



# READING RESEARCH DEVELOPMENT PROGRAMME 2019-20

## Reading Researcher Development Programme

This brochure outlines the Reading Researcher Development Programme (RRDP) and the training provision available to all full- and part-time doctoral researchers during your time at Reading.

The RRDP offers a wide range of training sessions, development workshops and activities designed to help you to gain the skills you will need to carry out your research professionally and effectively, and to be successful in your on-going career. The RRDP is inspired by the Researcher Development Framework, developed by Vitae.\*

Engaging with the training programme is an important part of your development as a researcher; it will help you carry out your research and fill in any gaps in your generic and professional skills.

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\*Vitae is the UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes.

<http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html>

## Researcher Development Framework (RDF)

The RDF is a nationally endorsed tool created by Vitae and designed to support the planning and promotion of personal and professional development among researchers throughout various stages of their career.

The RDF sets out the knowledge, behaviours and attributes of effective and highly skilled researchers. It is structured in four domains:

**Domain A:** Knowledge and intellectual abilities

**Domain B:** Personal effectiveness

**Domain C:** Research governance and organisation

**Domain D:** Engagement, influence and impact

Within each of the four domains are three sub-domains which describe the different aspects of being an effective researcher in more detail. The Reading Researcher Development Programme (RRDP) has been designed to provide training sessions and development workshops within each of the 12 sub-domains.

## Frequently Asked Questions

### Who can attend?

All current postgraduate research students are eligible to attend the courses and workshops, irrespective of funding status or whether studying full- or part-time in Reading or working off campus. However, the programme is not available to taught Master's students.

### What if I am studying away from the University?

All of our face-to-face training events take place on the University campus. We recommend that off-campus students endeavour to attend workshops and courses. A number of courses are repeated throughout the academic year. In addition to the face-to-face courses, you can also access a range of online training courses. However the online courses will only count towards your training requirement if you are registered as a 'PhD by Distance' doctoral researcher.

### Will I have to pay a fee to attend a course?

All events are free of charge to current doctoral researchers. However, a fee may be charged to students who repeatedly book courses, but do not turn up on the day.

### Is the training compulsory or voluntary?

The University has set a minimum level of expected engagement in the programme. If you are a full-time student, this equates to taking at least five\* sessions during your first year, and at least three in each of your second and third years. Part-time students are required to take a reduced number of sessions but over a longer time period. (See table below for an overview of F/T and P/T student RRDP requirements.) For some students who have already acquired a range of research skills, or have experienced a working career before studying for a PhD, the minimum level may be sufficient (and exceptionally may be reduced) but many students will want to participate in a larger number of sessions to gain the skills and experience that will help them to progress.

\*Participation in the CQSD/Graduate School Preparing to teach programme can count as one of your RRDP sessions during the course of your studies.

| FULL TIME PhD |  | PART TIME PhD |  |
|---------------|--|---------------|--|
| Year 1 FT     | At least 5 RRDP sessions   | Year 1 PT     | At least 3 RRDP sessions   |
| Year 2 FT     | At least 3 RRDP sessions   | Year 2 PT     | At least 2 RRDP sessions   |
| Year 3 FT     | At least 3 RRDP sessions. By the end of Year 3, you should have fulfilled all generic skills training requirements | Year 3 PT     | At least 2 RRDP sessions   |
|               |  | Year 4 PT     | At least 2 RRDP sessions   |
|               |  | Year 5 PT     | By the end of Year 4, you should have fulfilled all generic skills training requirements |

### **Which courses shall I attend?**

There is no prescribed route through the RRDP. However, you are strongly advised to take training that is relevant and timely. The process of the Learning Needs Analysis (LNA)\* will help you to identify the gaps in your skills and what within the RRDP is most relevant to you. Generic and professional skills training will be delivered to students in sessions that are either discipline area streamed or open to students from all disciplines. For guidance, each RRDP course description identifies its target discipline area stream and year group.

\* For more information on the LNA go to <http://www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-assess-training-needs.aspx>

### **Do I need to do any work before the course or workshop?**

For most RRDP sessions there is no preparatory work. However, for some, there may be some important pre-requisites. It is important you can fulfil these pre-requisites and commit to any preparatory work if you book a place on a session that demands it. If you fail to do so, you may not be able to complete the session. Sessions requiring preparatory work will indicate this on the Graduate School website or in the joining instructions sent to all participants.

### **Do I need my supervisor's support to attend?**

The University requires all supervisors and students to discuss training and development as part of the Learning Needs Analysis (LNA) process, and your supervisor should help you at regular intervals to identify, acquire and review your skills. However, as part of your research training, all research students are encouraged to take responsibility for their own professional and personal development. Throughout the course of your studies (at least once per year) you will be required to comment on the extent to which the training you have undertaken has met your needs, and what further training and development activities you require. As part of our procedures for monitoring and the assessment of progress, your supervisor and assessors will also be asked to comment on this.

\*<http://www.reading.ac.uk/graduateschool/currentstudents/gs-studentguides.aspx>

### **How do I request a place on a course?**

You request a place on a training course via the Graduate School training page on the RISIS web portal. Once your request has been confirmed and you are booked onto a course you will receive a confirmation email detailing times, location, and any other further information about the course. All correspondence relating to course bookings will be by email to your University email address.

### **What should I do if I am unable to attend after booking?**

If you book a place on a RRDP session then you are expected to attend. If you are unable to attend you must inform the Graduate School at [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) as there may be a waiting list and another student may be able to take your place. We contact all students who book and do not attend and reserve the right to remove persistent 'no-show' students from future participation in the RRDP.

### **What if a course that I would like to attend is fully booked?**

If a course you wish to attend is fully booked, we will put you on a reserve list and email you if a place becomes available. We do try and repeat popular courses throughout the year.

### **What if I need training in something not offered in the programme?**

If there are particular generic skills courses that you would like offered, please get in touch. If there are enough other students interested, then we may be able to help.

### **I have accessibility and special requirements, whom should I inform?**

Please contact us about any specific requirements at [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk)

### **What happens if a course is cancelled?**

On occasion, we may need to cancel a course or workshop. This does not happen often and we apologise in advance should this situation occur. All participants will be advised by email to their University email address, it is therefore important that you check your University email address regularly. Where possible, we will automatically transfer you to a re-scheduled session. We also try to post all notifications of cancelled sessions on the Graduate School Facebook page: [www.facebook.com/graduateschoolReading](https://www.facebook.com/graduateschoolReading)

## **RRDP courses (by RDF domain)**

The list of RRDP courses currently scheduled for 2019/20 is outlined below. Courses are grouped under the Researcher Development Framework knowledge/skills domain that they belong to. They are also categorised by the year group and discipline area stream to which the content is tailored.

Please note that places on RRDP courses are limited. You must request a training place via the RISIS web portal; courses are made available for bookings on a termly basis. All RRDP dates and times listed below are subject to change. Full course descriptions including any pre-requisites will be emailed to participants on confirmation of booking.

Abbreviations used:

**Sci/LS** = session is for students working in the discipline areas of Science and Life Sciences.

**AH/SS/HBS** = session is for students working in the discipline areas of Arts, Humanities, Social Science and for students from the Henley Business School.

## Domain A: Knowledge and intellectual abilities

The knowledge, intellectual abilities and techniques to do research.

### Sourcing information for a literature review – information retrieval

All – Year 1

#### Members of the Liaison Librarian team

This interactive session aims to develop a comprehensive awareness of available information resources for your subject and the skills involved in conducting effective research for your literature review. Using a mixture of demonstrations and practical activities, we will encourage you to reflect on your current research practice and suggest ways in which this might be developed further by making best use of the subject databases and online resources provided by the Library. We will look at the tools and techniques required for drawing up an effective search strategy, highlighting the most efficient approaches to finding information, as well as providing guidance on how to stay up-to-date using current awareness tools. Services of particular relevance to research students such as inter-library loans and reciprocal access schemes will also be discussed. The session aims to provide a collaborative learning environment supported by experienced members of our Liaison Librarian team. We will also answer any questions you might have about the Library and provide further details on how to gain further advice and training from your relevant Liaison Librarian following the session.

|                            |             |                           |             |
|----------------------------|-------------|---------------------------|-------------|
| Tuesday 22 October 2019    | 10.00-12.00 | Friday 6 December 2019    | 11.00-13.00 |
| Wednesday 30 October 2019  | 14.00-16.00 | Wednesday 5 February 2020 | 14.00-16.00 |
| Thursday 07 November 2019  | 14.00-16.00 | Tuesday 11 February 2020  | 11.00-13.00 |
| Monday 11 November 2019    | 10.00-12.00 | Tuesday 12 May 2020       | 10.00-12.00 |
| Wednesday 20 November 2019 | 14.00-16.00 | Wednesday 13 May 2020     | 11.00-13.00 |
| Thursday 05 December 2019  | 10.00-12.00 |                           |             |

### Finding your way

All – Year 1

#### Member of the Liaison Librarian Team

Finding Your Way for PhD students is a basic introduction to Library services and facilities appropriate to PhDs. There will be a presentation followed by time for participants to try out Library online resources of their choice.

|                          |             |                         |             |
|--------------------------|-------------|-------------------------|-------------|
| Thursday 10 October 2019 | 14.00-15.00 | Tuesday 21 January 2020 | 14.00-15.00 |
| Monday 04 November 2019  | 14.00-15.00 |                         |             |

## How to write a literature review

Sci/LS - Year 1

Bob Rastall/Sonia Hood

The literature review can be one of the most difficult parts of a thesis to organise due to the variety of reading and analysis expected. This workshop will offer strategies to help you manage your background reading, pull together the findings of your reading, then critically analyse and structure these findings into a literature review. It will also cover how to search for information effectively and how to keep up to date in your field.

The workshop will include:

- Why do a literature review? What role does it play in PhD research?
- Managing and organising the volume of reading needed, and knowing when to stop!
- Critically analysing previous research in your field.
- Structuring a literature review.

|                          |             |                           |             |
|--------------------------|-------------|---------------------------|-------------|
| Tuesday 10 December 2019 | 11.00-13.00 | Wednesday 29 January 2020 | 14.00-16.00 |
| Thursday 19 March 2020   | 11.00-13.00 |                           |             |

## How to write a literature review

AH/SS/HBS - Year 1

Corinne Heaven/Sonia Hood

This session gives an introduction to researching and writing a literature review for a PhD thesis. The first part of the session comprises an overview of the purpose and role of a literature review, and covers the aims, scope and structure of this chapter within the thesis. The second part of the session focuses on the practical dimensions of covering the relevant literatures, organising the material and structuring the text, with particular emphasis on working with both theoretical and empirical material and adopting a critical perspective. This part also addresses some common concerns about literature reviews, including how to update the literature review following empirical work and prior to submission.

|                         |             |
|-------------------------|-------------|
| Monday 24 February 2020 | 14.00-16.00 |
|-------------------------|-------------|

## Research in the Social Sciences: Traditions and Paradigms

AH/SS/HBS – Year 1 &amp; 2

Carol Fuller

In this session we draw on traditions and paradigms to explore some approaches to research in the social sciences and we consider all of this in relation to the participants' own area of investigation.

|                          |             |
|--------------------------|-------------|
| Thursday 31 October 2019 | 11.00-13.00 |
|--------------------------|-------------|



## How to write a thesis – getting started

AH - Year 1

Catriona McAllister

This session will provide an introduction to doctoral researchers in their first year to the process of writing a successful doctoral dissertation. Questions to be considered include:

- What is unique about doctoral theses?
- What are the stages of the PhD process at Reading?
- Where do I begin?
- How do I plan and start writing my thesis?
- How do I stay on track?

|                          |               |
|--------------------------|---------------|
| Thursday 16 January 2020 | 11.00 – 13.00 |
|--------------------------|---------------|

## How to write a thesis

AH - Year 2 &amp; 3

tbc

This session focuses on writing a successful doctoral dissertation in the art and humanities. Questions to be considered include: What is unique about doctoral theses? What are the implications of the fact that your examiners might be specialists on your exact topic or might not be? How much does your thesis need to comment on how its topic connects with broader concerns within the discipline or in the wider world? What will the examiners be wanting to see in the thesis's arguments? How much originality is required in a successful doctoral thesis?

tbc

## Writing a thesis as a collection of papers

Sci/LS – All Years

Bob Rastall

It is becoming increasingly common for doctoral students, particularly those in the science disciplines, to write their thesis as a collection of papers. This session will set out some of the advantages for students of adopting this approach and also provides some general guidance on how to structure the thesis.

|                         |             |
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| Tuesday 22 October 2019 | 14.00-16.00 |
|-------------------------|-------------|

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| Tuesday 11 February 2020 | 14.00-16.00 |
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## How to write a thesis

Sci/LS - Year 2 &amp; 3

Anna Macready

This 2-hour workshop will provide general guidance on how to write your PhD thesis. It will include information on how to structure a thesis; timing; how to present your work effectively. By the end of the course participants will have increased confidence in their ability to plan and write a thesis together with a range of skills to do the job.

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|--------------------------|-------------|------------------------|-------------|
| Tuesday 12 November 2019 | 14.00-16.00 | Thursday 30 April 2020 | 11.00-13.00 |
|--------------------------|-------------|------------------------|-------------|

## How to write a thesis

SS/HBS – All years

Mark Casson

This session will take a practical approach to the question of how to write a thesis in the social sciences. It will focus particularly on the following issues:

- What should your objectives be in presenting your thesis?
- What structure should the thesis follow?
- How should you organize your empirical material?
- What are the major pitfalls in thesis-writing that you need to avoid?
- What working methods can you best employ in order to deliver what is required?

The session will discuss the Presenter's experiences – both as a doctoral student and as someone who supervises and examines others' theses. There will be a lot of scope to discuss the specific issues that you face in your own project – so please think in advance about the doubts or problems that have arisen in your research and the solutions that you have thought about so far. Note: Social Science students whose research is primarily non-empirical might prefer to attend the session for Arts and Humanities students given by Professor Brad Hooker.

|                           |             |                          |             |
|---------------------------|-------------|--------------------------|-------------|
| Thursday 28 November 2019 | 14.00-16.00 | Thursday 23 January 2020 | 14.00-16.00 |
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## Writing retreat

All – All years

Sonia Hood/Study Advice Team

Our morning writing retreat, for PhD students, offers you the opportunity to dedicate time to think, read and write in a sustained way. Use the time to progress your writing in a supportive and productive environment, with help on hand if you need it. The day is structured using a tried and tested method, known to help support students to write in sustained and effective ways. The morning will also offer some advice to students who want to continue using the techniques to progress their own writing and/or create their own writing retreats. The retreat is run by the University Study Advice team and builds on the success of our PhD writing hour and Writing Retreat last year (please note this writing retreat offers facilitated writing time, but no workshops. You will be expected to bring with you writing that you are working on). Attendance at more than one writing retreat will only count as one RRDП training session over the course of an academic year.

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|-------------------------|-------------|--|--|
| Friday 08 November 2019 | 09.30-13.00 |  |  |
|-------------------------|-------------|--|--|

## Writing a doctoral thesis: Structure and genre-specific language features

All – All Years

Karin Whiteside

This workshop is designed to provide doctoral students with a set of organisational frameworks, both practical and flexible, to guide the writing of key components of a PhD thesis. It is suitable for students doing empirical research projects, either quantitative or qualitative, in all subjects. The workshop takes a genre approach to research writing. In this approach, rhetorical moves and the steps used to complete them are analysed in extracts of published PhD theses and research articles. Students then reflect on how these moves and steps relate to what writing within their own thesis chapters. Specific characteristics of the written language associated with different parts of the thesis are also highlighted, including how voice and criticality are reflected in the language choices writers make. By the end of the workshop, you will have: learned about organisational frameworks for introductions, reviewing the literature, methodologies, results/discussions, conclusions and abstracts; analysed successful examples of writing from completed doctoral theses and published research in a range of disciplines; learned how language choice differs according to the purposes of the different parts of a doctoral thesis.

Thursday 14 November 2019

10.00-15.00

Thursday 20 February 2020

10.00-15.00

## How to write a paper

Sci/LS - All years

Vitaliy Khutoryanskiy

The purpose of this session is to develop skills in writing papers for publication in a journal. In particular the session will address :

- How to structure a paper, emphasising the contribution that parts of a paper add to a coherent argument;
- Positioning the argument of your paper, the research question addressed, theoretical basis, the research design and application of methods and the contribution made in this paper;
- Using figures and presenting data to support your argument;
- Citing references and some implications of the references you cite;
- Selecting an appropriate title and keywords;
- Preparing a cover letter;
- Suggesting reviewers for your manuscript.

The session will include case studies and interactive exercises.

Thursday 21 November 2019

14.00-16.00

Wednesday 29 January 2020

11.00-13.00

How to write a paper for publication

AH/SS/HBS - All years

Angelique ChettiparambilRajan

Many research students want to publish a paper in an academic journal, but doing so can seem like a daunting challenge, and the world of academic publishing can seem like a mystery. In this session, we look at the publishing process, some key dos and don'ts, and then focus on some particularly important aspects of writing for academic publication.

How to write a paper

Sci/LS - All years

Marie Lewis

The purpose of this session is to develop skills in writing papers for publication in a journal. In particular the session will address :

- How to structure a paper, emphasising the contribution that parts of a paper add to a coherent argument;
- Positioning the argument of your paper, the research question addressed, theoretical basis, the research design and application of methods and the contribution made in this paper;
- Using figures and presenting data to support your argument;
- Citing references and some implications of the references you cite;
- Selecting an appropriate title and keywords;
- Preparing a cover letter;
- Suggesting reviewers for your manuscript.

The session will include case studies and interactive exercises.

Tuesday 24 March 2020

14.00 – 16.00

Wednesday 6 May 2020

11.00 – 13.00

## An essential guide to critical academic writing

Sci/LS - All years

Mark Dallas, Helen Osborn

The ability to demonstrate critical evaluation and original thought on a topic is an absolute requirement of a PhD. This session will illustrate what you need to do to convince your examiners that you have an understanding of your subject area, that you are able to make reasoned judgements when different points of view are presented and that you are able to come to your own conclusions. It will cover everything from reading and preparation, to tackling the blank page, presenting arguments, and drawing your conclusions, as well as lots of practical tips and 'Dos and Don'ts'.

Tuesday 19 November 2019 14.00-16.00  
For 1<sup>st</sup> years only

Thursday 12 March 2020 11.00-13.00  
For 1<sup>st</sup> years only

Wednesday 27 November 2019 14.00-16.00  
For 2<sup>nd</sup> and 3<sup>rd</sup> years only

## An Introduction to LaTeX

Sci/LS/All - Years 1 &amp; 2

Calvin Smith

In this session we will examine how to use LaTeX and the overall structure of a LaTeX document. In particular we will detail the various methods to display mathematical equations, give a brief overview of some possible packages that can be included how to use the referencing system, including figures and how to debug an incorrectly typeset document.

Wednesday 20 November 2019 14.00-16.00  
(For Sci/LS students)

Wednesday 19 February 2020 14.00-16.00  
(For All students)

## Intermediate/Advanced LaTeX

All - Years 1 &amp; 2

Stefania Lovo

In this session we will build from the session "An Introduction to LaTeX" developing some specialist knowledge. We will explore the use of 'bib' files for referencing and friendly ways of producing tables for LaTeX. We will pay particular attention to the use of the LaTeX package 'beamer', to develop LaTeX presentations. We will also have a look at a thesis template and how to assemble different thesis chapters.

Wednesday 22 January 2020 14.00-16.00

Wednesday 11 March 2020 14.00-16.00

## Writing a data management plan for your research project

All – Year 1 &amp; 2

Robert Darby

A Data Management Plan (DMP) is a structured document that sets out what data and research materials will be collected in a research project, how they will be managed in the course of the project, and how and where data will be preserved and made accessible to others after the project concludes. A DMP is especially useful where research involves the collection or creation of new data, or re-use of existing data.

This workshop will be of interest to students in the early stages of planning their research. It will offer practical guidance on developing a DMP, and how to make effective use of a DMP in your day-to-day research.

|                          |             |                       |             |
|--------------------------|-------------|-----------------------|-------------|
| Tuesday 22 October 2019  | 10.00-12.00 | Thursday 5 March 2020 | 10.00-12.00 |
| Tuesday 26 November 2019 | 10.00-12.00 | Tuesday 10 March 2020 | 10.00-12.00 |
| Wednesday 29 April 2020  | 10.00-12.00 |                       |             |

## Managing data and research material

Sci/LS - All years

Gunter Kuhnle, Robert Darby

This course will explore different methods of data and research material collection, processing and storage, in particular in life sciences. The course will cover data collection strategies, methods for automated processing and different methods for data storage. It will also discuss the collection and storage of research material, in particular with respect to legal requirements.

The session will also consider the University's and research funders' policy requirements for the preservation and sharing of research data that support research outputs, and will highlight the importance of such policies to the professional academic researcher.

|                          |             |  |  |
|--------------------------|-------------|--|--|
| Tuesday 05 November 2019 | 14.00-16.00 |  |  |
| Wednesday 11 March 2020  | 14.00-16.00 |  |  |

|                                     |                       |
|-------------------------------------|-----------------------|
| Managing data and research material | AH/SS/HBS - All years |
|-------------------------------------|-----------------------|

**Robert Darby**

The management of research data and materials involves consideration of the entire lifecycle of data, from creation and collection to storage, utilisation, processing, dissemination and preservation. These are essential and substantive activities in the professional and ethical conduct of research. This session will discuss the principles and key aspects of managing research data, including planning, organising, storing and sharing data, primarily in the social sciences, arts and humanities. Ethical and legal aspects of data management will also be considered. The session will draw on the experiences of researchers and address common questions and concerns. It will also look at the University's and research funders' policy requirements for the preservation and sharing of research data, and will highlight the importance of such policies to the professional academic researcher.

|  |                                      |
|--|--------------------------------------|
| Wednesday 23 October 2019    10.00-12.00 | Tuesday 28 April 2020    10.00-12.00 |
|--|--------------------------------------|

|   |                         |
|---|-------------------------|
| Research Questions and Styles of Research | AH/SS/HBS – Years 1 & 2 |
|---|-------------------------|

tbc

This session introduces the main types of social science research questions and different types of enquiry they support. We consider these in terms of their merits. The starting point for a research question or a hypothesis will be explored and the iterative approach to refining research questions will be considered.

|     |  |
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| tbc |  |
|-----|--|

## Writing up your data analysis

Sci/LS - All years

Alessandro Leidi, from Statistical Advisory Service

This course will enable students to:

- Reflect on what they think is essential for a good written report
- Grasp the essential elements needed in a research protocol
- Correctly write-up the analysis that was done including describing analysis methods clearly, interpreting output appropriately and describing statistical significance
- Make good decisions when producing presentations involving statistical results in terms of what to present and how to describe it

|                          |             |                           |             |
|--------------------------|-------------|---------------------------|-------------|
| Thursday 17 October 2019 | 14.00-17.30 | Thursday 06 February 2020 | 09.00-12.30 |
| Monday 04 November 2019  | 14.00-17.30 |                           |             |

## Basic statistics refresher

Sci/LS - All years

James Gallagher, from Statistical Advisory Service

This half-day course is intended for those who already have an adequate knowledge of basic statistical ideas (descriptive analysis, standard errors, confidence intervals, statistical testing ideas, simple regression methods), but want a short refresher to enable them to benefit from attending follow-on courses in statistics to acquire skills helpful to their research. This course will consist of presentations, question and answer sessions, discussions and practical work. The course aim is to review basic statistical concepts, so the practical sessions will be non-computer based, and utilise computer output.

**Pre-requisites:** An adequate knowledge of basic statistical ideas, such as standard errors, confidence intervals, t-tests, simple regression methods.

|                         |             |                           |             |
|-------------------------|-------------|---------------------------|-------------|
| Tuesday 29 October 2019 | 09.00-13.00 | Thursday 13 February 2020 | 09.00-13.00 |
| Friday 15 November 2019 | 09.00-13.00 | Thursday 14 May 2020      | 09.00-13.00 |

## Interview Structures &amp; Techniques

AH/SS/HBS – All years

Sarah Cardey

An introduction to qualitative research interviewing; ways of structuring interviews and asking questions; devising and using a topic guide in relation to a research question. Issues of access, (interviewing elite and 'hard-to-reach' participants); research ethics; methods of recording interviews.

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|--------------------------|-------------|--|--|
| Tuesday 11 February 2020 | 14.00-16.00 |  |  |
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## Statistical modelling and graphics using R

Sci/LS – All years

Alessandro Leidi, from Statistical Advisory Service

This is NOT a statistics for beginners' course. You must be familiar with regression and ANOVA. A minimum requirement will be the RRDP course 'Basic statistics refresher' or similar. The package R is a free software for statistical computing; its capabilities includes most advanced methods of statistical modelling and publication-quality statistical graphics. This event is an introduction to R system which aims to introduce its object-oriented language, environment and scripting. It includes

- introductory concepts of R: objects, classes, functions;
- exploratory stage: tables and graphics;
- linear models, model selection and diagnostics

|                            |             |                    |             |
|----------------------------|-------------|--------------------|-------------|
| Monday 14 October 2019     | 09.00-17.00 | Monday 04 May 2020 | 09.00-17.00 |
| Wednesday 05 February 2020 | 09.00-17.00 |                    |             |

## Creative thinking and problem solving

All - All years

Margaret Collins

The key to success in research is, first of all, being able to ask the right question. Being able to interpret the data, to see new patterns, to make links between the not-so-obvious associations are skills that are developed to provide new and creative answers to your research challenges. During this workshop we will develop your ability to ask questions, to think outside the box, to see things differently and generate a wider range of possibilities. We will use a range of techniques including group discussion, group activities and targeted exercises to develop your creative thinking and problem solving skills. Do come ready to work on your own research ideas, problems or challenges and be prepared to develop some surprising possibilities. As a result of this workshop participants will

- Know the first step to solving a problem is to ask the right question
- Be able to use a range of techniques for stimulating creative processes
- Understand how learning styles and behaviour influence creative activity
- Have techniques to generate ideas and select solutions
- Access resources for creative thinking, problem solving and decision making

|                          |             |                       |             |
|--------------------------|-------------|-----------------------|-------------|
| Thursday 24 October 2019 | 09.30-12.30 | Tuesday 03 March 2020 | 09.30-12.30 |
|--------------------------|-------------|-----------------------|-------------|

An introduction to Action Research AH/SS/HBS – All years

Fiona Curtis

Action Research is a style of research in which the practitioner reviews her own practice, cyclically making changes and monitoring the effect. It can utilise a quantitative, qualitative or mixed methods methodology, and although traditionally is collaborative, can be used alone. We will look at the history of this type of research, and the reasons for the different directions it has taken. We will consider the purposes of researching in this way: either to improve efficiency, to improve understanding, or to emancipate in some way. We will look at the claims and criticisms and see whether any of the disadvantages identified can be ameliorated by judicious practice. Finally we will take a research scenario and see how action research might be utilised to investigate it.

|                        |             |  |
|------------------------|-------------|--|
| Monday 20 January 2020 | 11.00-13.00 |  |
|------------------------|-------------|--|

Focus Groups AH/SS/HBS – All Years

Victoria Edwards

This session is aimed at students who wish to acquire basic skills in planning, carrying out and analysing data from focus group discussion. The session will begin with a brief explanation of origins of focus groups and in what circumstances they are used. The session will draw on the experience of the presenter to explain the practicalities of running a focus group, including: how to recruit members; ethical issues; preparation of the facilities; design of the discussion/interview guide; options for recording focus group data; strategies and methods for analysis; validity and reliability issues; payments for members; follow-up correspondence; interpreting, using and communicating the results. Students are encouraged to bring their own ideas and share thoughts about their research plans; break-out plans: break-out tasks will use students' projects to address issues covered in the session.

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| tbc |  |
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Ethnographic research techniques  
years

AH/SS/HBS – All

Ruth Evans

This session will give an overview of the methodology and techniques of ethnographic research and provide opportunities for students to consider how the methods and approaches presented relate to their own research topic and/or research experiences. The session will focus on the following aspects:

- What is ethnographic research?
- Participant observation and research roles in the field
- Methodological concerns
- Reflexivity and the 'ethnographic self'
- Access and informants
- Observations and field notes
- Ethical issues in cross-cultural research and research on sensitive topics
- Interpretation and writing

## Introduction to surveys

AH/SS/HBS - All years

Kleio Akrivou

This session will introduce students to survey research and its various methods ranging from personal interviews, to questionnaires (face to face and by mail) and surveys, to existing data archives. Introduction to surveys involves fundamental knowledge of these methods and the type of research problems and topics that are appropriate for survey research.

Not running in 2020

## Assessing quality in survey research

AH/SS/HBS - All years

Kleio Akrivou

This session will deal with the issues, problems and considerations that affect high quality survey research and will assume participants have a degree of familiarity with both the general theory of survey research and a general knowledge of survey construction. A more critical look at the quality of this type of research will be covered, from an overview of strengths and weaknesses to a more detailed discussion of the issues involved in quality in survey research. Specific quality guidelines regarding different forms such as questionnaires, self-administered questionnaires, interviews, telephone surveys and surveying existing archival data will be covered.

Not running in 2020

## Questionnaire design

AH/SS/HBS - All years

Kleio Akrivou

This session assumes students are already familiar with survey research and its various methods. It will aim to provide rules and guidelines for high quality questionnaire research regarding clarity, length, relevance of questionnaires and surveys and how to avoid bias, negative framing, double-barrelled questions, or surveys of respondents who are not truly competent to answer. Questionnaire construction will cover general format, matrix and contingency questions, the ordering of items, and instructions.

Not running in 2020

## Nvivo workshop

All – All years

Billy Wong

Nvivo is a software tool designed for use in qualitative data analysis. This workshop is designed to help you to be familiar with the Nvivo programme, to try out the basic functions (e.g., memos, annotations, coding) and to introduce some different ways you can use Nvivo to organise and investigate your data (e.g., 'classifications', queries and 'maps'). We will go through these stages as a group and you will be given the opportunity to practice on your own, after we talk you through each step. It is assumed that you have some background knowledge of qualitative research to be taking this course, but you do not need to have any prior experiences with Nvivo.

Import, memo and annotations. URL: <https://youtu.be/LnavhMQCrRU>

Coding & uncoding. URL: <https://youtu.be/iH2vQ0hCLgk>

Classification & attributes. URL: [https://youtu.be/ApJ\\_-vfx-kw](https://youtu.be/ApJ_-vfx-kw)

Word frequency and text search. URL: <https://youtu.be/mFzpUfWyNX0>

Matrix coding query & crosstab. URL: <https://youtu.be/OCrQ3ZVIDq0>

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|-------------------------|-------------|--------------------|-------------|
| Friday 08 November 2019 | 10.00-16.00 | Monday 18 May 2020 | 10.00-16.00 |
| Friday 21 February 2020 | 10.00-16.00 |                    |             |

## An introduction to Nvivo

All – All years

Dr Spela Godec, UCL

Nvivo is a software tool for qualitative data analysis. This workshop is designed to help you to become familiar with basic Nvivo functions, including coding, annotations and memos. You will be introduced to different ways you can use Nvivo to organise and investigate your data, including classifications, queries and maps. After a group introduction to these features you will be given the opportunity to practise on your own data under guidance. A background knowledge of qualitative research will be assumed but no prior experience of Nvivo is required. It will be advantageous if you already have data collected to bring it with you. There will be a 45 minute break for lunch.

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| Saturday 15 February 2020 | 10.00 – 15.00 |
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## Collections-based training sessions

## Navigating collections

All- Year 1

Rhi Smith

In this session you will be introduced to some of the collections management structures which underpin cataloguing and storage. You will learn the similarities and differences between structures for museums, libraries and archives. You will get hands on with fragile objects, go behind the scenes of a relational database and learn how to build working relationships with collections professionals

|                        |             |
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| Monday 21 October 2019 | 11.00-17.00 |
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## Reading objects, documents and images

All- Year 1

Rhi Smith

What do you need to look for when researching with collections? In a series of hands on workshops students will be exposed to a range of different kinds of collections alongside their digital catalogue entries and hard copy files. Collections experts will give tips on things to look for and following up on 'leads' by examining 'meta data'.

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| Monday 04 November 2019 | 11.00-17.00 |
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## Teaching with collections

All- Year 1 &amp; 2

Rhi Smith

How can your students gain professional and research skills in heritage learning environments? Using a new structure for designing teaching with collections Dr Rhianedd Smith and Dr Nicola Pickering will share their experience of designing the ambitious enquiry-based Museum Studies programme at the University of Reading's Collections.

TBC

## Collections theories and methods

All- Year 1

Rhi Smith

This workshop outlines some core theories around material culture and collections theory. Academic researchers will discuss some of the methods that they have used to interrogate and investigate research questions within our collections.

Monday 18 November 2019 11.00-17.00  
CANCELLED

## What's not there? Absences and difficult histories in collections

All- Year 1 &amp; 2

Rhi Smith

This workshop explores what is missing in the historical record. What has not been collected over time and why? How are collections tied into histories of empire and gender inequality? Academic research will discuss how they have sought to subvert what is held in museum and archival collections to find new voices.

Monday 9 December 2019 11.00-17.00  
CANCELLED

**Sessions for international/EU doctoral researchers**

Language for voice, stance and critical evaluation

All - All years

Karin Whiteside, ISLI

In doctoral level research writing, you are expected to develop a strong authorial voice, make your stance (i.e. your position in academic debates and attitude towards the work of other scholars) clear, and demonstrate high levels of 'criticality'. This workshop will examine what doing these things means in practice and how language helps you do them. How the language of voice, stance and criticality may differ between academic disciplines will also be explored. This workshop will be useful to all international PhD students. **Especially useful for International and EU students, but native-English-speakers are also welcome.**

|                        |             |  |
|------------------------|-------------|--|
| Monday 20 January 2020 | 11.00-13.00 |  |
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Language for the literature review

All - All years

Karin Whiteside, ISLI

An important part of a doctoral thesis is the review and discussion of the work of other scholars and theorists in your field. This workshop will examine the language used to report contrast, synthesise and comment on ideas and arguments from relevant literature. The workshop will also explore potential linguistic differences in how literature is written about across academic disciplines. This workshop will be useful to all international PhD students. **Especially useful for International and EU students, but native-English-speakers are also welcome.**

|                        |             |  |
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| Monday 3 February 2020 | 11.00-13.00 |  |
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Language for describing methods and reporting results

All - All years

Anne Vicary, ISLI

Effectively communicating your methodological approach and its rationale, and accurately describing particular methods, processes and results are very important functions in a doctoral thesis. This workshop will examine the language used to write clear effective Method/Methodology and Results sections. This workshop will be useful to international PhD students in the Sciences and Social Sciences. **Especially useful for International and EU students, but native-English-speakers are also welcome.**

|                         |             |  |
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| Monday 17 February 2020 | 11.00-13.00 |  |
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## Language for discussion

All - All years

Karin Whiteside, ISLI

The discussion of findings and results is an extremely important part of your PhD thesis: this is a key point at which to showcase your ability to critically analyse, interpret and evaluate. This workshop will focus on the language used for these functions and for showing how your work relates to previous research and contributes to ongoing academic debates within your field. This workshop will be useful to all international PhD students, particularly those in the Sciences and Social Sciences (N.B. those in the Arts and Humanities will also find aspects of this workshop useful). **Especially useful for International and EU students, but native-English-speakers are also welcome.**

Monday 2 March 2020

11.00-13.00

## Language for introductions and conclusions

All - All years

Anne Vicary, ISLI

The Introduction and Conclusion of your thesis are crucial elements for contextualising and justifying your research focus then highlighting the contribution you have made to your field by undertaking it. This workshop will examine the language used to achieve the purposes of the Introduction (e.g. establishing the importance of the field of focus, identifying a gap in the research, and occupying the gap) and the Conclusion (e.g. summarising your contribution and its implications, identifying limitations, and making suggestions for future research). This workshop will be useful to all international PhD students. **Especially useful for International and EU students, but native-English-speakers are also welcome.**

Monday 23 March 2020

11.00-13.00

## Conceptualization and operationalization in social research session 1

AH/SS/HBS – All years

Kleio Akrivou

Contemporary social science is often set to measure anything that exists, from concrete things to abstract processes and notions. Social science researchers who aim to produce high quality research should understand systematically how general and broad research ideas and agendas are turned progressively into measured scientifically via the interrelated steps of conceptualization, operationalization and measurement. This session will examine foundational knowledge regarding conceptualization and in an introduction to conceptualization. It is followed by a more advanced session on conceptualization and the step of operationalization in social research. This session will use practical examples to illustrate theory discussed.

Thursday 14 May 2020

11.00-13.00



Kleio Akrivou

Please note you must have attended 'Conceptualization and Operationalization Session 1' in order to attend this session.

This session assumes participants are already familiar with core constructs and knowledge regarding conceptualization. This session will cover more advance knowledge of concepts such as constructs, dimensions and indicators and how they are interchangeable, kinds of definitions, how conceptual order is created, and definitions in descriptive and explanatory studies. It will focus on the step from conceptualization to operationalization in social research and its relationship with measurement (while, measurement itself will be covered in a different module). Thematic areas to be covered regarding the topic of operationalization: links between conceptualization and operationalization; what we mean by operational definition of variables and attributes; relations between operational definitions and the choice of measures; multiplicity or singularity of indicators. In this session group work and practical examples from social science core constructs will be used to illustrate theory discussed. Although we will touch upon the relation between operationalization and measurement, this session will not go into detail regarding measurement.

Friday 15 May 2020

11.00-13.00

## Undertaking insider research – ethical issues and dilemmas

AH/SS/HBS – All years

Alan Floyd

Within the field of education, the number of people undertaking research within their own institution is rising. Often, though, some of the ethical challenges that such 'insider researchers' may have to face are not necessarily covered in introductory research methods textbooks or indeed by the process of gaining ethical approval. In this session, we will examine the superficial and deep ethical and moral dilemmas confronting 'insider' researchers, which I term external and internal ethical engagement. External ethical engagement refers to the traditional, easily identifiable ethical issues that insider researchers attend to by submitting their application for ethical approval to their institution's internal review board. Internal ethical engagement relates to the deeper level dilemmas that insider researchers have to deal with once 'in the field' linked to ongoing personal and professional relationships with participants, insider knowledge, conflicting professional and researcher roles and anonymity. By drawing on the presenter's experiences of running 'insider' research projects, alongside students' own experiences, such key issues will be explored and discussed. By the end of this session, students will have been introduced to some of the key issues to think about when undertaking insider research; understand some of the ethical dilemmas that are linked to such a research approach; be aware of some strategies to ensure that insider research is ethically conducted.

Tuesday 10 March 2020

11.00-12.30

## Narrative and Life History Research

AH/SS/HBS – All years

Alan Floyd

This session will introduce students to Narrative and Life History research. The origins of the methodology will be explored, together with its epistemological and ontological underpinnings. Using examples from previous studies, students will explore some of the advantages and disadvantages of adopting this approach and will be introduced to some possible guidelines for undertaking such research. Students will also be introduced to difference ways of analysing narrative/life history data. By the end of this session students will be able to understand narrative and life history in its history and background; be aware of some strategies for collecting and analysing narrative and life history data; appreciate some of the ethical issues involved with this type of research.

Tuesday 11 February 2020

11.00-12.30

## Domain B: Personal effectiveness

The personal qualities and approach to be an effective researcher.

### Ensuring confirmation of registration

Sci/LS – Year 1 & 2

Bob Rastall/Sonia Hood

This workshop is aimed at first and second year PhD students who are preparing for their confirmation of registration report; it is designed as a general introduction to what the report is and how best to prepare for it. It will cover writing the report itself, including what is expected in a confirmation of registration report, how best to pull your research together to write the report, and how to plan and structure your report.

Wednesday 13 November 2019 14.00-16.00

Wednesday 26 February 2020 14.00-16.00

### Ensuring confirmation of registration

AH/SS/HBS – Year 1 & 2

Par Kumaraswami

This workshop is aimed at first year and second year PhD students who are nearing their confirmation of registration report and are starting to prepare for it; the session is designed as a general introduction to what the confirmation report is and how best to approach it. It will cover what is expected in a report, and how to plan and structure your report. At the end of the session Professor Catherine Leglu will undertake a Q&A that will give an academic's perspective on what they look for in a confirmation report and viva.

Tuesday 25 February 2020 14.00-16.00

Thursday 7 May 2020 14.00-16.00

### Presentation skills

Sci/LS – Year 1 & 2

Bob Rastall

During your postgraduate research career it is highly likely that you will be required to present your work to colleagues at meetings, seminars or research conferences. This session will demonstrate how to and how not to (!) deliver a confident presentation with handy tips. It will look at the skills required to communicate your research clearly, presenting with confidence, and dealing with questions. It will also explore the basic components of slide design and content.

Tuesday 18 February 2020 11.00-13.00

Tuesday 5 May 2020 11.00-13.00

## Presentation skills

AH/SS/HBS – Year 1 &amp; 2

Lily Fitzgibbon and Carolyn McNabb

This workshop will introduce you to some basic in how to give effective presentations. We will cover aspects of creating a presentation that:

- engages an audience from the start
- creates a structure for a presentation that is easy for everyone to follow – even when the material to be presented is complex
- increases your confidence to present
- connects with your audience

We will do this by discussing some basic principles of presentations, and some skills that you might want to acquire. There will then be an opportunity for you to create and deliver a short presentation with time for feedback.

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|-------------------------|-------------|-----------------------|-------------|
| Tuesday 3 December 2019 | 14.00-16.00 | Tuesday 10 March 2020 | 14.00-16.00 |
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## Surviving the viva

Sci/LS – Year 2 &amp; 3

Bob Rastall

The thought of the forthcoming PhD viva frequently causes much stress and anxiety on the part of PhD students. It is an experience that most only go through once and many have no idea what to expect. This session will focus on the purpose of the PhD viva and will cover the kind of questions frequently asked by examiners. It will also give some case studies and offer some strategies for success on the big day.

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|--------------------------|-------------|-------------------------|-------------|
| Thursday 5 December 2019 | 14.00-16.00 | Wednesday 22 April 2020 | 14.00-16.00 |
| Thursday 5 March 2020    | 11.00-13.00 |                         |             |

## Surviving the viva

AH/SS/HBS – Year 2 &amp; 3

Carol Fuller

Anticipating what will happen in a PhD viva will hopefully help in reducing the stress commonly associated with this event. This session will start by finding out your ideas about how a viva works and we try to separate fact from rumours. I will then ask you to provide questions that you have about the viva, before covering the main themes of the role of examiners, what sorts of questions they typically ask, how you might prepare, and how best to respond. So please come to the session prepared to volunteer your questions and/or worries.

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| Monday 18 November 2019 | 11.00-13.00 | Thursday 21 May 2020 | 11.00-13.00 |
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## Getting your first academic job

All – Year 2 &amp; 3

Sarah Allman

This session will help you to prepare for applying for your first academic job and improve your chances of success. It will start with an introduction to the overall context in which academics are now working and discuss what is required of them. It will discuss what Universities are looking for when they employ new academics, and look at typical career profiles of successful appointees. It ends with a number of useful tips for preparing for and performing well in job interviews.

Thursday 6 February 2020

11.00-12.30

## Getting your first post-doc position

Sci/LS – Year 2 &amp; 3

Richard Ellis

This session will help you to consider the pros and cons of post-doctoral research and to prepare for applying for your first post-doctoral position. The primary focus will be UK opportunities, but the general principles apply worldwide.

Tuesday 17 March 2020

11.00-13.00

## Feedback as a professional tool

All – All years

Alicia Pena Bizama

How to use critical feedback constructively: taking critical feedback without taking it personally. How to read your feedback comments as a learning tool and improve your work.

tbc

## Overcoming writer's block

All – All years

Alicia Pena Bizama/Sonia Hood

Despite our best intentions to get on with writing, we often end up staring at a blank page or screen. This session aims to explore the reasons why it is hard to start writing and why we often get stuck. The session will offer different practical strategies to restart your writing after a period of being blocked.

Wednesday 5 February 2020

11.00-13.00

**Aim to be assertive**

**All – All years**

**Margaret Collins**

Assertiveness is about effective communication. This course will allow participants to understand assertive behaviour, to improve their communication skills and have greater self-confidence when dealing with potentially difficult situations. Through group discussion, guided exercises and self-reflection we will explore ways to communicate in a range of potentially difficult situations at home or at work and participants will develop skills including how to give constructive feedback, to say no, to give or receive criticism or praise. Before the workshop participants are asked to reflect on difficult situations they have experienced so that they can discuss real and relevant examples during the workshop session.

At the end of this course participants will:

- understand differences between assertive, passive and aggressive behaviours
- increase their ability to communicate effectively
- have strategies to deal with difficult situations
- have greater confidence in their own abilities

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| <b>Monday 02 December 2019</b> | <b>09.30-12.30</b> | <b>Tuesday 17 March 2020</b> | <b>09.30-12.30</b> |
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**How to stop procrastinating (or The secret to getting started)**

**All – All years**

**Margaret Collins**

Do you feel paralysed, prevented from starting tasks that you know you want and need to do? Do you leave things to the last minute and then stay up all night to get them done just in time? Dealing with procrastination, the habit of putting things off until the last minute, requires more than good time management. Procrastination often seems to defy logic and to fly in the face of what we know we need and often deeply want to do – to start and then to complete – tasks that we know are needed for our professional career development. This frustrating habit can seem so counter-productive as it makes even seemingly simple tasks feel unpleasant as we struggle to understand our own resistance in the face of an overwhelming need to get stuff done.

This workshop will allow participants the space to examine and to question their procrastination, to understand why we do it and most importantly to explore ways to stop putting things off and start getting things done. During this workshop we will explore what procrastination is – or is not; the consequences of procrastination for ourselves, our friends/colleagues, careers; reasons why we procrastinate; strategies to fight back and win!

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| <b>Monday 02 December 2019</b> | <b>13.30-16.30</b> | <b>Tuesday 17 March 2020</b> | <b>13.30-16.30</b> |
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**Imposter syndrome** All – All years

Margaret Collins

Are you as good as they think you are? This secret fear that we're not really good enough is surprisingly widespread. This feeling has been termed "The Imposter Syndrome". You might recognise this syndrome when you realise you're thinking or feeling:

- that you don't put yourself forward because you fear you'll fail
- you don't contribute in meetings because you don't want to look a fool
- you've done pretty well so far but it was really lucky
- other people doing similar jobs seem to be more "grown up" than you feel
- your definition of "good enough" for yourself is really "achieving perfection without breaking sweat"!

During this workshop "Imposters" will:

- come to understand how this is affecting their life
- examine the "rule book" they are living by and choose – if they want – to re-write the rules
- examine the role that gender, race and class can have on feelings of fraudulence
- benefit from understanding how men and women put different values on the art of "winging it"
- see how their interpretation of past success has been making things more difficult

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| <b>Wednesday 23 October 2019</b> | <b>09.30-16.30</b> | <b>Monday 02 March 2020</b> | <b>09.30-16.30</b> |
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**Stress busting for busy people** All – All years

Margaret Collins

Stress, a part of everyday life, something to be lived with, inescapable??? In many cases, stress has power over us because we don't realize that we have choices and could be doing things differently. This course will allow the participants to understand the nature and sources of their stress. They will gain the skills to deal with their stress symptoms and with stressful situations, they will learn how to relax and to choose a healthier and happier future. The skills gained can be equally applied to stress at home or at work, from dealing with tasks or to managing people and situations. By the end of the course participants can expect to:

- understand the biological basis of stress and it's symptoms
- see the reasons why stress is personal and identify your particular stressors
- become aware of how you deal with stressful situations
- have choices to deal with stress in a healthier or more helpful way
- learn techniques that can help to deal with the symptoms of stress
- have tools to manage themselves and their environment more effectively

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| <b>Friday 25 October 2019</b> | <b>13.30-16.30</b> | <b>Wednesday 4 March 2020</b> | <b>13.30-16.30</b> |
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## An introvert's guide to influence and impact

All – All years

Margaret Collins

Various surveys show that between 30% and 50% of people identify with many of the characteristics which are called "introverted". Often an introverted type may be seen as shy, hesitant, ineffective and socially awkward. In contrast, many aspects of work place and social cultures seem to value exactly the opposite traits, that of the confident, outspoken and decisive colleague or manager. This workshop is for anyone who identifies with the introverted characteristics and wants to learn how to communicate with a confidence and impact that is based on their strengths. During the session we will explore the origins of the introvert-extrovert dimension in order to understand the potential strengths they provide, the misunderstandings that arise and potential conflicts that can be avoided. We will explore ways to communicate with impact and to influence others from a base of introverted strengths whether in meetings or in conversations. (This is not about identifying research impact for the RAE.)

Participants in this workshop will gain insight into the nature of introversion; better understand the strengths of the introverted type; learn strategies to communicate more effectively; have resources to support and sustain themselves in a busy workplace..

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|------------------------|-------------|------------------------|-------------|
| Friday 25 October 2019 | 09.30-12.30 | Wednesday 4 March 2020 | 09.30-12.30 |
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## Developing professional researcher networks

All – All years

Margaret Collins

The aim of this workshop is to give doctoral researchers the skills to conduct effective professional networking conversations and to use networking as a tool for developing their professional networks. Networking is recognised by established researchers and Academics as an essential tool for career development and professional advancement. In contrast, research reveals that many Early Career Researchers feel very uncertain about networking, in respect to both the practical "how to do it" issues and the underlying, often values-based questions "Why it is important?" and "Should I be doing this?".

We will address various aspects of networking and develop the appropriate physical and mental skills necessary to improve our skill set in confident networking techniques. Progress will be made through discussions and group exercises to develop essential skills, build confidence and overcome anxiety or blocks to performance. As a result of this workshop participants will :

- Increase their understanding of the professional importance of networking
- Improve their ability to communicate confidently in networking conversations
- Understand the importance of body language in effective communication
- Have tools to deal with stress or anxiety related to networking
- Have strategies to develop collaborations or increase visibility.

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|--------------------------|-------------|----------------------|-------------|
| Thursday 24 October 2019 | 13.30-16.30 | Tuesday 3 March 2020 | 13.30-16.30 |
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## Time management

All – All years

## Margaret Collins

Everybody has just 24 hours in every day. Why do some people seem to achieve much more than others with their allotted time? During this half day workshop we will identify the major drains on your time or energies and explore different tools to structure your use of time and resources. Particularly in a research environment it is likely that there will never be enough time to do everything. This workshop will give you the tools to help you to choose the most important things when all things seem important. We will consider different ways to assess priorities, to deal with timewasters and with deadlines. The course will also allow participants to develop their own work-life balance and to reflect on how they choose to spend their time.

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|--------------------------|-------------|-------------------------|-------------|
| Tuesday 03 December 2019 | 09.30-12.30 | Wednesday 18 March 2020 | 09.30-12.30 |
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## Self-management: managing academic pressure

All – All years

## Alicia Peña Bizama

Managing academic pressure ranks high on the list of priorities for many students. Postgraduate students are required to work independently on a dissertation which means managing pressure over a prolonged period of time. Research programmes require preparing for annual reviews, confirmation of registration, writing research papers, and other academic commitments, so having strategies to manage pressure will be essential to study effectively and maximise individual potential. Students wrote the following comments about this talk when it was given earlier in the year. They sum up the reasons why students should consider coming:

- 'Brilliant – worth the time! Very informative and motivational'
- 'This is a talk which points out what needs to be done – to help students succeed academically'
- 'It was very helpful and motivational – there were a lot of useful tips'

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|---------------------------|-------------|--------------------------|-------------|
| Wednesday 30 October 2019 | 11.00-12.30 | Thursday 23 January 2020 | 11.00-12.30 |
|                           |             | Monday 18 May 2020       | 11.00-12.30 |

## Self-management: increasing concentration

All – All years

Alicia Peña Bizama

"Increasing Concentration" is all about finding out how to focus better and work more productively. The following comments are just some of those given on the feedback forms:

- "The talk is really worth going to – it summarises the most important points"
- "Useful tips on focusing – quick, pragmatic and to the point"
- "It's very practical and solution-orientated. No matter what aspects you are focusing on, the relevant information is provided"
- "Even if you think you have good concentration, you can always improve"

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|---------------------------|-------------|----------------------|-------------|
| Thursday 21 November 2019 | 11.00-12.30 | Thursday 28 May 2020 | 13.00-14.30 |
| Thursday 20 February 2020 | 11.00-12.30 |                      |             |

## Brand You - LinkedIn

All – All years

Anne Delauzun, CPEC

This session will be run by Lisa Cranfield from the University Careers Centre. The session will look at how to create and maintain an effective professional presence online, in particular through use of LinkedIn.

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| Monday 11 May 2020 | 14.00-15.00 |  |  |
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## Using your voice effectively

All – All years

Andy Kempe

The aim of this short course is to help students, regardless of their subject discipline or the amount of teaching, lecturing or seminar work they undertake, make the best use of their voice for professional purposes. The course will identify the causes of voice problems and offer a number of strategies for protecting and caring for it. Moreover, we will consider how the effective use of the voice is closely linked to other aspects of presentation such as gesture, posture and use of space. Participants will be introduced to a number of practical exercises designed to enhance presentation skills in order to engage different types of audiences.

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| Tuesday 3 December 2019 | 14.00-15.30 | Tuesday 19 May 2020 | 14.00-15.30 |
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## Effective CVs: how to impress both employers within and outside HE

All – Year 2 &amp; 3

Fiona Corby, Victoria Godsell, CPEC

This session will provide you with detailed information on how to develop a CV for applying to academic roles within HE and also how to create a CV for non-academic use such as roles in business, industry or the public sector.

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|-------------------------|-------------|---------------------|-------------|
| Tuesday 3 December 2019 | 11.00-12.30 | Monday 9 March 2020 | 14.00-15.30 |
| Thursday 28 May 2020    | 11.00-12.30 |                     |             |

## Get that job! Interview skills workshop – practical session

All – Year 2 &amp; 3

Claire Mack, CPEC

Find out how to impress employers both outside and within HE. This practical session will outline how employers shortlist you and interview for jobs within academia and potential roles outside HE in industry, business and the public sector. All participants will have the chance to develop your interview skills through a mock interview during the session.

|                      |             |  |  |
|----------------------|-------------|--|--|
| Monday 27 April 2020 | 10.00-13.00 |  |  |
|----------------------|-------------|--|--|

## How will employers interview you? – taught session

All – Year 2 &amp; 3

Kevin Thompson, CPEC

Find out how to impress employers both outside and within HE. This taught session will outline how they shortlist you and interview.

|                     |             |  |  |
|---------------------|-------------|--|--|
| Monday 6 April 2020 | 14.00-15.00 |  |  |
|---------------------|-------------|--|--|

## Career options beyond academia workshop

All-Year 3 /Final

Lisa Cranfield, CPEC, Tracy Bussoli,

The majority of PhDs move into careers beyond academia after graduation. It is therefore useful to explore a wide range of career options and learn how to access a range of job markets.

This workshop will:

- Explore career options beyond academia
- Help you to identify the transferable skills and experiences that you have developed as a researcher and help you relate these to different roles
- Explore how to adapt your CV for a role beyond academia
- Explore some of the techniques and approaches that people use to move from academia to another sector

tbc

## Domain C: Research governance and organisation

The knowledge of the standards, requirements and professionalism to do research.

Ethics in research involving humans

Sci/LS – Year 1

Sue Todd

The aim of this session is to give students a flavour of where ethical issues can arise in research which involves humans and give guidance on how to consider whether their own research should be submitted for consideration by a Research Ethics Committee. Reference will be made to the University's Research Ethics procedure <http://www.reading.ac.uk/internal/res/ResearchEthics/reas-REethicshomepage.aspx> and the session will briefly cover the documentation required for ethics submissions.

Wednesday 20 November 2019 14.00-16.00

Ethical considerations in preclinical biomedical research

Sci/LS – Year 1

Mike Proven

This session aims to prompt students to further consider the ethics associated with research using animals and provide brief historical information for context. It will also inform participants of specific UK legislation governing such work, clarify where UoR responsibilities lie in this regard, outline the process whereby necessary authority to conduct such research can be obtained and clearly brief attendees about the consequences of legislative infringements. The session will comprise a focussed presentation on the above aspects (1 hour) followed by a Q & A session (1 hour) at which specific questions related to individual projects will be discussed.

Wednesday 4 December 2019 11.00-13.00

Ethics in research

AH/SS/HBS – Year 1

Paul Almond

This session will explore the role of ethical review within research. It will set out the scope and purpose of research ethics, introduce the University's policies regarding ethical review and consider the issues that researchers should pay attention to, and be aware of, in designing and conducting their research. Examples and hypothetical cases will be examined to identify the ethical problems and pitfalls that need to be considered as part of the research process.

Monday 20 January 2020 14.00-16.00

## How to avoid plagiarism

All – Year 1

Sonia Hood

Correct referencing is the cornerstone of all academic work. It ensures that due credit is given to the authors of any sources you may have used in your study (*research*), as well as demonstrating your understanding and familiarity with the resources.

Many students are unsure about how and when to reference, and how to get the balance right between demonstrating your research and using your own ideas. Developing this knowledge is an essential part of academic study, and this session will help you to avoid the risk of unintentional plagiarism.

Wednesday 27 November 2019 14.00-16.00

Wednesday 29 April 2020

14.00-16.00

## Intellectual Property: the rights to know

Sci/LS – Year 1

Chris Jones, Priti Purohit

Intellectual Property (IP) can play a critical part in research and covers a variety of areas, including copyright, patents, plant breeding, software and trade marks. The University has a designated team of staff to support research and to advise on appropriate courses of action relating to IP – for example, whether to apply for a patent. This session will provide an overview of IP rights and restrictions and will focus on patents, copyright, confidentiality, collaboration and licensing, as well as introducing the University's IP policy. Staff from the Academic Legal Services team will be on hand to answer any questions and to advise on where to go for more information.

Tuesday 12 November 2019 11.00-13.00

Tuesday 26 November 2019  
CANCELLED

11.00-13.00

## Copyright – what you need to know as a researcher

AH/SS/HBS – Year 1

Chris Jones

As users and producers of copyright-protected material, postgraduate researchers require a clear understanding of current copyright legislation, to make well-informed decisions. What exactly is a copyright work? Why can't copying be 'fair use' in the UK? When is an image in the 'public domain'? Mandatory deposition of an electronic copy of every PhD thesis to the University's online repository, CentAUR, increases the importance of copyright compliance when reproducing protected content, from photos to quotes. Introducing key considerations and outlining practical approaches to non-infringing copying and reuse, this session will explain the scope of restrictions and extent of exceptions to help you stay within the law.

Thursday 31 October 2019 11.00-13.00

Wednesday 20 November 2019 14.00-16.00

## Public Images: re-using artwork, photographs and stills in your thesis

AH/SS/HBS – All Years

Chris Jones

Will your thesis contain pictures or figures that you haven't created yourself? Copyright applies automatically to most original images – from photographs and film stills to paintings and sketches – providing legal protection against unauthorised reuse. If you intend to include any third party images in the version of your thesis made available online, you will need to ensure that your use does not breach copyright law. With practical examples, this session explores how PhD students can rely on applicable copyright exceptions, comply with Creative Commons licences and adopt successful permission-seeking strategies.

Tuesday 5 November 2019

14.00-16.00

Thursday 30 January 2020

11.00-13.00

## Showcasing your research in the media

All – All Years

Joanna Bagniewska

How to talk to journalists? How to give an interview? What will grab the audience's interest? How to make the most of media exposure? This introductory course will provide you with a basic toolkit for becoming a media-savvy academic.

Thursday 13 February 2020

14.00 – 16.00

## Open Access and research data management – what Research Council funded students have to know

All – Year 1

Alison Sutton, Robert Darby

This training is for Research Council-funded students only. It cannot be booked via RISIS. Please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) to request a place.

As a doctoral researcher who is funded by a UK Research Council, you need to understand your responsibilities with regards to Open Access publishing and the management of your research data. The purpose of this training is to inform you of policy requirements that will apply when you publish the outputs of your research.

Tuesday 12 May 2020

14.00-16.00

Open Access and research data management – what Research Council funded students have to know  
AH/SS/HBS– Year 1

Alison Sutton, Robert Darby

This training is for Research Council-funded students only. It cannot be booked via RISIS. Please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) to request a place.

As a doctoral researcher who is funded by a UK Research Council, you need to understand your responsibilities with regards to Open Access publishing and the management of your research data. The purpose of this training is to inform you of policy requirements that will apply when you publish the outputs of your research.

|                          |             |
|--------------------------|-------------|
| Thursday 24 October 2019 | 11.00-12.30 |
|--------------------------|-------------|

Open Access and research data management – what Research Council funded students have to know  
Sci/LS – Year 1

Alison Sutton, Robert Darby

This training is for Research Council-funded students only. It cannot be booked via RISIS. Please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) to request a place.

As a doctoral researcher who is funded by a UK Research Council, you need to understand your responsibilities with regards to Open Access publishing and the management of your research data. The purpose of this training is to inform you of policy requirements that will apply when you publish the outputs of your research.

|                         |             |
|-------------------------|-------------|
| Tuesday 29 October 2019 | 14.00-15.30 |
|-------------------------|-------------|

Showcasing your research in the media

All – All Years

Joanna Bagniewska

How to talk to journalists? How to give an interview? What will grab the audience's interest? How to make the most of media exposure? This introductory course will provide you with a basic toolkit for becoming a media-savvy academic.

|                      |             |
|----------------------|-------------|
| Thursday 14 May 2020 | 14.00-16.00 |
|----------------------|-------------|

**Open Access Publishing and Data Sharing Surgery  
BOOKABLE SURGERY APPOINTMENTS – NOT ON RISIS**

All – All

**Alison Sutton, Robert Darby and Karen Rowlett**

This bookable surgery is aimed at PhD students who expect to publish a research paper and/or submit their thesis in the near future and have practical questions relating to Open Access publication or preservation and sharing of supporting data. Researchers can seek advice on matters such as choosing a suitable journal to publish in, requesting University funds for Open Access publication and using an appropriate data repository to preserve and share their data. Four 30-minute 1-2-1 appointments are offered with the Research Publications and Institutional Repository Manager (Alison Sutton) four with the Research Data Manager (Robert Darby) and four with Karen Rowlett. Please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) to book a place.

|                        |             |                    |             |
|------------------------|-------------|--------------------|-------------|
| Monday 27 January 2020 | 11.00-13.00 | Tuesday 5 May 2020 | 14.00-16.00 |
|------------------------|-------------|--------------------|-------------|

**Managing your research project**

Sci/LS – Year 1 &amp; 2

**Tom Frame and Joy Singarayer**

Completing a PhD within the UK system can be a stressful experience, not least because fitting new subject knowledge, a substantial research project and writing a thesis into a short period can be difficult.

A key skill which many successful PhD students learn along the way is the ability to manage a complex project - skills which will be valuable in many future occupations. This session is designed to help you start to think about how to manage your project. The session will be broken down into three parts, with some background material on how current and former PhD students manage their projects, some information on informal and formal project management techniques and some role-playing exercises to discuss common issues in managing a PhD project.

|                            |             |                          |             |
|----------------------------|-------------|--------------------------|-------------|
| Wednesday 06 November 2019 | 14.00-16.00 | Tuesday 18 February 2020 | 14.00-16.00 |
| Thursday 28 November 2019  | 11.00-13.00 |                          |             |
| COURSE CANCELLED           |             |                          |             |

**Quality assurance in research**

Sci/LS &amp; AH/SS/HBS – Year 1 &amp; 2

**Mike Proven**

Do you have an up-to-date research plan? Are all your activities, findings, observations and developing thoughts contemporaneously recorded? (...and securely stored?) Computer data on a network drive - automatically *backed-up* every day and *archived* when appropriate? If you measure anything in the course of your research, is the 'measuring instrument' demonstrably calibrated?

Quality Assurance in Research (QAR) comprises all those techniques, systems and resources that are deployed to give confidence about the care, prudence and control with which the research has been conducted.



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Increasingly, research funders require that Universities can demonstrate that they have in place sound QAR systems. Furthermore, robust, proportionate QA is a feature of best research practice and, as a consequence, the University requires that all research undertaken here meets the standards set out in the University's Code of Good Practice in Research (UCOGPR).

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**Thursday 5 December 2019**      **10.00-12.00**  
**(Sci/Life Sci)**

**Thursday 28 November 2019**      **14.00-16.00**  
**(AH/SS/HBS)**

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**Applying for research grant funding****All – Year 3****Elisavet Kitou, Sally Caldwell, Research and Enterprise Development Team**

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This session will look at what makes a successful as opposed to an unsuccessful research grant proposal. It will provide advice on how to get started in the grant winning process and how to structure the present proposals. It will also discuss how to respond to reviewers' comments and how to cope with rejection when it occurs. A member of the central Research Support team will also update you on relevant funding schemes, inform you about procedures for submitting proposals, and provide you with additional useful tips on improving your chances of success.

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**Thursday 27 February 2020**      **11.00-13.00**

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**Diversity and Inclusion: An Introduction for Doctoral Researchers****All – All Years****Allán Laville**

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This introductory session will cover basic issues in diversity including current legislation and University diversity policies and procedures. Participants will be introduced to the protected characteristics as well as non-protected characteristics which also have implications for diversity. Participants will learn about other relevant concepts and approaches and discuss how diversity considerations impact on their conduct as professional researchers.

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**Wednesday 19 February 2020**      **14.00-16.00**

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**Understanding peer review****Sci/LS – Year 2 & 3****Darius Widera/Alister McNeish**

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This two-hour workshop will provide an insight into the peer review process to help you maximise your chances of getting your own work published. In this session, we will highlight how to recognise genuine journals, how to select an appropriate journal for your manuscript and how to avoid 'predatory' publishers. We will also discuss what happens to your manuscript after you press the 'submit' button, how journal ranking and impact factor affects your submission and how to optimise your paper presentation to make it easy for referees to interpret.

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**Tuesday 25 February 2020**      **11.00-13.00**

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## Understanding peer review

AH/SS/HBS – Year 2 &amp; 3

Karen Rowlett

Peer review is an essential part of academic research. Contributing to peer review processes is a professional responsibility for all researchers. Understanding why it is needed, how it works and what it achieves is essential for all researchers. This session discusses peer-review processes in disciplines from arts & humanities, social sciences and business. It takes participants through the processes, expectations, outcomes and significance of peer review.

We will consider peer-review from different perspectives, including those of authors, reviewers, editors, universities and funding bodies. New developments in peer review models will be discussed and the pros and cons of each model examined. We will look at several different sets of guidelines for reviewers.

The main focus will be on peer review with regard to publication, especially with the aim of increasing the likelihood of participants having a piece accepted for publication, but we will also look at peer-review of research proposals submitted to funding bodies. By the end of the session, you will understand how the peer review process can help to improve the quality of your own and others' research

Monday 20 January 2020

14.00-16.00

## Finding funding to support your doctoral studies

All – All Years

Luke Blaxill, from GradFunding

Need extra funding? For fees, living expenses, research, travel, conferences, or 4th year PhD study? If the answer is 'Yes' to any of these, then consider this workshop. It explores the thousands of alternative grant-making bodies in Britain: principally charities, trust and foundations. By the end of the course, participants will be able to: identify the appropriate and best alternative funding bodies for them, find them via books and the internet, and apply strongly and correctly. The course leader, Luke Blaxill, won 45 separate awards from charities and trusts throughout his PhD. You can also access Luke Blaxill's 'The Alternative Guide to Postgraduate Funding' via the Graduate School website:

[www.reading.ac.uk/graduateschool/prospectivestudents/gs-alternativefundingguide.aspx](http://www.reading.ac.uk/graduateschool/prospectivestudents/gs-alternativefundingguide.aspx)

Thursday 12 March 2020

14.00-16.30

## Domain D: Engagement, influence and impact

The knowledge and skills to work with others and ensure the wider impact of research.

You and your supervisor

Sci/LS – Year 1

Bob Rastall

The relationship you have with your supervisor is a very important and personal one. Your supervisor will guide your research and assist your learning. This workshop will help students to consider how they will approach their research and also how to take responsibility for their own learning.

Thursday 07 November 2019 11.00-13.00

Thursday 21 May 2020

14.00-16.00

You and your supervisor

AH/SS/HBS – Year 1

tbc

This session will be a consideration of your expectations of your supervisor and your supervisor's expectations of you, as well as of University guidelines with respect to PhD supervision and other sources of support available at the University for PhD research. The session will be informal, largely based on open discussion, with plenty of opportunity for every participant to ask questions or raise issues.

tbc

You and your supervisor: Developing your academic identity

All – All years

Mary Stakelum and Alicia Pena Bizama

This session will examine the roles and responsibilities of the doctoral researcher and their supervisor and the ways in which this key working relationship can function. Participants will consider some common myths of what a supervisor should be and their own expectations and responsibilities. These issues will be discussed in the light of students' own developing identity and independence as a researcher. This is an informal, discussion-based workshop.

Tuesday 21 January 2020

10.00 – 12.30

## Arpita Bose

This short course will focus on strategic approaches to consider in getting your research published in peer reviewed outlets. We will discuss how to determine which journal/publisher to submit your work, preparing your written work to the standard of the journal, learning to deal with the decision and the editor, gracefully responding to the reviewers and steps before finally getting your work to print. This course will equip you to understand the process of publication and the need for perseverance during this process.

|                           |             |                     |             |
|---------------------------|-------------|---------------------|-------------|
| Thursday 14 November 2019 | 13.00-16.00 | Tuesday 19 May 2020 | 14.00-17.00 |
| Wednesday 18 March 2020   | 14.00-17.00 |                     |             |

## How to get published

AH/SS/HBS – Year 2 &amp; 3

tbc

This workshop will cover questions and issues involved in developing your first publications. We will look at how to develop your research from your thesis into papers for journals, how to pitch your research to editors and how to manage the process of seeing something into print. We will introduce you to strategies for developing your publications. There will be a mix of talks, discussions and activities together with material and information about publications in arts, humanities and social sciences.

This workshop is relevant to you if you are at the early stages of your research and would like insights into where to get started in publishing; you are well established in your research and are beginning to think about how to promote your research in conference papers and publications; you need support with your developing publication plans

tbc

## Open access for research publications – what you need to know

All – Year 2 &amp; 3

Alison Sutton and Keshavan Niranjana

Find out what open access is, why it is important for research and what funders and universities require of you. Learn about the different open access routes including open access repositories and publishers' open access options. We will include advice on evaluating and selecting these. The focus will be on open access for journal articles, which is well established and is a key requirement of funder policies. We will also discuss open access for theses and briefly introduce you to some initiatives for open access monographs. Open access is a worldwide movement and this session will note key developments in the UK and in other countries.

|                          |             |                       |             |
|--------------------------|-------------|-----------------------|-------------|
| Thursday 31 October 2019 | 14.00-16.00 | Tuesday 28 April 2020 | 11.00-13.00 |
| Thursday 23 January 2020 | 11.00-13.00 |                       |             |

## ORCID identifiers – what are they and why do I need one?

All – Year 2 &amp; 3

Karen Rowlett

Please note that this session will be of most benefit to those students who already have publications. Following the session you will be able to:

- Understand why you need to create an ORCID identifier (ORCID ID)
- Create an ORCID ID and add your research outputs to your profile
- Know how and when to use your ORCID ID in your professional scholarly activities

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|-------------------------|-------------|--|--|
| Monday 11 November 2019 | 14.00-16.00 |  |  |
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## Introduction to the SciVal Research intelligence tool

All – Year 2 &amp; 3

Karen Rowlett

SciVal is a powerful research intelligence tool based on bibliometric data from research publications. SciVal enables researchers and those supporting research staff to visualize their institution/group's research performance and benchmark it relative to their peers based on a variety of different metrics. It can also help you identify possible future post-doc opportunities or collaborators. This session will introduce you to the scope and possibilities of SciVal. The first half of the session will explain what the tool is and how it can be used. The second half will be a hands-on opportunity so that you get practical experience of using the tool.

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|---------------------------|-------------|
| Wednesday 6 November 2019 | 11.00-13.00 |
|---------------------------|-------------|

## Managing your digital researcher profile

All – Year 3

Karen Rowlett

Tracking the impact and reach of your research outputs is much easier if you have a consistent digital identity. Give your digital identity a health check by looking at your Google Scholar, ResearcherID, Scopus Author ID and ORCID profiles. In this session we will check which researcher identifiers you already have, which ones you might need and ensure that your research outputs are correctly attributed to you.

|                         |             |
|-------------------------|-------------|
| Tuesday 28 January 2020 | 14.00-16.00 |
|-------------------------|-------------|

## Communicating your research: Five simple ideas

All – Year 2 &amp; 3

Research communications and engagement team

This session will get you thinking about communicating your research using different channels to engage with a range of audiences, including other academics, policymakers and practitioners. Led by the Research Communications and Engagement Team, this will be an opportunity to work with experienced communication specialists on effective ways to communicate your research. This is an increasingly important part of being a successful academic and will be useful for researchers at all stages of their career.

|                        |             |
|------------------------|-------------|
| Monday 3 February 2020 | 14.00-16.00 |
|------------------------|-------------|

## Organising Conferences

All – Year 2 &amp; 3

## Sarah Dance

What does one do when publication opportunities are few and there are not many conferences in your immediate research area? Organise your own conference! The session will draw on the presenter's experiences of organising conferences and workshops, getting in touch with potential partners and creating publication opportunities. Important parts of the presentation include: Obtaining funding, raising the event profile, dealing with organisation, managing delegates, preparing for disasters. As always, there will be ample opportunity for questions and discussion with the audience.

|                           |             |
|---------------------------|-------------|
| Wednesday 22 January 2020 | 14.00-16.00 |
|---------------------------|-------------|

## Introduction to impact

All – All Years

## Anthony Atkin and Res Office Staff

Impact is becoming increasingly important when talking about the outcomes of research. As your research careers develop it will become a vital aspect of your work. In this session we will start by introducing different types of impact, for example social, economic, and policy, with reference to examples from around the University. We will then discuss why impact is important, how to identify opportunities for impact within your research, and ways to maximise that impact.

|                          |                      |
|--------------------------|----------------------|
| tbc<br>(Year 2 & 3 only) | tbc<br>(Year 1 only) |
|--------------------------|----------------------|

## Preparing posters – theory &amp; practice

All – All Years

## Laura Bennetto

This one-day session aims to help you create clear, easy-to-read and impactful research posters. It covers some relevant principles of graphic design, illustrates common pitfalls specific to the research poster genre, and introduces the features and benefits of the University's PowerPoint poster template. This is a workshop-style session with a maximum of 20 participants and each student will have access to a PC. Please feel free to bring along any research posters you are currently working on.

Researchers who wish to attend this session must have some computer skills including a basic knowledge of Microsoft Office including PowerPoint, Word and Excel.

|                           |             |                            |             |
|---------------------------|-------------|----------------------------|-------------|
| Wednesday 30 October 2019 | 11.00-16.00 | Monday 27 January 2020     | 11.00-16.00 |
| Tuesday 5 November 2019   | 11.00-16.00 | Wednesday 12 February 2020 | 11.00-16.00 |
| Wednesday 6 November 2019 | 11.00-16.00 | Monday 27 April 2020       | 11.00-16.00 |

## Taking and editing photos for your thesis

All – All Years

Laura Bennetto

This course offers an introduction to images including: file types, sizes, terminology, resolution, uses, limitations, originations, composition and much more. A short theory section is followed by an interactive practical session where attendees are encouraged to bring in their questions, equipment and/or files. It will cover how to make the most of your existing equipment and how to get great results, every time.

Tuesday 28 April 2020

14.00-16.00

## How to summarise your research in 3 minutes

All – All Years

Joanna Bagniewska

Can you summarise and explain your research area to a layperson? Doctoral researchers frequently have to discuss their work with non-specialist colleagues and employers are very interested in how effectively you communicate. You will also have to explain your research clearly and concisely at job interviews. This session will give you tips on how to master this skill in a supportive environment

Tuesday 15 October 2019

14.00-16.00

Monday 17 February 2020

14.00-16.00

Monday 20 February 2020

14.00-16.00

## Introduction to Public Engagement

All – All Years

Katherine Cooper

This course provides a fundamental introduction to public engagement and how to get started. It will cover the spectrum of public engagement activities, the importance of the audience and evaluation. It will also provide some tips and hints on planning an activity and a look at the different events which you can get involved in over the coming months.

Monday 28 October 2019

14.00-16.00

Tuesday 28 January 2020

14.00-16.00



**Introduction to bibliometrics** **All – All Years**

**Karen Rowlett**

Do you know what your h-index is or how to find your field weighted citation impact? Bibliometrics are increasingly used to evaluate journals, researchers and research groups. Bibliometric data can help you choose the right journal for your next research article – there is a lot more than the Journal Impact Factor to take into account. Find out how to track the impact of your research outputs by looking at various metrics around citations. In this session, we will look at the responsible use of metrics, examine several well-used metrics and learn how to use them to demonstrate the impact of your research and evaluate the work of others. This session will also include practical exercises.

|                                |                    |  |
|--------------------------------|--------------------|--|
| <b>Wednesday 25 March 2020</b> | <b>11.00-13.00</b> |  |
|--------------------------------|--------------------|--|

**Introduction to altmetrics** **All – All Years**

**Karen Rowlett**

Alternative metrics, or Altmetrics, can measure the reach and impact of your research articles by measuring social media attention such as Twitter activity, Facebook likes, blog posts and Wikipedia entries. Find out how to use Altmeter Explorer to keep up-to-date with the trending papers in your field and also track attention to your own research outputs. Discover the difference you can make to the reach of your research papers by blogging, Tweeting and sharing your research online. This session will include hands-on training with Altmeter Explorer.

|                                |                    |  |
|--------------------------------|--------------------|--|
| <b>Tuesday 4 February 2020</b> | <b>14.00-16.00</b> |  |
|--------------------------------|--------------------|--|

**Using social media to communicate and enhance your research** **All – All Years**

**Tim Watkins**

This workshop will help doctoral researchers learn how to use popular and niche social media channels to communicate and enhance their research.

|                                 |                    |                               |                    |
|---------------------------------|--------------------|-------------------------------|--------------------|
| <b>Tuesday 29 November 2019</b> | <b>14.00-16.00</b> | <b>Friday 7 February 2020</b> | <b>11.00-13.00</b> |
|---------------------------------|--------------------|-------------------------------|--------------------|

**Brian Turner**

In addition to intellectual stimulation, one of the many assets of belonging to the Graduate School is the joy of working with and learning from fellow researchers from around the world. However this joy can sometimes be tested when we encounter behaviour that runs counter to what we believe to be appropriate/right/moral. We have an emotional reaction to such behaviour which can overtake a more reasoned response.

This session will seek to alleviate such feelings by examining cultural artefacts, rules and regulations in the light of the underlying beliefs and values. By looking below the surface, we can begin to understand another's intentions.

This will be of great benefit because research and knowledge know no national boundaries and the development of further research will involve us all in working in different countries or with people from different countries.

The session will be run as a workshop and participants will be asked to share their knowledge of the topics under discussion in a friendly, curious and supportive atmosphere.

|                                  |                    |
|----------------------------------|--------------------|
| <b>Wednesday 6 November 2019</b> | <b>14.00-16.00</b> |
|----------------------------------|--------------------|

# Reading Researcher Development Programme (RRDP) Summary 2019–20

## Domain A: Knowledge and intellectual abilities

| 1st year full-time<br>(year 1 & 2 part-time)                            | 2nd year full-time<br>(year 3 & 4 part-time)                            | 3rd / final year full-time<br>(year 5 & 6 part-time) |
|---|---|--|
| Finding your way around the Library                                     |   |  |
| Sourcing information for a literature review – information retrieval    |   |  |
| How to write a literature review  |   |  |
| How to write a thesis – getting started                                 |   |  |
|   | How to write a thesis   | How to write a thesis                                |
| Writing a thesis as a collection of papers                              | Writing a thesis as a collection of papers                              | Writing a thesis as a collection of papers           |
| How to write a paper  | How to write a paper  | How to write a paper                                 |
| Writing a data management plan for your research project                | Writing a data management plan for your research project                |  |
| Managing data and research material                                     | Managing data and research material                                     | Managing data and research material                  |
| An essential guide to critical academic writing                         | An essential guide to critical academic writing                         | An essential guide to critical academic writing      |
| Creative thinking and problem solving                                   | Creative thinking and problem solving                                   | Creative thinking and problem solving                |
| Basic statistics refresher  | Basic statistics refresher  | Basic statistics refresher                           |
| Quality data for good research  | Quality data for good research  | Quality data for good research                       |
| Writing up your data analysis   | Writing up your data analysis   | Writing up your data analysis                        |
| Statistical methods for research  | Statistical methods for research  |  |
| An introduction to LaTeX  | An introduction to LaTeX  |  |
| Intermediate/Advanced LaTeX   | Intermediate/Advanced LaTeX   |  |
| Collections-based research training sessions (see brochure for details) | Collections-based research training sessions (see brochure for details) |  |
| Language for voice, stance and critical evaluation                      | Language for voice, stance and critical evaluation                      | Language for voice, stance and critical evaluation   |
| Language for the literature review                                      | Language for the literature review                                      | Language for the literature review                   |

## Reading Researcher Development Programme

|   |   |   |
|---|---|---|
| Language for describing methods and reporting results     | Language for describing methods and reporting results     | Language for describing methods and reporting results     |
| Language for discussion                                   | Language for discussion                                   | Language for discussion                                   |
| Language for introductions and conclusions                | Language for introductions and conclusions                | Language for introductions and conclusions                |
| An introduction to Action Research                        | An introduction to Action Research                        | An introduction to Action Research                        |
| Ethnographic research techniques                          | Ethnographic research techniques                          | Ethnographic research techniques                          |
| Focus groups  | Focus groups  | Focus groups  |
| Research in the social sciences: traditions and paradigms | Research in the social sciences: traditions and paradigms | Research in the social sciences: traditions and paradigms |
| Research questions and styles of research                 | Research questions and styles of research                 | Research questions and styles of research                 |
| Interview structures & techniques                         | Interview structures & techniques                         | Interview structures & techniques                         |
| Undertaking insider research                              | Undertaking insider research                              | Undertaking insider research                              |
| Narrative and Life History Research                       | Narrative and Life History Research                       | Narrative and Life History Research                       |
| Writing Retreat   | Writing Retreat   | Writing Retreat   |
| Conceptualisation and operationalisation                  | Conceptualisation and operationalisation                  | Conceptualisation and operationalisation                  |

## Domain B: Personal effectiveness

| <b>1st year full-time<br/>(year 1 &amp; 2 part-time)</b>               | <b>2nd year full-time<br/>(year 3 &amp; 4 part-time)</b> | <b>3rd / final year full-time<br/>(year 5 &amp; 6 part-time)</b> |
|--|--|--|
| Public images: re-using artwork, photographs and stills in your thesis |  |  |
| Ensuring confirmation of registration                                  | Ensuring confirmation of registration                    |  |
| Presentation skills  | Presentation skills                                      |  |
|  | Surviving the viva                                       | Surviving the viva   |
|  | Getting your first academic job                          | Getting your first academic job                                  |
|  | Getting your first post-doc position                     | Getting your first post-doc position                             |
|  | Effective CVs  | Effective CVs  |
|  | Get that job! Interview skills                           | Get that job! Interview skills                                   |
|  | How will employers interview you?                        | How will employers interview you?                                |
| Brand You – LinkedIn   | Brand You – LinkedIn                                     | Brand You – LinkedIn   |
| Aim to be assertive  | Aim to be assertive                                      | Aim to be assertive  |
| How to stop procrastinating  | How to stop procrastinating                              | How to stop procrastinating                                      |

## Reading Researcher Development Programme

|  |  |  |
|--|--|--|
| Using your voice effectively                 | Using your voice effectively                 | Using your voice effectively                 |
| Imposter Syndrome                            | Imposter Syndrome                            | Imposter Syndrome                            |
| Stress busting for busy people               | Stress busting for busy people               | Stress busting for busy people               |
| An introvert's guide to influence and impact | An introvert's guide to influence and impact | An introvert's guide to influence and impact |
| Feedback as a professional tool              | Feedback as a professional tool              | Feedback as a professional tool              |
| Developing professional researcher networks  | Developing professional researcher networks  | Developing professional researcher networks  |
| Overcoming writer's block                    | Overcoming writer's block                    | Overcoming writer's block                    |
| Time management                              | Time management                              | Time management                              |
| Self-management: increasing concentration    | Self-management: increasing concentration    | Self-management: increasing concentration    |
| Self-management: managing academic pressure  | Self-management: managing academic pressure  | Self-management: managing academic pressure  |

## Domain C: Research governance and organisation

| <b>1st year full-time<br/>(year 1 &amp; 2 part-time)</b>       | <b>2nd year full-time<br/>(year 3 &amp; 4 part-time)</b>       | <b>3rd / final year full-time<br/>(year 5 &amp; 6 part-time)</b> |
|--|--|--|
| Ethics in research involving humans                            |  |  |
| Ethical considerations in preclinical biomedical research      |  |  |
| Ethics in research   |  |  |
| How to avoid plagiarism  |  |  |
| Intellectual Property: the rights to know                      |  |  |
| Copyright – what you need to know as a researcher              |  |  |
| RCUK-funded students training – Open Access & data management  |  |  |
| Managing your research project                                 | Managing your research project                                 |  |
| Quality assurance in research                                  | Quality assurance in research                                  |  |
|  | Open access for research publications                          | Open access for research publications                            |
|  | Understanding peer review                                      | Understanding peer review  |
|  |  | Applying for research grant funding                              |
| Diversity and Inclusion: Introduction for Doctoral Researchers | Diversity and Inclusion: Introduction for Doctoral Researchers | Diversity and Inclusion: Introduction for Doctoral Researchers   |

|  |  |  |
|--|--|--|
| Finding funding to support your doctoral studies | Finding funding to support your doctoral studies | Finding funding to support your doctoral studies |
|--|--|--|

**Domain D: Engagement, influence and impact**

| <b>1st year full-time<br/>(year 1 &amp; 2 part-time)</b>    | <b>2nd year full-time<br/>(year 3 &amp; 4 part-time)</b>    | <b>3rd / final year full-time<br/>(year 5 &amp; 6 part-time)</b> |
|---|---|--|
| You and your supervisor                                     |   |  |
|   | How to get published  | How to get published   |
|   | Organising conferences                                      | Organising conferences   |
|   | Communicating your research: Five simple ideas              | Communicating your research: Five simple ideas                   |
|   | ORCID identifiers – what are they and why do I need one?    | ORCID identifiers – what are they and why do I need one?         |
|   | Introduction to SciVal Research intelligence tool           | Introduction to SciVal Research intelligence tool                |
|   | Open access for research publications                       | Open access for research publications                            |
|   |   | Managing your digital researcher profile                         |
| Introduction to impact                                      | Introduction to impact                                      | Introduction to impact   |
| Working and studying in other cultures                      | Working and studying in other cultures                      | Working and studying in other cultures                           |
| Preparing posters – theory and practice                     | Preparing posters – theory and practice                     | Preparing posters – theory and practice                          |
| Taking and editing photographs for your thesis              | Taking and editing photographs for your thesis              | Taking and editing photographs for your thesis                   |
| How to summarise your research in 3 minutes                 | How to summarise your research in 3 minutes                 | How to summarise your research in 3 minutes                      |
| Introduction to bibliometrics                               | Introduction to bibliometrics                               | Introduction to bibliometrics                                    |
| Introduction to altmetrics                                  | Introduction to altmetrics                                  | Introduction to altmetrics                                       |
| Using social media to communicate and enhance your research | Using social media to communicate and enhance your research | Using social media to communicate and enhance your research      |
| Showcasing your research in the media                       | Showcasing your research in the media                       | Showcasing your research in the media                            |
| Introduction to Public Engagement                           | Introduction to Public Engagement                           | Introduction to Public Engagement                                |

## Online training courses and resources

The Graduate School Blackboard site contains a range of online training courses designed to help you develop a range of research skills. The courses have been designed specifically to meet the needs of researchers from across a range of disciplines.

Each course takes around 60-90 minutes to complete. You can access the courses by logging into the Graduate School Blackboard site with your University username and password. [www.bb.reading.ac.uk/](http://www.bb.reading.ac.uk/)

These online courses are freely available to all doctoral researchers during their time at Reading and can be viewed as many times as you wish. They are an excellent way to support and extend the training you receive via the RRDP.

### Research methods

- Research methods in the social sciences
- Research methods in the arts and humanities
- Research methods in the sciences
- Research methods in literature review

### Statistical methods for research programme

Available in the following areas:

- Biomedical sciences
- Business
- Engineering and technology
- Natural sciences
- Social science

### Entrepreneurship

- Academic entrepreneurship: An introduction
- Entrepreneurial opportunities: Recognition and evaluation
- Entrepreneurial resources: People, teams and finance

### Other topics

- Intellectual property in the research context
- Managing your research project
- Getting published in the sciences
- Getting published in the arts
- Ethics 1: Good research practice
- Ethics 2: Research with humans in the health and social sciences
- Career planning in the sciences
- Career planning in the arts, humanities and social sciences
- Working with your supervisor
- Conferences, presenting and networking

## Freedom of Information / Data Protection training resources

UK Legislation on Freedom of Information and Data Protection has implications for those working within an academic setting or for any public body. It is therefore important that our doctoral researchers are properly acquainted with the issues relating to information management and compliance. Via the webpages of the University's Information Management & Policy Services (IMPS), you can access online training resources on both Freedom of Information and Data Protection. It is an expectation that all research students take these modules, which take 20 and 30 minutes (respectively) to complete, with a brief test at the end of each.

<http://www.reading.ac.uk/internal/humanresources/PeopleDevelopment/newstaff/humres-MandatoryOnlineCourses.aspx>

Please note that, when asked for an 'employee code' (these courses were set up originally for staff), doctoral researchers should use '22222'. This will allow the course administrator to extricate responses from different groups.

## Electronic deposition of doctoral theses

Applicable to doctoral researchers registered on or after 1 October 2012

For doctoral researchers at the University of Reading, it is now a requirement that an electronic copy of your thesis be deposited via an approved, secure method. A compulsory training module ('Creating your electronic thesis') has been developed to help guide you through the process of electronic deposition of theses, including issues such as:

- Using other people's content (copyright issues)
- Restricting access to your theses
- Referencing and avoiding plagiarism
- The overall process of submission

This module is accessible via BlackBoard. All current doctoral researchers should automatically be enrolled at the start of the year onto this module and should therefore be able to see it automatically. If you cannot see the module when you login to BlackBoard, please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) and we will check your enrolment status.

For full details on the electronic deposition of doctoral theses, including information on the exemption / embargo of theses, please go to the Graduate School webpage:

[www.reading.ac.uk/graduateschool/currentstudents/gs-etheseshome.aspx](http://www.reading.ac.uk/graduateschool/currentstudents/gs-etheseshome.aspx)



## Training provided by other services in the University

The details of training provided elsewhere in the University, which includes courses in the areas of teaching, IT skills and language support are listed below. Where appropriate, the discipline area stream and recommended year group are indicated.

### Laboratory safety – parts 1 & 2

- Sci/LS/Year 1  
contact: [safety@reading.ac.uk](mailto:safety@reading.ac.uk) for dates and times

### Preparing to teach

The *Preparing to teach* programme has been designed to support doctoral researchers who contribute to teaching and learning activities in the University. This includes laboratory or computer classes, demonstrating, running problem solving sessions, taking tutorial classes or seminars, giving lectures, performing assessments and providing feedback. The programme is run by the University's Centre for Quality Support and Development (CQSD) in collaboration with the Graduate School. For further details of the programme, please go to:

[www.reading.ac.uk/graduateschool/Developmentopportunities/gs-preteach.aspx](http://www.reading.ac.uk/graduateschool/Developmentopportunities/gs-preteach.aspx)

### IT Skills

- Endnote for beginners  
All faculties/all years  
Book via the RISISweb portal
- Matlab  
The training for Matlab is available through the MathWorks site:  
<https://uk.mathworks.com/mwaccount/register>  
Users can create an account and then follow the online guides and examples.

### English Language support for international doctoral researchers

International and EU doctoral researchers can access a range of English Language support services during their time at Reading. For more information, please go to the Graduate School website.

### Institution-wide Language Programme

The Institution-wide Language Programme provides language tuition to Reading doctoral researchers. The following languages are available at various levels:

Arabic, Chinese, French, German, Italian, Japanese, modern Greek, Portuguese, Russian, and Spanish.

**Please note that your School may cover the cost of IWLP fees. You must discuss this with your School Director of PGR Studies before you sign up to any IWLP language modules.** Registration for classes takes place at the start of the academic year.

For further information, go to the IWLP website: [www.reading.ac.uk/iwlp](http://www.reading.ac.uk/iwlp)

### Research data management

The proper management of data collected and processed in the course of research is an essential part of research practice. Effective research data management protects the integrity of your research, enables you to comply with relevant policies and legal and ethical requirements, and can enhance the reach and impact of published findings.

## Reading Researcher Development Programme

The University requires research students to manage their data responsibly, and to preserve and, where possible, share data of long-term value in compliance with its Research Data Management Policy.

The Research Data Management Service can help you manage the data you collect and work with. Our website provides a wealth of information about research data management in policy and practice, including guidance, training resources and details of University services.

Visit the Research Data Management website at: <http://www.reading.ac.uk/reas-ResearchDataManagement.aspx>

## Library

Each School/Department has a Liaison Librarian assigned to it. Liaison Librarians can offer one-to-one advice on finding information and in using information sources efficiently and effectively. They can also provide help and support to manage references for your research using EndNote, the University's recommended bibliographic management package. Find who your Liaison Librarian is and contact them at [www.reading.ac.uk/library/contact/staff/lib-liaison.aspx](http://www.reading.ac.uk/library/contact/staff/lib-liaison.aspx)

The Library's Research Publications Adviser can advise on choosing where to publish your research, your digital researcher identity, obtaining funding for open access publications, CentAUR and how to track the impact of your research outputs using bibliometrics and altmetrics. See: <https://libguides.reading.ac.uk/research-support>

## Study Advice

The Study Advice centre and its services are available to all Reading doctoral researchers. The University Study Advice team offers 30 minute or longer one-to-one advice sessions, workshops and other resources tailored to the study issues facing postgraduate students.

Their online guides include advice on advanced referencing:

[www.reading.ac.uk/internal/studyadvice/postgraduates/sta-advancedreferencing.aspx](http://www.reading.ac.uk/internal/studyadvice/postgraduates/sta-advancedreferencing.aspx)

## Student Wellbeing

Student Wellbeing (located in the Carrington Building) runs the 'Life tools' programme of talks.

The programme offers a variety of subjects designed to enable you to:

- manage your academic demands effectively;
- improve your resilience when life becomes challenging;
- enhance your personal wellbeing.

For more information go to: <http://www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.aspx>

## Careers

The Careers Centre at the University of Reading provides a full range of services for current PhD research students: <http://www.reading.ac.uk/careers/postgrad/>

If students would like a face-to-face appointment with a careers advisor, please go to My Jobs Online <https://reading.targetconnect.net/student/login.html> to make an appointment.