Welcome to the 2018/19 PGR Training Programme from the Graduate School. Our aim is to provide all UCLan postgraduate research students with high quality opportunities for training, development and support and to enable you to get the most out of your doctoral studies.

PGR Training at UCLan covers a wide range of topics from starting out and gaining essential skills through to enhancing your employability and future career after graduation. This programme sets out the training and development opportunities available to you, how to access them, as well as how our training provision aligns with the Vitae Researcher Development Framework. It also covers a number of other aspects of being a postgraduate research student here at UCLan, such as guidance notes for successful progression, and hints and tips to ensure that your doctoral journey is a successful one.

UCLan is committed to producing world-leading research and top-class researchers and our training facilities and provision are just one way in which we aim to support that.

For further information, advice or assistance please contact the Graduate Research Team on training4research@uclan.ac.uk, 01772 895090.
Here at UCLan we are committed to producing world-class researchers that are real-world ready, and as such we have mapped our training and development course provision to the Vitae Researcher Development Framework (RDF).

The Vitae Researcher Development Framework was developed by researchers for researchers with the aim to “enhance our capacity to build the UK workforce, develop world-class researchers and build the UK higher education research base”. As such, it focuses on the specific knowledge, behaviors and attributes that successful researchers should exhibit and thus encourages them to “aspire to excellence through achieving higher levels of development”.

The Researcher Development Framework is split into 4 main domains, each of which holds 3 subdomains and their associated skills, which describe different aspects of being a researcher. Each of our courses has been mapped to the RDF to show which of the domains and subdomain skills it can help to develop.

In addition to your own personal reflection and discussion with your supervisory team, you should aim to ensure that you have skills covering each of the RDF domains and skillsets. Initially we recommend mapping the skills that you already have to the RDF and then highlight any areas in which you require further development.
## List of Skills for Each RDF Domain and Subdomain

### Domain A: Knowledge and intellectual abilities

#### A1 Knowledge base
1. Subject knowledge
2. Research methods – theoretical knowledge
3. Research methods – practical application
4. Information seeking
5. Information literacy and management
6. Languages
7. Academic literacy and numeracy

#### A2 Cognitive abilities
1. Analysing
2. Synthesising
3. Critical thinking
4. Evaluating
5. Problem solving

#### A3 Creativity
1. Inquiring mind
2. Intellectual insight
3. Innovation
4. Argument construction
5. Intellectual risk

### Domain B: Personal effectiveness

#### B1 Personal qualities
1. Enthusiasm
2. Perseverance
3. Integrity
4. Self-confidence
5. Self-reflection
6. Responsibility

#### B2 Self-management
1. Preparation and prioritisation
2. Commitment to research
3. Time management
4. Responsiveness to change
5. Work-life balance

#### B3 Professional and career development
1. Career management
2. Continuing professional development
3. Responsiveness to opportunities
4. Networking
5. Reputation and esteem

### Domain C: Research governance and organisation

#### C1 Professional conduct
1. Health and safety
2. Ethics, principles and sustainability
3. Legal requirements
4. IPR and copyright
5. Respect and confidentiality
6. Attribution and co-authorship
7. Appropriate practice

#### C2 Research management
1. Research strategy
2. Project planning and delivery
3. Risk management

#### C3 Finance, funding and resources
1. Income and funding generation
2. Financial management
3. Infrastructure and resources

### Domain D: Engagement, influence and impact

#### D1 Working with others
1. Collegiality
2. Team working
3. People management
4. Supervision
5. Mentoring
6. Influence and leadership
7. Collaboration
8. Equality and diversity

#### D2 Communication and dissemination
1. Communication methods
2. Communication media
3. Publication

#### D3 Engagement and impact
1. Teaching
2. Public engagement
3. Enterprise
4. Policy
5. Society and culture
6. Global citizenship
IDENTIFYING YOUR DEVELOPMENT NEEDS AND CHOOSING TRAINING

Each of our training courses has been mapped to show which of the specific Researcher Development Framework skills it can help to develop.

At the back of this guide is a Personal Development Log in which you can record the training that you have attended and the skills from within each of the 4 main domains that you have developed. By the end of your doctoral journey you should be able to demonstrate skills across each of the RDF domains, subdomains and skill descriptors.

We believe in the importance of both personal reflection and supervision in identifying your development needs, so we strongly recommend that you keep an on-going dialogue with your supervisory team concerning your training and development requirements.

Within the timetable of courses, there is a column marked “Particularly useful for” and this will help to indicate at what stage of your research journey the courses will have most relevance.

Each of our training courses has also been marked with the stage of your research within which it is the most appropriate:

1) Starting your journey – these courses are designed to be accessed within the first years of your research, they will give you the core skills required to progress through your award

2) Along the way – these courses are aimed at researchers in the mid stages of their research, or when moving from one phase to another

3) Reaching the finish line – these courses will provide essential skills to those who are nearing the end of their research and the facing the specific challenges that this reveals

4) Whenever, wherever – these courses are not specific to any particular phase of your research and can be accessed whenever you feel that you need further development in a certain area

5) Pit Stops – for ultimate flexibility we offer a number of online learning opportunities that cover a range of topics and can be accessed as and when you require them

For example, after each course description a table will detail who the training is designed for and which of the above stages it is the most appropriate for. It will also show you which of the RDF skills it will help to develop.

For further information, advice or assistance please contact Graduate Research on training4research@uclan.ac.uk or call 01772 895090.
All of our training courses must be pre-booked as there are limited numbers of places on each course. Also for many of our courses, the trainer will tailor the course appropriately to the delegates or send pre-course information.

How to book onto a course

Course Information can be accessed from the Research Student Training Calendar, which is available on the UCLan website at www.uclan.ac.uk/research/study/student_training.php

3 simple steps to booking onto your course:

1. Simply look through the Research Student Training Calendar (or the pdf brochure also at this link) to find course titles and dates.

2. Click onto your preferred course to discover more information about the course and a booking link.

3. Follow the booking link to the specified Eventbrite page and register your name and UCLan e-mail address, and the school you are based in. You will then receive an e-mail confirming that your place on the course has been booked, and reminders in advance of the event.

Waiting Lists
Course places are allocated on a first come first served basis. Once a course has reached its maximum delegate capacity you will still be able to register your details for a place on the waiting list. If a place does become available, the first person on the waiting list will be offered a place, if they do not accept the place within 1 day, then it will be offered to the next person on the waiting list and so on.

Cancelling a Course booking
If a participant needs to cancel their course booking, then it is imperative that they do so as soon as possible, so that the place may be offered to someone else. To cancel your booking, either log onto your Eventbrite account and cancel the course directly or e-mail your cancellation request to training4research@uclan.ac.uk

Repeated non attendance
Please note that we closely monitor attendance and record any failures to attend without 48 hours’ notice (no shows). Repeated failures to attend may result in your Supervisory Team and Director of Studies being notified, and an official warning letter being held in your University file, and refusal of entry to future training courses.

Course Duration
You should only book a place on a course if you are able to attend for the full duration. It is not normally possible to attend part of a course, and a certificate of attendance will not be issued if you leave a session early.

Evaluation
Graduate Research are always looking to ensure that our course provision is the very best that it can be. As such after each course, you will be invited to complete an evaluation via an email link. We ask that you take the short amount of time it takes to complete this and let us know your feedback. Any additional feedback can also be e-mailed to training4research@uclan.ac.uk
CODE OF CONDUCT

Our courses are delivered by school staff, professional services, and external facilitators. Please be courteous and arrive promptly for all courses (at least five minutes before the start time).

Our tutors have the right to refuse you entry onto the course if you are late (more than 10 minutes late). Please also note that use of mobile phones is prohibited during the training, and all phones should be on silent. It is also courteous to return on time after any breaks or lunch, in order that other students are not inconvenienced by you causing a delay.

It is important that once students have booked on an activity, they make a commitment to come and inform Graduate Research with reasonable notice, if they have to cancel for unforeseen reasons. We see this as being an expectation of the postgraduate research student as a professional who is preparing for the world of work. In addition, the postgraduate training courses quickly become fully booked. Advising us if you are unable to attend allows us to offer places to those on a waiting list.

The Code of Conduct sets out the standards of service you can expect from Graduate Research when booking onto an event. Reservations for sessions are necessary for a variety of reasons, such as limited venue size or a specific number of participants being required to run the session. The Code of Conduct also explains what Graduate Research expects from participants in booking and attending an event.

The Graduate School will:

- Publicise training events through the University website student-training site [http://www.uclan.ac.uk/research/study/student_training.php](http://www.uclan.ac.uk/research/study/student_training.php), in print through our postgraduate Training Brochure for 2018/2019. Where changes to events happen after the publication of printed material, these changes will be notified through the website. The website should be regarded as the most up to date source of events information and regularly checked.
- Provide booking facilities for our courses through our internal training calendar, and online booking system using Eventbrite.
- Notify participants by email in advance of the event with any changes to the event itself or to the date, time or venue for the event.
- Honour bookings made by participants. However, late admission (defined as more than 10 minutes after the advertised start time of the session) is solely at the discretion of the individual workshop facilitator.
- Provide written information about the conditions of booking for any events, which differ from the above.

Participants will:

- Check the online training calendar regularly for sessions they are interested in attending and reserve a place.
- Cancel their reservation if they are unable to attend a session for which they have booked at least 2 days before the event. This then enables us to offer that place to other participants. You can contact us on 01772 895090 or e-mail training4research@uclan.ac.uk
- Ensure they arrive on time for the session (arrive at least five minutes before the start of the course) as a sign of respect for your fellow course attendees and the facilitator. However, if you arrive more than 10 minutes later than the start time, it is at the discretion of the individual facilitator whether you will be allowed to attend.
- Notify Graduate Research on 01772 895090 (between 8.45 a.m. – 4.45 p.m.) if they will be arriving late, so that advice can be given about whether they will still be able to join the session and a place can be held for them if appropriate.
- Attend the whole of the event for which they have booked a place.
- Provide feedback when requested.
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<th>Course Title</th>
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Please note that all courses/dates/times are subject to change. Please check the Research Student Training Calendar as this will have the most up to date information as well as venue - [http://www.uclan.ac.uk/research/study/student_training.php](http://www.uclan.ac.uk/research/study/student_training.php)
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<td>Year 1 FT/PT</td>
<td>30 November 2018</td>
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<td>19 July 2019</td>
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<td>Workshop 4 – Advancing your Research insights with NVivo (Small group and individual project consultancy session)</td>
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<td>15 March 2019</td>
<td>09:30-13:00</td>
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<td></td>
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<td>15 June 2019</td>
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<tr>
<td>Writing Your Literature Review</td>
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Postgraduate Research Student Induction

Compulsory for all students

The Research Student induction event is an introduction to life as a Postgraduate Research Student at UCLan. It is designed to give you a general insight into and key information about different stages of your research.

Key topics include:

- Research degree milestones
- Q&A session
- Introduction to Training
- Health and Safety Awareness

Sessions are run and should be attended when you start your research degree programme. You will be advised of specific dates as part of your offer letter and must book your place via the booking link provided, or contact training4research@uclan.ac.uk for further information. Failure to attend will jeopardise your progression.

"A well-structured programme and very informative. Thank you."

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<thead>
<tr>
<th>Training for</th>
<th>All students</th>
<th>Stage 1</th>
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Graduate Research Skills Course

Compulsory for Full Time
Optional for Part Time

The Graduate Research Skills Course is a training programme that will provide you with many of the skills that you will need to become a successful research student in your chosen subject.

Course Outline
The course consists of a series of sessions which you must complete within the first year of your full-time study to proceed on your research programme of study.

Course Structure
At the end of this course you will be able to demonstrate that you have achieved a number of key learning outcomes to a level appropriate to the award.
In particular you will have attended sessions relating to:

- Working Collaboratively
- Scientific and Technical Writing (for science based students)
- Academic Writing (for non-scientific based students)
- Creative and Critical Thinking
- Making the most of learning & information services
- An introduction to NVivo

Courses are run to coincide with each new research student intake and should be attended within the first few months of your starting your research programme award.

Contact training4research@uclan.ac.uk for course dates or further information.

Exemption
The Graduate Research Skills Course is mandatory for all full-time students, other than those who have been granted exemption through previous skills training that you have undertaken in the last 2 years on other postgraduate courses or are able to accredit previous prior learning or agree with their Director of Studies alternative accredited training.

Exemption forms are available from the Research Student Registry by e-mailing help4researchstudent@uclan.ac.uk and should be approved by your Director of Study who should email to training4research@uclan.ac.uk

"The Graduate Research Skills Course, which I undertook at the beginning of the year, was really useful in helping to settle in to the degree and begin interaction between other postgraduates."
GETTING THROUGH GOVERNANCE

Introduction to Research Ethics

In this session we will examine and discuss:

- The reasons why research is subject to ethical review
- The ethical principles governing research at UCLan, and internationally
- Issues and challenges in the application of the these principles
- Specific provisions governing work with vulnerable groups, handling and storage of data etc

In the second half of the session there will be an opportunity to put what you have learned into practice, by reviewing some real-life examples of ethically problematic research.

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Obtaining Ethical Approval at UCLan

All research student registration proposals, irrespective of the nature or activity involved, will need to be reviewed by their relevant ethics committee.

This practical session aims to explain the ethics system and how to complete your ethics application.

Session themes:

- The E-Ethics System
- Ethics checklist
- Guidance on completing and submitting your application
- The E-Ethics approval process
- Types of application (including NRES - IRAS)
- Health and Safety and Data Protection considerations

By the end of this session you will have a better understanding of the E-Ethics system and approval process and the confidence to know what to submit, and when, for you to gain ethical approval/clearance for your research project.

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<th>Training for</th>
<th>All students Stage 1</th>
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Managing Research Programme Approval

This workshop aims to provide you with information and guidance regarding your Research Programme Approval (RPA) and will cover:

- What is Research Programme Approval?
- What are the timescales for completion of RPA?
- The RPA procedure

“Useful to learn more about what is involved in RPA and the common pitfalls.”

Managing Annual Assessment of Progress

This session aims to provide information and guidance about Annual Progression Monitoring. It will cover:

- Why do we need Annual Progression Monitoring
- What happens and when
- Documentation requirements
- Who it involves
- Outcomes of Annual Progression Monitoring

Managing Transfer from MPhil to PhD

This session will assist you in understanding the Transfer process and how to prepare for it effectively.

“Useful to go over all documentation combined with questions/queries about process.”
Writing Your Literature Review

“Two processes are involved in written communication. The first, in your mind, is the selection of words to express your thoughts. The second, in the mind of the reader, is the conversion of written words into thoughts. The essential difficulty is in trying to ensure that the thoughts created in the mind of the reader are the same thoughts that were in your mind” (Robert Barrass, 1978, p.43. Scientists Must Write). With literature reviews acting as foundations for research, this course explores how you can exploit and communicate significant issues in previous literature to form a basis for your own thesis. Informing the reader about how gaps in the current state of knowledge relate to your specific study, it will also introduce ways of structuring and managing what can be a long and sometimes overwhelming chapter.

By the end of the session you will be able to:

- Review the significance of critical analysis and practice a new approach for critiquing texts using one of your own sources
- Explore what makes an effective literature review at doctoral level
- Discuss ways of structuring themes and arguments
- Practice some of the skills necessary for writing a literature review
**Becoming a Better Writer**

Nobody is born writing good academic English, writing academic English is a skill to be learnt and developed.

This workshop will explore what is good writing and what is meant by good academic style. Through interactive activities, participants will look at common issues in academic writing and consider how to apply lessons learnt to their own work.

**Key areas covered:**
- UK Academic Writing
- Academic Style
  - Style and "Un-Academic" Writing
  - Redundancy
  - Informal Vs. Formal Language
- Paragraphing

This workshop is suitable for all, both native and non-native speakers of English.

**Creative Researcher**

**Using creativity to engage with and communicate your research**

Some aspects of our research can make us feel ‘stuck’ and we need a new perspective. Others can become so complex and complicated that we feel unable to communicate them clearly. This workshop helps research students to use creativity to engage with and communicate their research. Together we look at how other researchers have explored their research questions/problems creatively and create our own imaginative responses using poetry, drawing, collage, prose, ...

The results of this workshop will be published as an online zine, making your research accessible to a wider audience and hopefully inspiring other researchers to use creativity in their work.
**Thesis Construction**

How to write a clear thesis and get a PhD!

Writing a doctoral thesis can seem like a huge task. It's certainly a larger piece of work than most people have completed before. In this course you will learn: How to structure your thesis; Where to find relevant guidelines and examples; What makes a good thesis; and How to approach writing. This is an interactive workshop and you will have several opportunities to put this into practice!

**Writing for Publication**

Academic researchers are judged on their publications record. Crafting an appropriate academic writing voice is a key requirement for novice researchers.

Doctoral students need to develop the ability to write up their research through journal articles/papers, book chapters and even whole books, so that it is selected for publication, promoting their work and building their academic reputation.

Increasingly this goes beyond the standard academic publications and encompasses digital scholarly activity that includes blogs, newsletters and relevant social media channels.

This interactive workshop will offer you an opportunity to consider writing style and structures that prompt and support effective writing for a range academic publications, digital and other platforms. You will be introduced to tools and formats to support your writing development and practice writing an abstract, a blog post and a personal bio.

Please bring a short sample of your own writing (an email, a section of a report, an abstract – just a sample) to this workshop.
Confidence to Present at Conferences

The ability to present ideas and research at conferences is a fundamental requirement for early career researchers, academics and non-academics. This workshop will help you be confident to deliver engaging, informative and reputation-building presentations for conference and career development purposes.

Aims of the workshop:
- To help you understand the key aspects of presenting with confidence
- To support you in designing and delivering appropriate presentations for conference purposes
- To develop your awareness of impression management and self-presentation to communicate your research output/outcomes

"The training was just right and the presenter shared her experiences throughout – it was all extremely helpful."

This session forms part of the Career Development for Researchers series of workshops
Introduction to Statistics and SPSS

**STATS 1**

Statistical concepts, probability, sampling and frequency distributions, errors and statistical power. Setting up data files, visualising data and choosing the right test.

This short course is designed for researchers who have no background knowledge or experience of using statistics but who would nevertheless like to be able to perform some simple significance tests upon their data using SPSS. Significance testing is a powerful tool but it must be used carefully or it can lead to serious problems. Remember that you will have to be able to explain and justify any analysis in your thesis and at your viva! Therefore, we will begin with some basic statistical concepts to help you understand how significance tests work in theory. Most importantly, we will look at the issue of statistical power and see how underpowered designs (especially when testing unlikely or improbable hypotheses) make it almost inevitable that any apparently significant results will be bogus.

"Time well spent and very well explained."

Training for

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<th>RDF Domains (Primary)</th>
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<td>A2.1, A2.4</td>
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www.uclan.ac.uk/research
STATS 2

Simple significance tests, bivariate correlations, T-tests, one-way analysis of Variance (ANOVA) and their non-parametric equivalents.

Once we are confident that we are conducting the right analysis for the right reasons (covered in STATS 1), we can begin to carry out some simple tests. This session will go through some of the most common statistical techniques that are used to look at pairs of variables. We will cover measures of association (i.e. is there a relationship between two variables, such that they vary together in a recognisable pattern?) and tests of difference (i.e. are there differences between the variables that are bigger than one might expect to find by chance alone?). We will also look at the different kinds of tests we can use when we have the classic bell-curve distribution (known as parametric statistics) and when we do not (non-parametric statistics).

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<th>Students that have attended SPSS1 or have similar knowledge</th>
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STATS 3

Working with more than two variables, multiple regression and factorial ANOVA.

This final session of the course will examine more complex research designs in which we need to analyse many variables at once. As with the bivariate analysis covered in STATS 2 we will look at tests of both association and difference. With multiple regression, we can use one set of variables to predict another, and so assess the power of different models to “explain” the variation in our data and with multiple ANOVA, we can dig deeply into the differences that exist between subgroups defined by many different factors. SPSS gives us the ability to perform astonishingly complex analysis in a matter of seconds, but this has to be done carefully or it can make it even easier for us to fall into the problems discussed in STATS 1! By the end of STATS 3, you should at least have a good firm foundation in basic statistics that will enable you to plan your analysis in advance and read in more detail about the techniques you intend to use.

A pre-requisite for these courses is a knowledge of basic PC skills.

“Trainer's ability to explain things and relate to level of interest was excellent.”
Postgraduate Research Student Funding Training

PGRS Funding Training

The Grants and Funding Unit (GFU), Research Services will host a number of workshops to support postgraduate students with their search for external funding.

During these workshops we will support you with your profile set-up on a funding portal that the University subscribes to. The portal covers all scholarly disciplines from medicine to the humanities; includes funders from the largest research council to the smallest private charity and promotes opportunities such as big multi-centre collaborative grants to small travel grants.

As part of your profile set-up the team will work with you to create tailored funding searches based on your academic activities; these can then be set to alert you to the latest funding opportunities on a weekly basis, direct to your UCLan email address.

We will also tell you about the support systems in place once you’ve found an opportunity, which you would like to respond to.

This workshop is ideal for students coming to the end of their studies who are looking for their next stage of funding to support their research.
**Workshop 1:**

**Why and How to Use NVivo in Literature Reviews and Qualitative Analysis?**

This workshop builds on the introduction to NVivo that is part of the Graduate Skills Workshops. It gives hands-on experience and a guided tour of the software together with introducing the “Five-Level QDA” Framework that structures the following workshops.

At the end of this workshop, you will:

1. Understand the core components of NVivo and how they can be used to analyse unstructured data
2. Have gained hands-on experience with the NVivo interface and example project data
3. Understand the rationale for the Five-Level QDA framework and ways to break down project tasks and complete the analytic planning worksheet
4. Understand the potential and practical next steps in starting to use NVivo for your literature review and project.

**Workshop 2:**

**Getting Started with NVivo Using the 5-Level QDA Framework for your project**

This workshop gets you started on your project by drawing on the 5-Level QDA Framework to critically consider your research project and how to break it down into meaningful tasks and translate these into effective use of software to achieve your research aims.

The focus of this initial workshop is on conceptualising your research tasks and translating them into meaningful, achievable steps.

The components of NVivo are then introduced in practice to facilitate the process of translating the tasks into effective use of these components.

**Required preparation:** There are no required workshops prior to this session, however participating in the introductory workshop on why use NVivo is strongly recommended.

**Required reading:** Chapters 1-3 of Woolf and Silver (2018)


“A very good introduction to NVivo, it will be very useful in my future research.”
Workshop 3:
Developing Your Analysis with NVivo Using the 5-Level QDA Framework for your project

This workshop builds on workshop 1 and focuses on applying and using components in NVivo to achieve your analytic tasks.

The components of NVivo are then introduced in practice to facilitate the process of translating the tasks into effective use of these components. You will have an opportunity to work on your own project (e.g. literature review, transcription, analysis and coding of empirical data) at any stage of your progress.

Required preparation: You must have attended workshop 2 prior to this session.

Required reading: Chapters 1-3 of Woolf and Silver (2018)

Workshop 4:
Advancing your Research Insights with NVivo (Small Group and individual Project Consultancy Session)

These sessions mix small-group teaching with individual consultancy to advance your project and work to analyse and synthesise findings from the practical work of building an analysis framework (through coding, linking and memoing) introduced in the previous workshops.

The workshop functions as protected time with expert guidance to progress your project together with applying advanced techniques to analyse and develop further insights from your project and to write these up in your thesis and/or publications.

Required preparation: You must have attended workshops 2 and 3 prior to this session. You must have a project in progress.

A pre-requisite is attending or having equivalent knowledge and experience to earlier workshops.

Training for

RDF Domains (Primary) A1, A2
RDF Domains (Secondary)
Finding Literature

Workshop exploring UCLan Library’s academic resources:
- Know where to find published academic research for your subject area
- Learn how to develop your search strategy for more efficient results
- Compare the content and functionality of various databases
- Discover highly cited papers in your field
- Save searches, create alerts

“Excellent friendly trainers – the session is well presented.”

Ref Works

Please note: attendees should have already created a Ref Works account via http://www.uclan.ac.uk/students/study/library/refworks.php and have some basic knowledge on Ref Works functionalities before signing up for this session.

Information available at http://proquest.libguides.com/refworks

- Importing references from subscribed databases, Google Scholar and the library catalogue
- Creating references
- Organising your references
- Editing and adding to your references
- Customising referencing styles
- Using Write n Cite to create citations and bibliographies

EndNote

Discover the functionalities of desktop and web versions of EndNote bibliographical management tool.

- Creating libraries
- Importing references from databases and other sources
- Creating your own references
- Learn how to use Cite while you write to generate citations and bibliographies
- Synch desktop with online libraries
Health Databases

If your research is in the Medicine, Dentistry or Pharmacy field then make an appointment with the health librarian by emailing facultylibrarians@uclan.ac.uk

We cover a wide range of areas including:
- Locating best evidence for your practice
- Use MeSH headings in your search
- Learn how to structure searches in specialist options in medicine
- Examine the limiters and search options in medicine

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Business Databases

If your research is in the Business, management or marketing field then make an appointment with your business librarian by emailing facultylibrarians@uclan.ac.uk

- Advanced searching techniques to keep you updated in your chosen field
- Find the latest management and business news and academic articles
- Discover specific market research reports for industry, economics and consumers
- Know where to find key financial analysis on UK and International companies

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One to One e-Database Support

For further support concerning the use of e-Databases/resources you can arrange to have a one-to-one session with your College Librarian. Please email facultylibrarians@uclan.ac.uk and approach the librarian who provides support in your research area.

Or

Please see website for most up to date information
http://www.uclan.ac.uk/students/study/library/college_librarians.php
EMPLOYABILITY

Career Development for Researchers

There is life after research, and this course aims to equip you with the necessary skills to build a meaningful and invigorating career.

Available to all research students, a series of six sessions, which can be accessed via live training, on various different dates giving you a flexible mixed format delivery to work around your schedule. You can complete the full series of workshops or attend the sessions that interest you most – It is entirely up to you!

The course structure:

- Your Brilliant Career – Making it Happen
- Writing Yourself up – reputation building for researchers
- Confidence to Present at Conferences
- Getting Your CV noticed
- Moving into the Job Market – practical skills to prepare for successful job applications

“Great course and very helpful overall!”

“Thank you for running the course and making it easy to access.”
Your Brilliant Career – Making it Happen

Imagine your brilliant career! Take the chance now to map out your work future by exploring all the amazing possibilities open to you after postgraduate study. Make your own brilliant career take shape and happen!

In this interactive workshop, you learn how to be positively focused on your strengths, so you can be confident about your future and your first career moves.

Find out how to make the best short-term and long-term career decisions whether you want an academic, public or commercial sector career.

Come along to this workshop and find out about:

- Typical postgraduate career destinations
- Ways to map out your own career possibilities
- Sources of help in determining just what career choice would suit you best
- The job market for your unique skillset and experience

By the end of the session, you will have started to:

- Think seriously about what you can do next career wise,
- Know how to access the job opportunities that will suit you and
- Be more confident about your future career path and career plans

Writing yourself up – reputation building for researchers

Your professional reputation is key to presenting yourself to future employers and creating the career-life you want. Your reputation, often referred to as ‘personal brand’, is the starting point for career success. It means taking steps to create your professional reputation in a planned and purposeful way, using the full range of digital and other platforms. This workshop will help you do this.

You will be encouraged to take charge of your professional persona, using compelling key words for a range of biographical showcases including digital platforms such as ResearchGate and LinkedIn. You will focus on your strengths in terms of planning and steering your own meaningful career.

Confidence to Present at Conferences – making a great impression

Conference presentations are a great opportunity to showcase your work and build your career reputation. Early career researchers, academics and non-academics need to be able to present their ideas and research at conferences in an engaging and memorable way. This interactive workshop will help you be confident to deliver impressive presentations for conferences that enhance your future career prospects.

Come along to this workshop and find out about:

- How to present with confidence
- How to design and deliver appropriate presentations for conference purposes
- How to structure a conference presentation
- What you need to know about impression management and self-presentation to communicate your research output/outcomes
- How to manage performance nerves
Getting Your CV Noticed in a Competitive Job Market

Your CV could be the first thing a future employer might read about you therefore it’s essential to present yourself in the best possible light. Your CV represents a snapshot into your background, skills, experience and learning to date. Make the most of what you have to offer by working through how to develop a CV for Academia or the commercial sector. Carry out critical evaluation of CV examples in order to ensure you know what NOT to do when writing your CV.

You will be encouraged to consider the purpose of the CV and what makes it effective. We will look at the range of CV formats that you can use and how to target this according to different sectors. Alongside your CV, you will need an eye-catching covering letter and we will give you some tips on how to create this, along with additional resources you can use.

UCLan Careers and Graduate Employability Advisers from Foster Building will lead this workshop.

Moving into the Job Market – practical skills to prepare for successful job applications

Many employers use extremely testing processes to decide on the best candidate for the job. Many applicants fail at the application stage. It can be disappointing and perplexing when this happens. Being prepared is the answer. This workshop will help you be ready for what recruiters throw at you. It will build your confidence so that you make a success of applications.
Angel Production videos for universities have been made to support and develop the skills of doctoral students and their supervisors. Produced in partnership with institutions including Birkbeck, University of London and the Open University, these videos offer explanations and sound advice on many aspects of doctoral study. The relatable storylines walk students through what they can expect in the course of their research degree.

There is a full range of videos available providing advice for both staff and students about:

- The Good Viva Video
- The Good Supervision Video
- The Good Presentation Video
- The Good Doctorate Video
- The Good Upgrade Video
- The UK Doctorate Video
- The Professional Doctorate Video
- The PhD Survival Video
- The “Should I do a PhD?” Video
- The “What Next?” Video
- The Outstanding Supervisors Video

You can find any of these videos following the link https://www.uclan.ac.uk/students/support/research/research_document_library.php
ONLINE LEARNING

Epigeum

Epigeum is a suite of online tutorials which provide PhD students, junior post doctoral researchers and academics that have recently begun their research careers, with many of the research skills that they need. The courses cover a wide range of subjects ranging from an introductory video demonstrating why research skills are so important through to a course on how researchers can set up their own business and commercialise their ideas.

Designed to either complement our live training provision, or for students who are either part-time or off-campus, Epigeum offers high quality training that you are able to work through in your own time to both complete your full range of RDF required skills, or to develop new ones.

To access Epigeum:
- Log into the Student Lobby
- In the Organisational Catalogue box, click Browse Organisational Catalogue
- Type “Epigeum” into the Search Bar and click Go
- Hover over the drop down arrow next to your ID and you will be given the opportunity to Enrol. Once you select Enrol – an email requesting access for you will be generated and sent to the Research Development and Support team. Once approved (usually with 24 hours), you can then go back to your Student page and Epigeum will be listed.

For further information please see Epigeum on the eLearn/Blackboard or contact training4research@uclan.ac.uk
An Introductory Video to Research Skills (RES 001)

Welcome! to our on-line learning environment where you will find content ranging from “Researching your Literature Review” to “Entrepreneurialism”; from “Managing your Supervisor” to “Choosing a Conference” - and a wealth more besides. Each chapter that you select has various sub headings. You can jump ahead, jump back, or watch them in sequence, pausing as and when you want to. There is a mixture of lesson text and video, worksheet and reflection - approaches to suit all preferred learning styles. The Introductory Video is just that - a video that shows you what the Research Suite of 18 modules has to offer you, and how you can use them to support your research. We very much hope that you enjoy them, and find them useful.

Any feedback, questions or queries, please email the training team on training4research@uclan.ac.uk or call 01772 895090.

Intellectual Property in the Research Context (RES 002)

An awareness of Intellectual Property and its related issues is now essential for anyone working within the research context. This course is a short introduction to the topic and aims to give you a knowledge of the key areas that affect you as a researcher.

Getting Published in the Arts (RES 003)

Why publish? To extend knowledge? To engage in academic debate? Or because you feel under intense pressure to do so in order to get on in your career? The aim of this course is to give guidance and support to arts and humanities students who are keen to put their research into the public realm, through academic papers and books. To assist us in this task we have drawn on the help of a group of people in the same position, early career researchers, people who have recent experience of trying and succeeding to publish. You will meet them as you progress through the course and we are sure that you will find their experiences and thoughts helpful. We have also brought together a group of editors to give us their thoughts on how to get published - where better than to hear it from the people who are directly involved?

Getting Published in the Sciences (RES 004)

Welcome to this e-learning resource. The course is aimed at encouraging science postgraduates and post doctoral researchers to publish, and at advising them how this may best be accomplished. The course should take you about 100 minutes and may be completed in several visits.
Ethics 1: Good Research Practice (RES 005)

Ethics standards apply very generally across many topics, methods and disciplines of research. This course has used several health research examples, because the ethics questions tend to stand out clearly in health research. Viewers working in other disciplines are invited to consider how the same questions apply to their own research. If you would like to learn more about general ethical standards please go to the Resource bank at the end of the course.

Training for 
All Students Stage 5
RDF Domains (Primary) C1 B1.3, B1.5, B1.6
RDF Domains (Secondary)

Ethics 2: Working with Human Subjects (RES 006)

This course is about the ethics of involving human participants directly, or indirectly, in research projects. Due to the broad nature and scope of ethical research this course focuses mainly on research in health, and life and social science areas. The principles introduced in this course undergird ethical research involving humans in most disciplines.

Training for 
All Students Stage 5
RDF Domains (Primary) C1 B1.3, B1.5, B1.6
RDF Domains (Secondary)

Project Management in the Research Context (RES 007)

This course will introduce you to some of the key concepts of conventional project management and show you how they can be used in the academic research context. Project life cycle is the term used to describe the collection of logical stages or phases that map the progress of a project from its beginning to its end. The project life cycle contains four key phases.

Training for 
All Students Stage 5
RDF Domains (Primary) C2
RDF Domains (Secondary) B2

Career Planning in the Arts, Humanities and Social Sciences (RES 008)

This course aims to encourage PhDs and early career researchers (post doctoral researchers and research fellows) to explore the skills and motivations for a career in academia or beyond. During the course there will be frequent references to the term ‘researcher’. This will be used generically and refer to PhDs, post doctoral researchers and research fellows. During the course you will see how important it is to assess and continually re-evaluate your skills and interests and recognise that personal factors such as location and family circumstances can influence and affect career planning. Even if you already have a career path planned, the course has a number of exercises for you to work through, including marketing yourself to prospective employers in applications and in interviews.

Training for 
All Students Stage 5
RDF Domains (Primary) B1, B2, B3
RDF Domains (Secondary) A3 D2
Career Planning in the Sciences (RES 009)

This course aims to encourage postgraduate and postdoctoral scientists to actively use career management techniques. Use of these techniques can be valuable whether planning a career in academia or exploring a variety of alternative career options. As you work through the course you will build up a picture of your skills, personal preferences and style, which can help you in your career choice. Even if you have a definite career plan in mind this course can help determine your suitability for it and may identify areas that you can work on to increase your chances of success.

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Managing Your Research Supervisor or Principal Investigator (RES 010)

This course is aimed at encouraging postgraduates and post doctoral researchers to consider and actively manage their relationship with their supervisor or principal investigator. The course should take you about 100 minutes and may be completed in several visits.

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Selecting a Conference, Presenting and Networking (RES 011)

This course is aimed at encouraging postgraduates and post doctoral researchers to attend conferences and improve their presenting and networking skills. The course should take you about 100 minutes and may be completed in several visits.

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Research Methods in the Arts and Humanities (RES 012)

This course aims to develop your awareness of the practical and conceptual skills that support effective independent scholarly research in the arts and humanities. The goal is to help you understand the issues involved in making an informed choice about the research methodology and approach most suitable for your own specific project.

During the course you will meet three postgraduate research students - Casey, Lois and Katherine - who are all, like you, embarking on postgraduate research. You will follow them as they discuss the formulation of their topics with their supervisors, select appropriate methods of research and analysis, and reflect upon their research practice.

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Research Methods in the Social Sciences (RES 013)

Social science research helps us to understand, shape and critique the increasingly complex world in which we live. There is a wide range of approaches and methods available in the area, and social scientists need to choose the most appropriate. This requires them to have a clear understanding of the nature of social science research and of the issues involved in it. This course gives you an overview of the field, from the early stages of framing your research question, through the research, to writing up your findings, and then deciding on your next steps.

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Research Methods in the Sciences (RES 014)

Scientific research includes a wide range of approaches and methods. This course gives you an overview of the field from the early stages of framing your research question, through the research, to writing up your findings and on to deciding on your next steps.

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Research Methods in Literature Review (RES 015)

The purpose of this course is to guide you systematically through the process of undertaking a literature review so that you are able to undertake your own comprehensive review, according to the type of review required by your academic project.

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Entrepreneurship 1 – Are you an Entrepreneur? (RES 016)

What does being an entrepreneur in the academic context involve? Are you suited to commercial entrepreneurial activity? These are the basic questions that this course attempts to answer.

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Entrepreneurship 2 - Opportunity Recognition, Creation and Evaluation (RES 017)

Whether or not you eventually plan to establish your own business, this on-line learning resource will help you to: understand why and how opportunities arise; spot opportunities to add value in your current environment; evaluate ideas to establish whether they are worth pursuing; argue a business case for your ideas.

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<td>RDF Domains (Secondary)</td>
<td>C1.4, D3.1</td>
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Entrepreneurship 3 - Opportunity Recognition, Creation and Evaluation (RES 018)

This online learning resource is designed to help you think in a systematic, yet creative, manner about raising the resources you need to start a new venture.

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Context

Statistics is an area of much demand nationally. To satisfy this we have 7 Statistical Methods for Research modules as detailed overleaf.

Licences are limited for these modules, so if you wish to gain access, please ask your Director of Studies to email training4research@uclan.ac.uk confirming your requirements for this training.

‘Statistical Methods for Research’ is designed to provide Master’s degree and PhD students with a strong foundation in statistics, covering key areas such as confidence intervals, hypothesis testing and statistical modelling.

The programme provides the vast majority of Master’s level students with the statistics they will need to complete their research reports, and provides PhD students with the statistics they need to understand and evaluate the statistical test models they will use in their research.

Taking a cross-disciplinary approach and compatible with all major statistics packages, this programme will be rich with scenarios, practical applications and interactive statistical models and will be supported by optional peer-to-peer online forums and interaction.

The course is based on the design of a highly successful course from the University of Reading that has recorded an average improvement of 122% in students’ performances.

The statistics modules are available in 5 versions:

- Biomedical
- Business
- Engineering and technology
- Natural Sciences
- Social Sciences
Programme learning outcomes:

This programme will:

- Give students an introduction to the statistical modelling process
- Introduce students to statistical thinking and how to describe data
- Help students use statistics to make good generalisations
- Show how statistics can be used for hypothesis testing
- Focus on practical statistical modelling
- Show hypothesis testing on proportions and how to interpret the results

Course 1: Introduction to Statistics in the context of research

By the end of this course you will be able to:

- Assess how much you already know about Statistics
- State what the ‘Statistical Methods for Research’ programme covers
- Explain how Statistics can contribute to your research project
- Outline the stages of a modern statistical investigation
- Recognise that there are two parts to a statistical model, written as Data = Pattern + Residual

Course 2: Thinking statistically – Describing data well

By the end of this course you will be able to:

- Identify and distinguish between categorical and numerical variables
- Select the relevant statistical tools and describe the types of summary appropriate for categorical and quantitative variables
- Produce a chart using a five-number summary, called a box plot
- Recognise and represent the structure of a dataset by identifying the groups occurring in the study units
- Explain what is meant by the mean and median of a set of data, and know when to use each measure
- Explain measures of variability (or dispersion) such as quartiles and standard deviation

Course 3: Thinking statistically – Making good generalisations

By the end of this course you will be able to:

- Define the terms sample, population, estimate, standard error, Normally distributed and confidence intervals
- State what is meant by ‘the sampling distribution of the mean’
- Explain why presenting the standard error of an estimate is essential for making a valid generalisation
- Explain how the Normal distribution is used to compute a confidence interval
- Interpret a confidence interval

Course 4: Which hypothesis should I use?

By the end of this course you will be able to:

- Explain the logic of statistical hypothesis testing
- Correctly interpret the result of a hypothesis test through the use of a p-value and the null hypothesis
- Interpret the results of the hypothesis tests produced by statistical packages
- Decide if a hypothesis test approach or an estimation approach is more appropriate for the analysis of a research issue
- Explain how estimation and hypothesis testing come together into a single logical statistical procedure

Course 5: Statistical modelling

After completing this course you will be able to:

- Explain to your colleagues what a statistical model is
- Recall some of the advantages of using a statistical model
- Explain the link between a one-sample t-test and the simplest summary model (i.e. the ‘null model’, which is the starting point of all summary models)
- Understand that straight line regression is the next step from a null model when the single explanatory variable is measured on a continuous numerical scale

Course 6: Analysis of categorical data

By the end of this course you will be able to:

- Apply the logic of statistical hypothesis testing to categorical data outcomes
- Correctly interpret the result of a hypothesis test through the use of a p-value and the null hypothesis when applied to categorical data outcomes
- Interpret the results of the hypothesis tests produced by statistical packages when applied to categorical data outcomes

Course 7: Conclusion

By the end of this course you will be able to:

- Complete a model report, using the practical knowledge you have gained in the previous courses
- Gauge how much your statistical knowledge has improved since the beginning of the programme
We understand that being a research student can be challenging and so here at UCLan we not only offer specialised training and development in order to assist you, but we also aim to ensure that all aspects of your research are successful. As such we have put together a number of pieces of general help and information that you may find useful in answering some of your basic queries or giving you a starting point for further discussion.
How to be a successful researcher

Postgraduate research study can be an exciting journey to undertake, and essentially most of it is embarked upon under your own steam. To help to ensure that you achieve the best possible outcome for your studies, here at UCLan we have an excellent supervision programme to support you, but there are also a few simple points that you should bear in mind to ensure that as little as possible impinges on your research progress.

**Timely completion**

An important topic to consider regarding your study is its timely completion. In general most full time PhD programmes should be completed in 3 years (MPhil in 2 years and Masters by Research in 1 year), although under some circumstances a maximum of 4 years is available. For part-time research awards you can expect to double these time frames. In order to keep to the notion of timely completion, it is important to set clear objectives which have been agreed with your Director of Studies and ensure that you work to them. Also plan your time over the length of your award, leaving sufficient time for writing up, as accommodating revisions can be a common cause of late submission.

**Realistic expectations**

Following on from the above point concerning timely completion of your research, it is also worth rationalising your own expectations of what can be achieved within your time frame. Although it may be tempting to attempt to follow in the footsteps of some of the great researchers of our time, it may not be realistically possible to do so. In conversation with your supervisory team, it may be a good idea to source a thesis in a similar to field to yours that has made a modest but real contribution to knowledge and set that as your minimum standard. Also, think realistically about what you can achieve in your time frame and don’t forget that your thesis is not necessarily the end of your research, you may be able to tackle that final analytical section, extra laboratory experiment, or set of interviews after you have submitted.

**Handling your experience**

The final important point to note when considering your doctoral journey is that you are the driving force behind your research and therefore you have the ability to shape your own experience. In many cases, you will get out of your time as a researcher only as much as you put in. For example you are most likely to have a great relationship with your supervisory team if you put the work in to establish one. Or if you are feeling that you are struggling with a certain part of your research, take it upon yourself to look for other avenues of support, e.g. our excellent training provision can be just one way of helping you to master statistics or undertaking your literature review.

Finally, remember to take pride in what you are doing, your research could end up changing the world (think about Crick and Watson’s work on DNA), so ensure that you take your responsibility in your own hands.

A strategy for successful project progression

One of the most important means of ensuring a successful project is to keep a clear project plan, with each stage of your research degree recognised and highlighted. Of course, no two doctoral journeys are the same and so the existence of a universal strategy for successful progression would be a fallacy. However, the key stages indicated below are common milestones for every researcher. Here are a number of hints and tips to guide you towards the successful completion of these milestones.

**Project Definition**

This is the very beginning of your doctoral journey and so it is here that you should identify and plan how you are going to complete your research. Basic facts such as your Project Title and Main Aim must be finalised along with creating your proposed Plan of Work (and how this relates to other research in your field) and it is at this stage that you must divide responsibilities between any collaborators and specify roles and responsibilities of yourself and your supervisory team. This is also the time to plan your time table.

**Research Programme Approval**

Research Programme Approval is the formal approval of your project by the University. It will be your first opportunity to experience the peer review process which is a part of becoming a researcher. The period leading up to this allows you to refine and confirm your project design so that you can present your programme of work and training to your school for approval. It is imperative that you complete your Research Programme Approval (RPA) within the required timescales.

**Literature Search/Review and Record Keeping**

It is vital that you find out where and how your proposed research fits in with the global activities of other researchers in your area. The duplication of research is both costly and demoralising for the researcher who got there second. Therefore you must fully research your area of study and ensure that you keep abreast of new developments. As part of this it is imperative that you keep a thorough and up to date record/database of related information and literature.

**Transfer from MPhil to PhD**

If you are on the MPhil/PhD route and your progress has been satisfactory, you will usually apply to transfer to PhD. This is a benchmark that establishes whether you have produced work of sufficient quantity and quality to suggest that you can achieve PhD standard in the time allowed and that your research will eventually produce an independent and original contribution to knowledge. You will be asked to write a Transfer Report detailing the work already completed, a statement of intended further work, and details of the original contribution that will be made to the subject during the PhD phase. In addition, you will have a Transfer Viva in defence of your Transfer Report.
**Progression**

Satisfactory progress must be maintained in order to gain your research degree. Your Supervisory Team, Collaborators, will monitor your progress continuously (if applicable), and also your Research Degree Tutor will monitor your progress as well.

This will be achieved via a combination of informal discussions and more formal supervision and progress monitoring meetings, which will take place on a regular basis. These meetings should be effective and efficient, and it is likely to greatly assist you if you were to take the initiative in these meetings, for example:

- Set an agenda and prepare and circulate items/reports/notes in good time before the meeting
- Keep (and circulate) minutes detailing main points of discussion, any decisions made and agreed actions with names clearly identified for those responsible for their implementation
- Ensure that timescales are agreed for reporting back on actions taken
- If appropriate reserve some time to present any demonstrable developments achieved since the last meeting
- You should be collating evidence of your supervision meetings, research activities, and achievements throughout your programme of study in your progress file
UCLan’s research student community is continuing to grow and we recognise the value of presentation as a medium for communicating research. In response to this we host two annual research student conferences, which provide all students with the opportunity to present their research in a variety of formats.

**Three Minute Thesis (3MT)**

3MT is a great way of showcasing your research and is open to all research degree students.

Three Minute Thesis is a research communication competition developed by the University of Queensland in 2008. Students have three minutes to give an engaging and dynamic talk on their thesis topic and its significance, in language appropriate to an intelligent but non-specialist audience.

Initial qualifying rounds are held within Faculties, with top presenters being selected and progressing through further heats to a final UCLan heat. The overall winner will then represent UCLan at the national Vitae Three Minute Thesis Competition in September. For further information please contact training4research@uclan.ac.uk

**Research Student Conference**

The Annual UCLan Research Student Conference is an excellent way of honing your presentation and poster skills, along with getting together with other research students to share knowledge, experience and ideas. This conference targets those who are more advanced along their research journey.

Presentations and posters are invited from across the UCLan research society, which are then assessed and feedback given. The conference is run along traditional conference lines and awards are presented for:

- Best and Runner up Talk
- Best and Runner up Poster

Information will appear about these events in due course, please see the link below https://www.uclan.ac.uk/students/research/conferences.php
Please complete the below Personal Development Log with details of the training that you have attended and how each course meets the RDF Criteria, also include details of any practical experience you have received within each of the 4 areas. This is in order to ensure that you can demonstrate the full range of Researcher Development Framework skills.

Please refer to pages 3 and 4 for more information.

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<th>RDF Domain</th>
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<tr>
<td><strong>Domain A: Knowledge and intellectual abilities</strong>&lt;br&gt; – the knowledge, intellectual abilities to do research</td>
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<tr>
<td><strong>Domain B: Personal effectiveness</strong>&lt;br&gt; – the personal qualities and approach to be an effective researcher</td>
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<tr>
<td><strong>Domain C: Research governance and organisation</strong>&lt;br&gt; – the knowledge of the standards, requirements and professionalism to do research</td>
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<tr>
<td><strong>Domain D: Engagement, influence and impact</strong>&lt;br&gt; – the knowledge and skills to work with others and ensure the wider impact of research</td>
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FURTHER RESOURCES TO SUPPORT YOU

Vitae

Vitae is the national organisation that supports UK higher education institutions (HEIs), employers, policy-makers and researchers in the personal, professional and career development of postgraduate researchers and research staff.

We highly recommend that you visit the Vitae website www.vitae.ac.uk where you will find useful resources, valuable information and advice which will help you with your professional development and career.

Research Councils UK (RCUK)

RCUK is the strategic partnership of the UK's seven Research Councils:

- Arts and Humanities Research Council (AHRC),
- Biotechnology and Biological Sciences Research Council (BBSRC)
- Engineering and Physical Sciences Research Council (EPSRC)
- Economic and Social Research Council (ESRC)
- Medical Research Council (MRC)
- Natural Environment Research Council (NERC)
- Science and Technology Facilities Council (STFC)

The RCUK website www.rcuk.ac.uk provides a wide range of publications and resources plus links to the seven research council websites.