to develop their performance and effectiveness. The development of individual potential and career advancement is inevitably linked with the aims and objectives of the School or Directorate. Staff development activities at School/Office level should be actively encouraged and supported. These may take the form of courses, peer discussion, School workshops, conferences, self learning, training by other staff, technical skills updating, rotation of duties, secondments, inter-institutional collaboration, portfolio development etc. All requests by staff for participation in centralised or external staff development activities should be carefully considered, and where these are deemed appropriate for individual and institutional development, support should be given.

3.3 In each Session, Heads of School or Directorate will be responsible for identifying within their School/Directorate consumable budgets a minimum level of expenditure to be devoted to staff training.

4 Facilities for Staff Development and Training

4.1 The University offers facilities for staff development through its Centre for Staff Training and Development.

4.2 The University’s Centre for Staff Training and Development will ensure provision of:

- An annual, and annually reviewed, programme of short courses, seminars and other activities;
- Widespread dissemination of information on training and development opportunities and events;
- Appropriate induction and development programmes for newly appointed members of staff, tailored to the agreed needs of individuals and to such contractual requirements as are laid down by the University;
- Advice and guidance on other training provision;
- A loan service for training resources through CSTD holdings.
- A consultancy service for Schools or Directorates working to organise their own specific training and development programmes.

4.3 Where relevant training is not available within the University, staff will be encouraged to undertake agreed training provided externally.

4.4 The University, through its Schools and Directorates, will support attendance on relevant training/development programmes by reimbursing approved fees and other agreed costs incurred by staff undertaking work-related training and development.

5 Monitoring and Evaluation of Staff Development and Training

5.1 The Staffing Committee is responsible for the implementation of the University’s staff training and development policy and for monitoring the University’s staff training and development programme.

5.2 The Committee receives reports twice yearly from the Director of the Centre for Staff Training and Development.

5.3 The Director of the Centre for Staff Training and Development carries out regular evaluation of courses provided by the Centre.

5.4 All staff training and development activities are recorded on an individual and School or Directorate basis.

5.5 Benefits accruing to an individual’s performance from development and training activities will be taken into account in annual review and promotion procedures and given appropriate weighting.

Updated July 2006
Staffing Committee

Oversight of the Staff Development Programme, together with the monitoring of its continuing appropriateness and effectiveness, is the responsibility of Staffing Committee, (Chair: Dianne Berry, Director of the Graduate School and Head of Researcher Development). The Committee meets each term and all members of the University are invited to relay comments on any aspect of staff training and development through CSTD or the Committee Chair.

All CSTD events are evaluated, your co-operation in providing feedback is vital and much appreciated.
Book sessions now

Contact CSTD
cstd@reading.ac.uk
Or book online at
www.reading.ac.uk/
employee-self-service

Research staff training and development opportunities

For more information, please contact:
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