Graduate School
Training & Support Guide
2021–22
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Introduction

Engaging with training throughout your doctorate is an important part of your journey towards being able to undertake high quality, independent research. The Graduate School, together with the wider University, offers you a wide range of training sessions, workshops and activities to help you gain the skills you need to carry out research professionally and effectively and to support your ongoing career.

Training available through the Graduate School offers a broad programme applicable across subject boundaries. This training is open to all doctoral researchers and sits alongside the subject-specific training based in your own School. Core to the training available through the Graduate School is the Reading Researcher Development Programme (RRDP).

RRDP sessions are taught by a range of specialists – academics and other experts – from across the University and beyond. The University sets a minimum level of expected engagement in the RRDP as one important element of your doctoral education; this is described in detail in the RRDP section below. Undertaking training outside your discipline provides opportunities to meet other doctoral researchers, to explore ideas and be challenged outside your immediate circle of colleagues and peers, and to receive input from a wider range of expert presenters.

Alongside the RRDP the coming academic year will offer a variety of development opportunities, ranging from support for teaching, developing a deepening command of academic language, and exploring your leadership skills. ‘Keep Fit for your doctoral studies’ sessions will bring students together to discuss common academic concerns. Finally, a subscription to a suite of online self-study courses developed by Epigeum (part of the Oxford University Press), in partnership with academics across the UK, means that even with a busy schedule you can access research training at a time that suits you.

This guide is an important reference which you will want to refer to over the coming year. For the most up to date version, refer to the guide online at www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx.
Online research training

Epigeum – Oxford University Press

In addition to training delivered by University staff or other specialists, for the coming year Reading doctoral researchers have access to a specialist online research training programme developed by Epigeum, a part of the Oxford University Press.

This offers a suite of flexible, streamlined and comprehensive training that builds knowledge and skills essential to becoming a researcher. These online courses are freely available to all doctoral researchers and can be viewed as many times as you wish. They are a good way to support and extend the training you receive via the RRDP.

Accessing the Courses

These courses are provided through subscription and are available on an external site. You will need to create a profile using your Reading email address (this takes approximately 10 minutes) and then log in.

To access the training above you will need to register. Steps are as follows.

1. You will need an access code or 'token' which will be emailed to all students at the start of each academic year. If you have not received the token or need a reminder, please email gradschool@reading.ac.uk from your University email account.

2. Visit courses.epigeum.com, click on the user icon (shaped like a person) in the top right corner and select 'Register.'

3. Complete the registration form. Enter your name as it appears in your University record and register using your University email address - using other emails will not permit you access. In the 'role' box please select 'PhD' even if you are undertaking a different kind of doctorate (e.g. EdD). You will need to enter the access code (token) that has been provided.

4. Once registration is complete you will receive an activation email - click on the link in this to ensure that your account is activated. You can then log in.

Courses are grouped into a number of headings. Click 'View Courses' under each heading for a full view of courses. To ensure you see only those courses covered by this subscription, always access the courses by clicking on the top right user icon and then 'My Courses'.

Access instructions are also provided on the Graduate School website at www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx.

Epigeum Courses

A full list of Epigeum courses is available in Appendix 1.
Electronic deposition of doctoral theses

For doctoral researchers at the University of Reading\(^1\) it is now a requirement that an electronic copy of their thesis be deposited via an approved, secure method. A compulsory training module, ‘Creating your electronic thesis,’ guides you through the process of electronic thesis deposition, 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 training module is accessible via Blackboard (See Important Stuff to know). All current doctoral researchers should automatically be enrolled onto this module at the start of the year 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 and we will check your enrolment status.

To access the module directly:

- Log into Blackboard at www.bb.reading.ac.uk
- Follow this link Creating Your Electronic Thesis

For full details on the electronic deposition of doctoral theses, including information on the exemption and embargo of theses, see:


Turnitin

Turnitin is a web-based originality checking service that compares the text in your work with a large database of other sources, including web pages, online journal articles and other previously submitted work. You can access Turnitin and see guidance on how to use it in the Graduate School’s Blackboard area.

Access Turnitin by logging in to Blackboard, Blackboard, www.bb.reading.ac.uk.

\(^1\) Applicable to doctoral researchers registered on or after 1 October 2012.
Preparing to Teach (P2T)

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 refer to the P2T Brochure [www.reading.ac.uk/graduateschool/training-and-development/gs-preparing-to-teach.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-preparing-to-teach.aspx)

AFHEA Pathway

Doctoral researchers who teach or support learning and who meet the eligibility criteria may be able to apply for AHFEA through the University of Reading’s FLAIR Framework. The Framework is supported by the Academic Development and Enhancement (ADE) team in CQSD (Centre for Quality, Support and Development). The scheme is offered once a year.

Further information on the AFHEA pathway can be found at [www.reading.ac.uk/graduateschool/training-and-development/gs-preparing-to-teach.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-preparing-to-teach.aspx)
English language support

Authoring a doctoral thesis is a challenging undertaking for anyone, more particularly so if English is not your first or main language. Learning to use the language of academic research is an ongoing journey, which is closely bound up with your developing knowledge of your field.

A range of academic language support and resources are available during the course of your doctorate at no extra cost, including three in-depth writing programmes focussed specifically on doctoral level thesis writing and available exclusively to doctoral researchers.

These programmes are offered by the Graduate School in conjunction with the Academic English Programme, ISLI, and are detailed below.

Programme 1: Core Language Skills for Research Writing

This course takes a practice-based approach to strengthening your sentence and paragraph-level research writing skills. Using the textbook *Grammar Choices for Graduate and Professional Writers* by Nigel Kaplan, each week will focus on a different aspect of research language, including, for example, clause types and combinations, verb forms, language for stance and positioning, and information flow. Classes will involve analysis of target language features within the context of authentic research texts, controlled grammar exercises, and short weekly writing tasks for which you will receive feedback in the following lesson. This course can be useful for researchers with both lower and higher levels of academic writing proficiency, for the former to develop greater accuracy and control, and for the latter to increase linguistic range and flexibility.

Programme 2: Doctoral Thesis Writing: Structure and Language

This course will look at all key components of a doctoral thesis with focus on the purpose, structure and key language needed for each section. Extracts from successful doctoral and published research writing are analysed to develop understanding of useful organisational patterns and important language features for introducing your work, reviewing the literature, describing methodology, discussing results, concluding, and writing your abstract. The programme runs in two parallel subject streams, Science/Life Sciences and Social Science/Business, and will be useful both to students who haven't previously studied in an English language context as well as to students who have completed an undergraduate or Master's degree in English. This programme is very suitable for students across science and social science subjects using quantitative or qualitative methods within their project, but certain lessons may be less relevant to some styles of thesis writing used in subjects such as Law, Literature, and Film and TV.

Please note - This programme and the RRDP workshop *Writing a doctoral thesis* share much of the same content so if you have taken one you do not need to take the other (unless you wish to revisit the content).

Programme 3: Editing your Thesis with Corpora

This course will equip you with computational tools and techniques to independently increase the accuracy, appropriacy and confidence of your research writing. You will build a collection of texts - research articles in your own disciplinary field - that can be accessed electronically (a ‘corpus’, plural ‘corpora’) and use it to critically examine the academic language of your field. You will also make a corpus of your own writing so that you can compare features of it with those of published writing. You will learn how to use software to help you independently answer questions you have about grammar and usage in written discipline/field-specific academic English, and to discover how expert writers in your area of research express themselves. This programme is aimed at
doctoral researchers who have some written work already completed, such as at least one substantial draft chapter or research article.

**Other language support**
Alongside the three programmes, further academic language input is available including:

- a series of five one-off Language for Research sessions delivered as part of the RRDP in the spring term
  - Language for voice, stance and critical evaluation
  - Language for the literature review
  - Language for describing methods and reporting results
  - Language for discussion
  - Language for introductions conclusions
- the Academic English Programme’s open-sign-up courses
- the Academic English Programme’s Academic Language Webinar series.

**Writing a doctoral thesis – Structure and genre-specific language.** This RRDP workshop is available to doctoral students who do have English as a first language and condenses material from Programme 2.

For further details on see [www.reading.ac.uk/graduateschool/training-and-development/gs-thesiswriting.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-thesiswriting.aspx)
Statistical Support

Statistical courses are delivered as part of the Reading Researcher Development Programme (RRDP) [www.reading.ac.uk/graduateschool/training-and-development/gs-researcher-development-programme.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-researcher-development-programme.aspx)

In addition to face-to-face training, doctoral researchers also have access to a Statistical Methods for Research Programme online course in Epigeum. Access instructions are provided on the Graduate School website at [www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx)

An Introduction to Statistical Packages resource list can be found at [www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx)

The Maths Support Centre, based in the Library, provides a Help with Statistics service. Full details can be found at [www.reading.ac.uk/mathssupport](http://www.reading.ac.uk/mathssupport)

Keep Fit for your Doctoral Studies – Weekly Discussion Group

These discussion groups provide a space for you to discuss issues that can impact your doctoral research, such as managing academic pressure, increasing your concentration and motivation, perfectionism, and managing procrastination.

Group discussions are led by Dr Alicia Peña Bizama of the Student Wellbeing Service and take place online on Tuesdays at 11:00–12:00. Booking is not required. Attendance does not count towards annual training requirements.

To access discussion groups, meeting links can be found in the ‘Keep fit for your studies’ module in the Graduate School Blackboard area (see Important Stuff to know for more Blackboard information). You can also follow Dr Peña Bizama’s twitter account @Alicia_Psych.

Previous discussion topics can be viewed on a [Keep fit for your doctoral studies](http://www.reading.ac.uk/graduateschool/training-and-development/gs-training-and-development.aspx) blog.

Contact [gradschoolwellness@reading.ac.uk](mailto:gradschoolwellness@reading.ac.uk) for further information.
Important ‘stuff’ you need to know

This section provides links to other information important to doctoral researchers at Reading.

Code of Practice on Research Students

The University’s Code of Practice on Research Students outlines a set of requirements for all parties involved in the awarding of postgraduate research degrees at the University of Reading. It includes sections on supervision arrangements, monitoring and progress and examinations. All doctoral researchers are expected to read the code of practice.

[link to Code of Practice]

Programme Specification

From September 2017 each doctoral programme has an individual programme specification which sets out entry requirements, learning outcomes, compulsory taught modules, training requirements, progression requirements, assessment, etc. Please note that any progression requirements relating to taught modules only apply to students starting in September 2017. All programme specifications can be found at [link to Programme Specification]

Graduate School on Blackboard

Blackboard ([link to Blackboard]) is the University’s Virtual Learning Environment (VLE). The Graduate School Blackboard area contains a range of RRDP course materials and access to Turnitin and to the training module on electronic deposition of your thesis. The Graduate School will enrol you into the Graduate School Blackboard organisation as a ‘participant’ but please email [email address] if you are unable to see the Graduate School organisation in Blackboard.

Research ethics

Some research cannot be undertaken without the approval of the University’s Research Ethics Committee. Online guidance explains when this is the case and how approval may be obtained: [link to Research Ethics]

Training on research ethics is available via the RRDP.

Freedom of Information / Data Protection training resources

UK legislation on freedom of information and data protection has implications for those working within academic settings or public bodies. It is therefore important that doctoral researchers are properly acquainted with the issues relating to information management and compliance. For more information see the following:

[link to FOIA]

[link to Data Protection]

[link to Research Ethics]
UoR REDCap

UoR REDCap (Research Electronic Data Capture) is a secure web-based application for building and managing research databases and surveys. For further information see www.reading.ac.uk/RES/rdm/managing/res-redcap.aspx

Intellectual property and copyright

Intellectual Property (IP) can play a critical part in research and covers a variety of areas, including patents, plant breeding, software and trademarks. The University has a designated team of staff to support research and to advise you on appropriate courses of action relating to IP, for example whether to apply for a patent. All doctoral researchers need to be aware of copyright laws and to ensure that their research and outputs comply with them.

For more information on IP see www.reading.ac.uk/closed/res/IntellectualPropertyManagementClosed/IPandPatents/reas-IPM_IntellectualPropertyandPatents.aspx

For information on copyright see www.reading.ac.uk/internal/imps/Copyright/imps-copyright.aspx

Training is available on intellectual property rights (IPR) and copyright via the RRDP and Blackboard www.bb.reading.ac.uk (See Important Stuff to know).
Open access for research publications

Open access refers to free and unrestricted online access to publications for reading, download and re-use, subject to proper attribution. The University is committed to publishing the results of its research in the highest quality journals, and strongly believes that its research outputs should be made as widely available as possible. For more information:
www.reading.ac.uk/library/contact/info-for/researchers/openaccess/lib-open-access.aspx

Top ten tips for Open Access:

www.reading.ac.uk/web/FILES/library/OpenAccessTopTenTips.pdf
Training is available on Open Access via RRDP

Open Access Funding

Details about open access funding can be found at:
www.reading.ac.uk/library/contact/info-for/researchers/openaccess/lib-open-access-publishing.aspx

Submission of theses and examinations

The Rules for the Submission of Theses for Higher Degrees guidance document gives details about the processes you should follow with regard to:

• submission of theses
• procedure for submission
• word limits
• format of theses

www.reading.ac.uk/graduateschool/currentstudents/gs-ExaminationsForResearchDegrees.aspx

Information for Research Council funded doctoral researchers

If you are funded by a UK Research Council then it is your responsibility to understand and comply with UKRI policies on Open Access and research data management. It is also important that when required you submit information to Researchfish, the system used by UKRI to gather feedback on the outcomes of funded research. Further information on both of these see the following:

www.reading.ac.uk/graduateschool/currentstudents/gs-ResearchCouncilsOpenAccessandResearchDataPoliciesnewpage.aspx

www.reading.ac.uk/graduateschool/currentstudents/gs-ResearchfishGuidanceforDoctoralResearchersnewpage.aspx

2 Research Councils UK is now known as UK Research and Innovation (UKRI)
Reading Researcher Development Programme (RRDP)

The Reading Researcher Development Programme (RRDP) offers a wide range of training sessions, development workshops and activities to help you gain the skills to carry out research professionally and effectively and to support your ongoing career. Engaging with the training programme is an important part of your development as a researcher; it will help you carry out your research and will contribute to professional and generic research skills. The RRDP is inspired by the Researcher Development Framework, developed by Vitae\(^3\). This training provision is available to all doctoral researchers (full- and part-time) during their time at Reading.

This section provides a description of each individual RRDP course and indicates how often it normally takes place in each academic year. Use this section to help you choose the RRDP courses most helpful to you as part of planning your development for the year. A full A-Z list of courses is available in the pages that follow.

A timetable of RRDP course dates is published at the start of each term at [www.reading.ac.uk/graduateschool/training-and-development/gs-reading-researcher-development-programme.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-reading-researcher-development-programme.aspx). The timetable will indicate whether a course is delivered face-to-face (F2F) or via remote delivery (RD).

**Requesting a place on a course**

You can only request a course place through the Graduate School booking pages on the Reading’s student information system (RISIS). Visit RISIS at the start of each academic term to request places.

To request training places visit the Graduate School booking page on the RISIS portal at [www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk).

1. Go to [www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk/)
2. Enter your username and password
3. Go to the ‘Actions’ tab on the menu bar
4. Select the ‘Graduate School Training & Events’ header
5. Select ‘Request a training/event place’
6. ‘Continue’ to the complete list of training courses
7. At the bottom of the complete list select courses from the dropdown menu

If you are unable to see the ‘Graduate School Training & Events’ header please contact [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk).

The Graduate School allocates places after checking that the course is the right stream or year group, where there are restrictions. Once your request has been confirmed and you are booked

\(^3\) 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. [www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework](http://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework)

Request an RRDP place via [www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)
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.

Frequently Asked Questions

Is the training compulsory?
The University has set a minimum level of expected engagement in the programme. All current postgraduate research students are required to engage with the programme, irrespective of whether they are studying full- or part-time.

If you are a full-time student (F/T), this equates to taking at least five sessions during your first year and at least three in each of your second and third years*. If you are part-time (P/T) the required number of sessions is reduced. (See table below for an overview of F/T and P/T student RRDP requirements.) For students who have already acquired a range of research skills or have started a doctorate after a period of professional work, the minimum level may be sufficient (and exceptionally may be reduced), but many students will benefit from participating in a larger number of sessions than the minimum requirement to gain the skills and experience that will help them to progress.

<table>
<thead>
<tr>
<th>Full Time PhD</th>
<th>Part Time PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 FT</td>
<td>Year 1 PT</td>
</tr>
<tr>
<td>At least 5 RRDP sessions</td>
<td>At least 3 RRDP sessions</td>
</tr>
<tr>
<td>Year 2 FT</td>
<td>Year 2 PT</td>
</tr>
<tr>
<td>At least 3 RRDP sessions</td>
<td>At least 2 RRDP sessions</td>
</tr>
<tr>
<td>Year 3 FT</td>
<td>Year 3 PT</td>
</tr>
<tr>
<td>At least 3 RRDP sessions. By the end of Year 3, you should have fulfilled all generic skills training requirements</td>
<td>At least 2 RRDP sessions</td>
</tr>
<tr>
<td>Year 4 PT</td>
<td>Year 5 PT</td>
</tr>
<tr>
<td>At least 2 RRDP sessions. Part-time students should have completed the nine required courses by the end of Year 4.</td>
<td>Year 5 PT</td>
</tr>
</tbody>
</table>

If you are registered as a by distance student you are still required to complete a minimum level of training, however you may fulfil this requirement by completing Epigeum courses (see Online research training). You are also eligible to attend face-to-face or online RRDP courses when visiting campus.

Exceptions
DBA/EdD/professional doctorate researchers are welcome to take RRDP sessions but it is not a requirement. The programme is not available to taught Master’s students.
What counts towards my minimum level of training?

The following can contribute to your annual RRDP course requirements:

- the CQSD/Graduate School Preparing to Teach programme (fulfils one course requirement)
- any course provided by Epigeum, if assessment is passed (can fulfil a maximum of two course requirements even if more than two Epigeum courses are taken)
- ISLI thesis writing programmes (can fulfil a maximum of one course requirements even if more than one ISLI programme is taken)

How are the courses delivered?

RRDP training will take place via a mixture of face-to-face and online sessions delivered by University academic staff or other specialists on the University campus*.

If you are registered as by distance you are encouraged to attend face-to-face training where possible when visiting campus. If you are not registered as by distance, there is a minimum level of engagement requirement (see Is the training compulsory?).

In addition to RRDP training, we offer access to a suite of flexible online learning developed by Epigeum (see Online research training), a part of Oxford University Press. Access to this training is open to all doctoral researchers and for students who are registered by distance can count towards minimum training requirements.

A number of courses are repeated at several points through the year to make it easier to find convenient dates.

**COVID 19** - As we continue to monitor the situation with COVID 19 there may be changes to the delivery of courses in the interests of safety. Please monitor emails from the Graduate School for changes to the delivery mode of individual sessions.

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

All courses are free of charge to current doctoral researchers. However, a fee may be charged to students who repeatedly book courses without attending on the day.

Which courses should I attend?

There is no prescribed route through the RRDP and you are advised to take training that is relevant and timely. The process of Learning Needs Analysis (LNA), undertaken with your supervisor, will help you to identify areas for development and decide which courses within the RRDP are most relevant to you. For more information on the LNA see [www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-assess-training-needs.aspx](http://www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-assess-training-needs.aspx).

Are all courses open to all students?

Some courses are delivered in sessions that are tailored to specific year groups or specific disciplinary areas, such as to social sciences or to science & life sciences. For guidance, each RRDP course description identifies its target discipline stream and year group.

- **AH/SS/HBS**: Arts, Humanities, Social Sciences and Business
- **Sci/LS**: Science and Life Sciences
- **All**: all disciplines

Where sessions are geared to specific disciplinary areas, email the Graduate School if you need access to both streams.
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 important pre-requisites. It is important you 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 overall 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.

What should I do if I have booked a course and then I am unable to attend?
If you are no longer able to attend please inform the Graduate School at gradschool@reading.ac.uk as soon as you can as there may be a waiting list and we can allocate your place to another student. If you book a course and do not attend without letting us know this is recorded on your training record. We contact students who book but do not attend and may remove persistent ‘no-show’ students from 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 waiting list and email you if a place becomes available. We try to repeat popular courses throughout the year where possible. If you have been placed on a waiting list for a course, do remember to request a place the next time that course runs as you will not automatically secure a spot on the next available course.

I have accessibility and special requirements. Who should I inform?
Please contact in advance us about any specific requirements at gradschool@reading.ac.uk.

What happens if a course is cancelled?
On occasion, we may need to cancel a course or workshop. We make great efforts to prevent this, but on occasion it is unavoidable. This does not happen often and we apologise in advance should this situation occur for one of your bookings. All participants affected by cancellation are advised by email to their University email address so it is important that you check your University email account regularly and before travelling to a course. If possible, we will automatically transfer you to a re-scheduled session. We also try to post notifications of cancelled sessions on the Graduate School Facebook page (www.facebook.com/GraduateSchoolReading).
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.

RRDP courses (A–Z)

The list of RRDP courses currently scheduled for 2021-22 is outlined below. Courses are categorised by year group and the discipline stream to which the content is tailored.

A timetable of RRDP course dates is published at the start of each term at [www.reading.ac.uk/graduateschool/training-and-development/gs-reading-researcher-development-programme.aspx](http://www.reading.ac.uk/graduateschool/training-and-development/gs-reading-researcher-development-programme.aspx).

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. 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.
- **All**: all disciplines
Aim to be assertive
Domain B

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

Autumn term delivery: Once
Spring term delivery: Once

All rights reserved? An introduction to copyright
Domain A

Researchers are prolific producers and users of copyright-protected material but aren’t always familiar with the fundamentals of copyright protection or specifics of UK legislation. This session offers a foundational understanding of when, how and why copyrights subsists in material from psychometric instruments to research interviews and from diagrams to databases, explaining the scope and duration of protection, the rights of copyright owners and requirements for lawful reuse. Addressing essential concepts of originality, authorship, liability and limitations, the session is an introduction to copyright in principle and practice.

Autumn term delivery: Twice
### An essential guide to critical academic writing

**Domain A**

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’.

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### An introduction to Action Research

**Domain A**

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.

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### An Introduction to LaTeX

**Domain A**

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.

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An introvert’s guide to influence and impact

Domain B

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

Autumn term delivery: Once
Spring term delivery: Once

Analysing interview data

Domain A

Analysis of interview data using qualitative analysis techniques; identification of preliminary themes; construction and application of theoretical/conceptual categories; summarising findings. Relating concepts of reliability, validity, and generalisability to qualitative research; how reliability and validity can be ensured when collecting qualitative data; examining claims made for the generalisability of findings based on qualitative data analysis.

This session is an interactive workshop. It is for students who have already collected qualitative data but have not analysed it yet. Students are required to bring some of their data along to the session.

Spring term delivery: Once
### Applying for research grant funding from UK funders

**Domain C**

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.

**Spring term delivery:** Once

### Assessing quality in survey research

**Domain A**

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.

**Summer term delivery:** Biennially – not running in 2022
Basic statistics refresher

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.

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Boost motivation and maintain your productivity

This session will focus on understanding factors that influence our motivation, and it will cover some strategies to increase motivation and productivity to get things done.

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Brand You – LinkedIn

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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### Collections theories and methods

**Domain A**

This workshop uses the University of Reading’s outstanding museums and collections to teach basic skills of analysis for historical artefacts. In hands on sessions our curators and archivists will take you through some key questions and research strategies for collections.

| Autumn term delivery: | Once |

### Communicating your research: Five simple ideas

**Domain D**

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.

| Spring term delivery: | Once |

### Conceptualization and operationalization in social research

**Session 1**

**Domain A**

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.

| Summer term delivery: | Biennially – will run once in 2022 |
### Conceptualization and operationalization in social research

**Session 2**

**Domain A**  
AH/SS/HBS – All years

*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 advanced 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.

**Summer term delivery:** Biennially – will run once in 2022

### “Copy that!” Re-using copyright works in your research

**Domain C**  
AH/SS/HBS – Year 1 & 2

Reuse of third party copyright-protected material – from photos to quotes – is routine in research outputs, generally reliant upon either permission from the rights owner or an applicable copyright exception, to avoid infringing. Identifying and exploring the range of exceptions of greatest relevance to researchers, this session explains key considerations and conditions, including the importance of context to any determination of ‘fair dealing’. Other approaches are also outlined, including adopting successful permissions-seeking strategies and ensuring compliance with Creative Commons licences authorising free reuse, advising on due diligence and residual risks.

*Please note: it is recommended that researchers who have not previously undertaken any copyright training first attend the foundational session All rights reserved? An introduction to copyright.*

**Autumn term delivery:** Twice
Creative thinking and problem solving

**Domain A**

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.

**Spring term delivery:** Once

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Developing professional researcher networks

**Domain B**

- 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 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.

**Spring term delivery:** Once
### Diversity and Inclusion: An Introduction for Doctoral Researchers

**Domain C**

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.

**Spring term delivery:** Once

### Effective CVs: how to impress both employers within and outside HE

**Domain B**

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.

**Autumn term delivery:** Once  
**Spring term delivery:** Once  
**Summer term delivery:** Once

### Ensuring confirmation of registration

**Domain B**

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.

**Spring term delivery:** Once  
**Summer term delivery:** Once
Ensuring confirmation of registration

Domain B
Sci/LS – Year 1 & 2

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.

Autumn term delivery: Once
Spring term delivery: Once

Ethical considerations in preclinical biomedical research

Domain C
Sci/LS – Year 1

This session aims to prompt students to consider the ethics associated with research using animals and provide brief historical information for context. It will 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 focused presentation on the above aspects followed by a Q & A session at which specific questions related to individual projects will be discussed.

Autumn term delivery: Once

Ethics in research

Domain C
AH/SS/HBS – Year 1

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.

Spring term delivery: Once
### Ethics in research involving humans

**Domain C**

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 [www.reading.ac.uk/internal/academic-and-governance-services/research-ethics/](http://www.reading.ac.uk/internal/academic-and-governance-services/research-ethics/) and the session will briefly cover the documentation required for ethics submissions.

| Autumn term delivery: | Once |

### Ethnographic research techniques

**Domain A**

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

| Spring term delivery: | Once |

### Feeling stressed? Find out ways to manage it

**Domain B**

Dealing with uncertainty during coronavirus can be very challenging. Managing stress at an early stage is key to prevent it from having a negative impact on health. Developing ways to manage it can restore energy so we can do our work and keep well.

| Autumn term delivery: | Once |
### Finding funding to support your doctoral studies

**Domain C**

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<th>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, trusts 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: <a href="http://www.reading.ac.uk/graduateschool/prospectivestudents/gs-alternativefundingguide.aspx">www.reading.ac.uk/graduateschool/prospectivestudents/gs-alternativefundingguide.aspx</a></th>
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**Spring term delivery:** Once

### Finding your way

**Domain A**

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<th>Finding Your Way for doctoral research 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.</th>
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**Autumn term delivery:** Twice
**Spring term delivery:** Once

### Focus Groups

**Domain A**

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<th>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.</th>
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**Summer term delivery:** Once
Getting your first academic job

This session is designed to help you prepare for applying for your first academic position. 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 the characteristics of appointees. It ends with a number of useful tips for preparing applications and preparing for and performing well in academic job interviews.

Spring term delivery: Once

Getting your first post-doc position

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.

Spring term delivery: Once

How to avoid plagiarism

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.

Autumn term delivery: Once
Spring term delivery: Once
### How to get published

**Domain D**

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<td>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.</td>
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How to stop procrastinating (or the secret to getting started)  
Domain B

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!

Autumn term delivery: Once  
Spring term delivery: Once

How to summarise your research in 3 minutes  
Domain D

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

Autumn term delivery: tbc  
Spring term delivery: tbc
How to write a literature review

Domain A

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.

Spring term delivery: Once

How to write a literature review

Domain A

Sci/LS - Year 1

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.

Autumn term delivery: Once
Spring term delivery: Twice
Summer term delivery: Once

Request an RRDP place via www.risisweb.reading.ac.uk
## How to write a paper

**Domain A**

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, 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.

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## How to write a paper for publication

**Domain A**

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.

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### How to write a thesis – getting started  
**Domain A**

**AH - Year 1**

This session will introduce 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?

Spring term delivery: Once

### How to write a thesis  
**Domain A**

**SS/HBS – All years**

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: SS students whose research is primarily non-empirical might prefer to attend the session for AH students.*

Spring term delivery: Once

Autumn term delivery: Once
### How to write a thesis

**Domain A**

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<thead>
<tr>
<th>Sci/LS - Year 2 &amp; 3</th>
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<tr>
<td>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.</td>
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| Autumn term delivery: | Once |
| Spring term delivery: | Once |

### How will employers interview you?

**Domain B**

<table>
<thead>
<tr>
<th>All – Year 2 &amp; 3</th>
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<tr>
<td>Find out how to impress employers both outside and within HE. This taught session will outline how they shortlist you and interview.</td>
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| Autumn term delivery: | Once |
| Spring term delivery: | Once |
| Summer term delivery: | Once |
Imposter syndrome  
Domain B  
All – All years

Are you as good as they think you are? This secret fear that we are 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

Autumn term delivery: Once  
Spring term delivery: Once

Intellectual Property: the rights to know  
Domain C  
Sci/LS – Year 1

Intellectual Property (IP) can play a critical part in research and covers a variety of areas, including copyright, patents, plant breeding, software and trademarks. 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.

Autumn term delivery: tbc
Intermediate/Advanced LaTeX
Domain A

All - Years 1 & 2

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.

Pre-requisite: students either need to have attended the introductory session or at the very least have prior knowledge/experience of the LaTeX package.

Spring term delivery: tbc
Summer term delivery: tbc

Interview structures and techniques
Domain A

AH/SS/HBS – All years

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.

At the end of this session, students will:
- better understand the strengths, weaknesses and possibilities for interviews as a research tool
- better understand the intercultural and ethical issues surrounding the use of interviews
- better understand the logistics of conducting interviews, including structures, procedures and methods

Summer term delivery: Once

Introduction to altmetrics
Domain D

All – All years

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 Altmetric 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 Altmetric Explorer.

Autumn term delivery: Once
Spring term delivery: Once
Introduction to bibliometrics  
Domain D  

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.

Spring term delivery: Once

Introduction to impact  
Domain D  

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.

Autumn term delivery: Once

Introduction to organising conferences and public engagement events  
Domain D  

The session will draw on the presenter’s experiences of organising international conferences and workshops. Important parts of the presentation include: obtaining funding, raising the event profile, dealing with organisation, managing abstract submissions and delegates, preparing a programme and preparing for disasters. Special attention will be paid to organising and managing online events. As always, there will be ample opportunity for questions and discussion with the audience.

Spring term delivery: Once
# Introduction to Public Engagement

**Domain D**  
**All – All years**

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.

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# Introduction to surveys

**Domain A**  
**AH/SS/HBS - All years**

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.

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# Introduction to the SciVal Research intelligence tool

**Domain D**  
**All – Year 2 & 3**

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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<td>Language for describing methods and reporting results*</td>
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<td><strong>Domain A</strong></td>
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<tr>
<td>This session will examine the language used to effectively contextualise and communicate your methodological approach, to accurately describe research processes and data, and to justify research design choices. It will be useful to international doctoral researchers in the Sciences and Social Sciences. *This workshop is aimed at students who do not have English as a main language.</td>
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<td><strong>Domain A</strong></td>
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<td>In your doctoral thesis, the discussion of findings and results is a key point at which your ability to critically analyse, interpret and evaluate is showcased. This session will focus on the language used for these functions as well as the language used for showing how your work relates to previous research and contributes to ongoing academic debates within your field. This session will be useful to all international doctoral researchers, particularly those in the Sciences and Social Sciences (N.B. those in the Arts and Humanities will also find aspects of the session useful). *This workshop is aimed at students who do not have English as a main language.</td>
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<th>Language for introductions and conclusions*</th>
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<td><strong>Domain A</strong></td>
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<tr>
<td>The Introduction of your thesis contextualises and justifies your research focus, and the Conclusion highlights the contribution you have made to your field by undertaking it. This session will examine the language and organisational patterns needed to effectively achieve the purposes of these two sections. *This workshop is aimed at students who do not have English as a main language.</td>
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### Language for the literature review*

Domain A  
All - All years

An important part of a doctoral thesis is the review and discussion of the work of other scholars and Integral to 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 touch on potential linguistic differences in how literature is written about across academic disciplines.

* This workshop is aimed at students who do not have English as a main language.

Spring term delivery:  Once

### Language for voice, stance and critical evaluation*

Domain A  
All - All years

In doctoral level research writing, you are expected to develop a strong authorial voice, make your stance clear (i.e. your position in academic debates and attitude towards the work of other scholars) and demonstrate high levels of ‘criticality’. This workshop will examine what doing these things means in practice and how language helps you to do them. How the language of voice, stance and criticality may differ between academic disciplines will also be discussed.

* This workshop is aimed at students who do not have English as a main language.

Spring term delivery:  Once

### Managing data and research material

Domain A  
AH/SS/HBS - All years

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.

Autumn term delivery: Once  
Summer term delivery: Once
### Managing data and research material  
**Domain A**  
**Sci/LS - All years**

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.

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### Managing your digital researcher profile  
**Domain D**  
**All – Year 2 & 3**

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.

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### Managing your research project  
**Domain C**  
**Sci/LS – Year 1 & 2**

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.

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Request an RRDP place via www.risisweb.reading.ac.uk
### Narrative and life history research

**Domain A**

**AH/SS/HBS – All years**

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.

**Summer term delivery:** Once

### Navigating collections

**Domain A**

**All – Year 1**

This introductory workshop gives you the key skills that you need to successfully conduct research in museums, archives, galleries and rare book libraries. Professional staff will take you through the essentials of catalogues, conservation and planning research.

**Autumn term delivery:** Once

### Open Access for research publications

**Domain C**

**All – All years**

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.

**Autumn term delivery:** Once
**Spring term delivery:** Once
**Summer term delivery:** Once
### Open Access publishing and data sharing surgery

**Domain C**

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 Robert Darby, the Research Data manager and four 30-minute 1-2-1 appointments with the Research Publications Adviser Karen Rowlett.

Bookable surgery appointments – not available to book on RISIS. Please email [gradschool@reading.ac.uk](mailto:gradschool@reading.ac.uk) to request a place.

**Summer term delivery:** tbc

### ORCiD identifiers: what are they and why do I need one?

**Domain D**

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

Please note that this session will be of most benefit to those students who already have publications.

**Autumn term delivery:** Once
**Spring term delivery:** Once

### Overcoming writer’s block

**Domain B**

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.

**Spring term delivery:** Once
### Participatory visual methods

**Domain B**

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<tr>
<td>This course provides an introduction to the use of participatory visual methods in qualitative research. Broadly, visual methods involve the use of photography, video, artwork, and other media in research and engagement activities. Using visual methods opens a space for creativity, where new ideas, interpretations, and subjective knowledge can enter a discussion. Visual methods can be central to participant-led investigations of issues that are pertinent to a particular group of people, in a particular context, and at a particular time. Participatory visual methods, however, can be integrated into a wide range of research design frameworks, including participatory action research, that have been developed to mitigate unequal power relations and other ethical concerns and limitations. The session will provide opportunities for students to consider how the methods and approaches presented relate to their own research topic and/or research experience. We will also consider how participatory visual methods can be adapted for social distancing during the coronavirus pandemic.</td>
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### Postgraduate funding: considering the alternatives

**Domain C**

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<tr>
<td>Are you a current PhD or PGR student who needs extra funding for fees, living expenses, research, conference or 4th year PhD writing-up costs? Have you been adversely affected financially by the Covid-19 Coronavirus? If the answer is ‘yes’ then consider attending this webinar! It is all about funding from unusual places you probably have not heard of! As well as explaining the more ‘usual’ postgraduate funding options available, it is mainly about alternative grant-making bodies in Britain: principally charities, trusts and foundations. Charities and trusts are seldom used by students, but often make grants regardless of subject, course, or nationality. They are an excellent – but underrated – funding option. By the end of the course, you will be able to: identify the appropriate alternative funding bodies for you, find them via books and the internet and apply strongly and correctly.</td>
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Preparing posters – theory and practice
Domain D

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.

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Presentation skills
Domain B

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.

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### Presentation skills

**Domain B**

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<th>Sci/LS – Year 1 &amp; 2</th>
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<tr>
<td>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.</td>
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<tr>
<td>Please note that this session is delivered by Bob Rastall, Professor of Food Biotechnology, therefore he will primarily use examples from within the sciences (predominantly nutrition and agriculture) throughout this course.</td>
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### Public Images: re-using artwork, photographs and stills in your thesis

**Domain C**

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<th>AH/SS/HBS – All years</th>
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<td>Will your thesis contain pictures or figures that you have not 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.</td>
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Publishing Process (The) – from a publisher’s viewpoint
Domain C

This presentation will provide an introductory view of publishing. The aim of the presentation is to provide the student with the basic knowledge of what goes into publishing academic papers in Journals, what the publisher is looking for and how the academic can work with and benefit from the publishing process. Key points covered will be: brief history of publishing; why publish in a journal; the publishing cycle; the submission process; editorial strategy; pressures on publishing; measuring impact overview; publishing ethics; traditional publishing models; open access and open research; predatory journals; journal development; promotion and marketing; future of publishing. The presentation will also include supplementary information in a glossary containing details of the common terms used within academic publishing.

Summer term delivery: Once

Quality assurance in research
Domain C

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. 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). This short presentation will outline the University’s QAR system and show you where to find information, help and resources to make sure that your exciting research hypotheses and earth-shattering results are not compromised by poor planning and execution.

Autumn term delivery: Once for Sci/LS and Once for AH/SS/HBS
Quantitative methods in biomedical sciences: Basic statistics Part 1 (Theory)

This course is aimed at teaching the basic statistical tools for carrying out quantitative analysis of experimental data in biomedical sciences. The aim of this course is to provide the student with the basic statistical knowledge to interrogate datasets, test hypotheses and describe data populations. During the session the following will be discussed:

- Descriptive statistics
- Precision and accuracy
- Replication vs pseudoreplication
- Controls
- Covariance and correlation
- Hypothesis testing
- Type I and Type II errors
- P values
- T test
- ANOVA
- Multiple comparisons
- Principles of evidence-based medicine (sensitivity/specificity, numbers needed to treat, risk reduction, positive and negative predictive value)

The lecture will be complemented by a booklet, containing details of the mathematical formalisation, consisting in a condensed version of the Watkins textbook, for those interested to know the equations in detail.

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### Quantitative methods in biomedical sciences: Sci/LS - All years

**Basic statistics Part 2 (Practical)**

**Domain A**

This course follows on from ‘Quantitative methods in biomedical science: basic statistics Part 1’, where we will analyse different datasets from pre-clinical and clinical studies, to test the effects of treatments and genotype on physiological parameters (dependent variables). This workshop is aimed at getting confidence at choosing the right statistical test for different kinds of questions and using SPSS and excel for some basic hypothesis testing tools (t-test and ANOVA).

The lecture will be complemented by a booklet, containing details of the mathematical formalisation, consisting of a condensed version of the Watkins textbook, for those interested to know the equations in detail.

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### Questionnaire design

**AH/SS/HBS - All years**

**Domain A**

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.

| Summer term delivery | Biennially – will not run in 2022 |

### Reading objects documents and images

**ALL – Year 1**

**Domain A**

This workshop uses the University of Reading’s outstanding museums and collections to teach basic skills of analysis for historical artefacts. In hands on sessions our curators and archivists will take you through some key questions and research strategies for collections.

| Autumn term delivery | Once |
### Research in the social sciences: research questions and styles of research

**Domain A**

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This session introduces hypotheses and research questions as different approaches to initiating research. The iterative approach to refining research questions will be presented. The epistemology of the major styles of social science research will be reviewed and their appropriateness to different kinds of research questions will be discussed.

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

**Domain A**

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<th>All - Year 1</th>
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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.

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<tr>
<th>Autumn term delivery:</th>
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### Stress busting for busy people

**Domain A**

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<thead>
<tr>
<th>Stress busting for busy people</th>
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<tr>
<td>Stress, a part of everyday life, something to be lived with, inescapable???</td>
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<tr>
<td>In many cases, stress has power over us because we don’t realise that we have choices and could be doing things differently.</td>
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<tr>
<td>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.</td>
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<tr>
<td>By the end of the course participants can expect to:</td>
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<tr>
<td>• understand the biological basis of stress and its symptoms</td>
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<td>• see the reasons why stress is personal and identify your particular stressors</td>
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<tr>
<td>• become aware of how you deal with stressful situations</td>
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<tr>
<td>• have choices to deal with stress in a healthier or more helpful way</td>
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<tr>
<td>• learn techniques that can help to deal with the symptoms of stress</td>
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<tr>
<td>• have tools to manage themselves and their environment more effectively</td>
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### Surviving the viva

**Domain B**

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<tr>
<th>Sci/LS – Year 2 &amp; 3</th>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Please note that this session is delivered by Bob Rastall, Professor of Food Biotechnology, therefore he will primarily use examples from within the sciences (predominately nutrition and agriculture) throughout this course.</strong></td>
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<td>Autumn term delivery:</td>
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### Surviving the viva

**Domain B**

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<th>AH/SS/HBS – Year 2 &amp; 3</th>
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<tr>
<td>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.</td>
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### Taking and editing photos for your thesis

**Domain D**

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<tr>
<td>This course offers an introduction to images including: file types, sizes, terminology, resolution, uses, limitations, originsations, 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.</td>
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<tr>
<td>Summer term delivery:</td>
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<tr>
<td>Teaching with collections</td>
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<tr>
<td><strong>Domain A</strong></td>
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<tr>
<td>Increase your students’ analytical, research and transferable skills by designing teaching in working collections. This workshop is headed up by our own collections teaching and learning team who will provide tips and guidance to help develop your own innovative teaching practice.</td>
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<td>Summer term delivery:</td>
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<tr>
<th>Understanding peer review</th>
<th>AH/SS/HBS – Year 2 &amp; 3</th>
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<tr>
<td><strong>Domain C</strong></td>
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<tr>
<td>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 &amp; humanities, social sciences and business. It takes participants through the processes, expectations, outcomes and significance of peer review.</td>
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<td>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.</td>
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<td>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.</td>
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<td><strong>Domain C</strong></td>
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<tr>
<td>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.</td>
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<td>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.</td>
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<td>Second and final year PhD students are particularly encouraged to attend.</td>
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### UoR REDCap: a secure web application for managing data collection in participant-based research

**Domain D**

This course will provide a practical introduction to UoR REDCap (Research Electronic Data Capture), a secure web-based application for building and managing research databases and surveys. Students will learn how to: set up a REDCap project and build instructions; implement and distribute surveys; use the e-consent function; and manage a quality-assure data. More advanced features will be highlighted, including longitudinal scheduling, piping and integrating REDCap with other platforms via URL parameters and the API. Students will have the opportunity to practice with REDCap during the course. The course will last for 2.5 hours. The last half hour is reserved for supported practice and is optional.

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### Using social media to communicate and enhance your research

**Domain D**

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

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### Using your voice effectively

**Domain B**

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

**Domain A**

This workshop explores issues of power and representation in the formation, research, and interpretation of collections. Academic from a range of disciplines will discuss projects which have sought to engage with these issues.

| Autumn term delivery: | Once |

### Writing a Data Management Plan for your Research Project

**Domain A**

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. Writing a DMP will help you plan and execute your research effectively, and ensure you consider and address important data management issues, including data storage, organisation and documentation; research ethics and consent; intellectual property rights and preservation and sharing of data supporting your thesis and other research outputs. A DMP will enable you to identify appropriate solutions to protect your data and the integrity of your research and to make the most effective use of your research materials in the long term.

This 2-hour 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. Information about data management planning tools and resources to help you will be provided.

| Autumn term delivery: | Twice |
| Spring term delivery: | Twice |
| Summer term delivery: | Once |
### Writing a doctoral thesis: structure and genre-specific* language features Part A and Part B  
**Domain A**

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

Please note - This programme and thesis writing programme 2 (*Doctoral Thesis Writing: Structure and Language*) share much of the same content so if you have taken one you do not need to take the other (unless you wish to revisit the content).

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### Writing a thesis as a collection of papers  
**Domain A**

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 provides some general guidance on how to structure the thesis.

Please note that this session is delivered by Bob Rastall, Professor of Food Biotechnology, therefore he will primarily use examples from within the sciences (predominately nutrition and agriculture) throughout this course.

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### Writing retreat

**Domain A**

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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 RRDP training session over the course of an academic year.

**tbc**

### Writing up your data analysis

**Domain A**

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**Key skills:**
- Recognise the key elements of writing up your statistical report.
- Understand the statistical components of a research protocol.
- Write up your data analysis: the data, methods, outputs and conclusions.
- Present the analysis results and their interpretation.

**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.

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<tr>
<td>You and your supervisor</td>
<td>AH/SS/HBS – Year 1</td>
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<tr>
<td>Domain D</td>
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<tr>
<td><strong>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.</strong></td>
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<th>You and your supervisor</th>
<th>Sci/LS – Year 1</th>
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<td>Domain D</td>
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<tr>
<td><strong>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.</strong></td>
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<th>You and your supervisor: developing your academic identity</th>
<th>All – All years</th>
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<td>Domain D</td>
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<tr>
<td><strong>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. The course consists of a pre-recorded session accessible via Blackboard followed by a live informal discuss-based workshop.</strong></td>
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Training by other University services

Details of training and support provided elsewhere in the University are provided below. Where appropriate, the discipline area stream and recommended year group are indicated.

Endnote for beginners

Information and guidance on using Desktop EndNote and EndNote online to manage bibliographic references can be found at: [libguides.reading.ac.uk/endnote](http://libguides.reading.ac.uk/endnote)

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, see 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.

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: [www.reading.ac.uk/reas-ResearchDataManagement.aspx](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: [libguides.reading.ac.uk/research-support](http://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 one-to-one advice sessions, workshops and other resources tailored to the study issues facing postgraduate students.

[link to study advice page]

Their Study Guides and Video Tutorials provide expert advice on developing all of the academic skills and practices you will need to succeed at university.

[link to study guides page]

Counselling & Wellbeing Service
The Counselling & Wellbeing Service (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 see
[link to counselling services]
[link to life tools]

Careers
The central careers service is open to all University students including doctoral researchers. The careers service run workshops through the Graduate School RRDP that are tailored for doctoral researchers, however it’s still worth browsing their central workshops and events each term, especially if you think your career move after your PhD will be outside academia. For more information about the careers service and to access their online resources go to
[link to careers page]

Doctoral researchers can request an individual career appointment. Common questions or discussion points covered in initial careers appointments are making the transition from academia to business, feedback on CVs, how to write strong job applications and how to prepare for interviews. You can book online through their booking system called My Jobs Online or by emailing them: careers@reading.ac.uk

The current list of career events can be found at
[link to career events]

Design and Print Studio (DPS)
The Design and Print Student (DPS) provides guidance on how to design and print conference posters from Microsoft PowerPoint as well as proving templates, advice and professional printing services. If a poster is representing the University at a conference or will be displayed in a UoR department the official University PowerPoint template will need to be used. Two templates are available, portrait and landscape. They are set up at the correct size with the right fonts, colours, logo and layout. DPS provides a 4-step process to create a professional, effective poster that really shows research in the best light. Details can be found at:
[link to DPS templates and design guidance]
Appendix 1: Epigeum Courses (full list)

Self-study courses available through Epigeum with learning outcomes.

Undertaking a Literature Review
- Describe what a literature review is and why it is important
- Describe the characteristics of literature reviews in different disciplines
- Describe the main stages in a literature review
- Explain why it is important that a review has a clear method
- Identify how to create a focused question.
- Describe the main types of academic literature
- Explain why it is important to develop inclusion and exclusion criteria
- Identify how to effectively search for literature electronically
- Identify additional searching strategies
- Describe why documentation of the search strategy is important.
- Explain why it is important to evaluate the quality of the literature in your review
- Explain how to select and organise your sources
- Describe why different pieces of literature on the same topic might come to different conclusions
- Explain the importance of critical appraisal
- Describe the function of critical appraisal tools
- Describe different approaches to analysing the literature
- Describe how themes can be identified from a body of literature
- Explain how different sources can be compared and contrasted in a review
- Demonstrate how to reference accurately and appropriately
- Identify which aspects of the literature review might be discussed at the viva voce

Becoming an Ethical Researcher
- Explain the significance of taking different approaches to ethical decision-making
- Compare and contrast consequentialist, virtue ethics, the ‘Golden Rule’ and empathic approaches to ethical decision-making
- Discuss the significance and implications of your approach to ethical decision-making
Research Ethics in Practice

- Working with human participants –
  - Discuss the significance of informed consent in research
  - Identify complex situations and adapt informed consent procedures as appropriate
  - Explain the role of confidentiality and anonymity in research
  - Make practical recommendations and develop strategies for compliance with the General Data Protection Regulation (GDPR)

- Understanding research ethics approval –
  - Discuss the purpose and role of research ethics committees
  - Explain when ethics approval is necessary
  - Outline the steps to take in order to seek ethics approval.

- Working ethically in challenging circumstances –
  - Consider risks for harmful consequences from a variety of perspectives
  - Make practical suggestions for avoiding ethical challenges
  - Taking appropriate steps when faced with ethical challenges
  - Explain why exploitation can be a challenge for ethical research in a global environment

- Working ethically in a global environment –
  - Reflect critically upon the significance of benefits in research
  - Identify ways to avoid ‘ethics dumping’ when working in a global environment

Working with your supervisor

This course will help you to:

- Understand the expectations of the student-supervisor relationship
- Build a positive and professional relationship with your supervisor
- Develop critical skills in relationship-building
- Recognise and resolve potential issues relating to your supervisor
- Develop and maintain a proactive attitude in your relationship with your supervisor
Managing your research project

By the end of this course, you should:

- Be familiar with basic project management terminology, techniques and frameworks and how to apply them within a research project
- Understand that project management techniques can be effectively applied to research projects in any discipline, from doctoral level onwards
- Understand the stages in a research project’s lifecycle, from early-stage planning through to carrying out the project, external review, and closing-down activities
- Be able to identify the different individuals and groups involved in the project, the types of roles performed by them and the responsibilities associated with each role
- Understand how to construct a project plan to help you carry out your project and avoid/handle common stumbling blocks at any stage
- Understand the importance of clearly documenting the progress of a project, and be aware of the many different forms documentation may take

Principles of Research Methods

- Understanding and framing research
- Developing a research question
- Knowing about methodology
- Knowing about data collection methods
- Knowing about sampling methods
- Networking, collaborating and connecting disciplines
- Protecting, managing and sharing research data
- Communicating, disseminating and publishing research
- Producing a research proposal
Research Methods in Practice: Social Sciences
This course explores the practical applications of research methods in the social sciences. Through practical examples, scenarios and case studies, it will help you to reflect on the challenges you might face during your research project.

- Consider a variety of data collection methods that can be used to gather appropriate data, and start to choose suitable methods for your research
- Reflect critically on the practicalities of data collection and identify practical data collection issues relevant to your research
- Describe the challenges that might arise as you collect data for your research and list some possible solutions
- Recognise and address ethical and legal issues surrounding data collection
- Identify and apply professional and academic standards of integrity and scholarship when collecting data.
- List a variety of methods that can be used to analyse data, and start to choose appropriate data analysis methods for your research
- Identify potential data analysis challenges and outline possible solutions
- Reflect critically on data analysis conclusions and outputs
- Recognise and address ethical and legal issues surrounding data analysis
- Identify and apply professional and academic standards of integrity and scholarship when analysing data

Research Methods in Practice: Arts & Humanities

- Explain the importance of methodology in providing a framework for research
- Recognise the importance of interdisciplinary and interinstitutional collaborations, and identify the challenges that they present
- Recognise the variety of primary and secondary sources, and explain how to utilise appropriate research methods
- Describe how the methods and processes involved in your project fit together and are aligned with your research question
- Appraise the practicalities of accessing and collecting research materials, and identify solutions to and ways of managing potential challenges and dilemmas
Research Methods in Practice: STEM
- Identify the type and quantity of data needed to answer your research question
- Evaluate a variety of data collection and sampling methods from across a number of STEM disciplines
- Identify and consider a variety of sampling procedures and the statistical implications, including calculation of sample size
- Reflect critically on the practicalities and challenges of data collection
- Describe how to select the data collection methods appropriate for your research question and research methodology
- Identify different data management issues relevant to security and accessibility of research data
- Identify and evaluate a number of qualitative, quantitative and mixed data analysis methods and tools from a variety of STEM disciplines
- Recognise and address assumptions, preferences and bias in data analysis methods applied in STEM disciplines
- Describe ethical, moral and legal issues surrounding data collection and analysis
- Identify and apply professional standards of integrity and scholarship when collecting and analysing data
- Explain how to evaluate, select and defend the data analysis methods that are appropriate for your research, including statistical validation of the research outcomes
- Outline principles of responsible data presentation and common formats for presenting various data types

Getting published in the arts
At the end of this course, you should:
- Be able to plan an appropriate publication strategy for your early academic career
- Understand how technology and the open access movement are changing the academic publishing landscape
- Be able to identify and prepare a suitable piece of work for academic publication in a journal or as a monograph
- Be able to identify, assess and approach appropriate print and online journals and publishers in your academic discipline
- Understand the process of peer review and revision
Getting published in the sciences
This course has been designed to:
• Help you gain an overview of the changing landscape of academic science publishing
• Develop your ability to plan an appropriate publication strategy for your early academic career
• Develop your awareness of key intellectual property (IP) issues surrounding academic publications
• Develop your ability to structure, write and submit a scientific paper to an academic journal
• Increase your understanding of the editorial processes involved in scientific publishing
• Develop your ability to respond effectively in the event that your scientific paper is rejected

Intellectual property in the research context
This course aims to help you be able to:
• Understand the four main types of intellectual property right
• Analyse an innovative or creative output in terms of intellectual property rights generated
• Discuss the appropriateness, or not, of registering an intellectual property right
• Apply the appropriate ownership rules to intellectual property you have been involved in creating
• Suggest ways of exploiting intellectual property rights created in your own work

Conferences, presenting and networking
This course aims to help you be able to:
• Recognise the benefits of attending conferences
• Plan a strategy for presenting your research at conferences
• Understand how to submit a conference paper
• Understand how to give an effective presentation
• Understand the key aspects of organising an academic conference
• Feel confident in establishing and maintaining productive professional (and social) contacts
• Reflect on your experience and be better equipped, organised and prepared for your next conference

Career planning in the sciences
This course has been designed to:
• Understand key factors in career decision-making
• Understand the skills you have and the career options open to you
• Begin developing your own career plan
• Recognise how to engage with both academic and non-academic employers successfully
Career planning in the arts, humanities and social sciences
This course will help you to:
- Understand key factors in career decision-making
- Be able to evaluate skills that you have in addition to your research capabilities
- Know how to evaluate career routes within and outside of academia
- Understand the skills you have and how to market them to employers
- Begin developing your own career plan

Academic entrepreneurship: An introduction
The aims of this course are to help you:
- Understand the stages of an entrepreneurial journey, including common challenges faced by technology entrepreneurs
- Recognise entrepreneurial characteristics, including whether entrepreneurs are 'born' or 'made'
- Understand what motivates scientists to participate in commercialisation activities
- Know the options for commercialising academic innovations
- Understand some of the rewards of entrepreneurship available to stakeholders and participants
- Appreciate the importance of networks in entrepreneurial activity
- Understand how role and identity affect academic entrepreneurship, including whether entrepreneurship is at odds with academic values
- Recognise some of the skills and capacities generally required for entrepreneurial activity

Entrepreneurial opportunities: Recognition and evaluation
At the end of this course, you should:
- Be able to describe different types of opportunities enabled by university research
- Understand the link between meeting human needs and entrepreneurial opportunity
- Understand why people identify some opportunities but not others
- Appreciate that some innovations and opportunities have more commercial potential (are more attractive) than others
- Be able to describe the process of assessing the commercial attractiveness of an opportunity
- Understand the basics of developing a business plan for a new venture
- Understand why it is important to think about what will happen to a venture in the long run
Entrepreneurial resources: People, teams and finance
The aims of this course are to help you:
• Be aware of the various types of resources required to launch a new venture
• Be aware of the pros and cons of starting a venture based on 'lean' principles
• Be aware of the role of social capital in entrepreneurial activity
• Know the benefits and challenges associated with building an effective entrepreneurial team
• Be aware of basic financial capital issues for technology ventures
• Appreciate the basic aspects of venture fundraising for university spin-outs
• Understand some of the challenges in determining equity or ownership in a university spin-out
• Understand some of the basic concepts and challenges associated with valuing a new venture

Statistical methods for research:
Statistical Methods for Research is a foundation programme in Statistics, providing students with the practical, transferable skills needed to conduct statistical analysis at postgraduate level and beyond. Each version of the programme is designed for researchers in a particular subject area and illustrates the theory with examples relevant to the discipline. Versions are available for the following areas:
• Biomedical Sciences
• Engineering
• Natural Sciences
• Social Science