Welcome to the 2019/20 Postgraduate Research (PGR) Training Programme from the Graduate Research Training Team. Our aim is to provide all UCLan PGR 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 Training Team on training4research@uclan.ac.uk, or call Jenny Gavell 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.

**Domain A:**
- Professional Conduct (C1)
- Professional and career development (B3)
- Self-management (B1)

**Domain B:**
- Knowledge and intellectual abilities (A1)
- Cognitive abilities (A2)
- Creativity (A3)

**Domain C:**
- Research governance and organisation (D1)
- Communication and dissemination (D2)
- Engagement and impact (D3)

**Domain D:**
- Finance, funding and resources (C1)
- Research management (C2)
- Subject knowledge (C3)
# 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 ongoing 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 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 School 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 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, 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
The Graduate Research School 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
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 the Graduate Research School 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 the Graduate Research School expects from participants in booking and attending an event.

Graduate Research Training Team 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 2019/2020. 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](tel:01772%20895090) or e-mail [training4research@uclan.ac.uk](mailto: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 the Graduate Research School on [01772 895090](tel:01772%20895090) (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.
# TRAINING DATES 2019/2020

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)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Particularly Useful for</th>
<th>Available Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Better Writer</td>
<td>All Years</td>
<td>10 December 2019</td>
<td>10:00-14:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 March 2020</td>
<td>10:00-14:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 June 2020</td>
<td>10:00-14:30</td>
</tr>
<tr>
<td>Business Databases</td>
<td>See page 25 for booking details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development for Researchers</td>
<td>Year 3 FT/PT</td>
<td>16 October 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Workshop 1 - Your Brilliant Career</td>
<td>Year 5/6 PT</td>
<td>15 January 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Career Development for Researchers</td>
<td>Year 3 FT/PT</td>
<td>24 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Workshop 2 - Writing Yourself Up – looking good on paper and online</td>
<td>Year 5/6 PT</td>
<td>22 January 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 April 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Career Development for Researchers</td>
<td>Year 3 FT/PT</td>
<td>30 October 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Workshop 3 - Confidence to Present at Conferences</td>
<td>Year 5/6 PT</td>
<td>29 January 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 May 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Career Development for Researchers</td>
<td>Year 3 FT/PT</td>
<td>14 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Workshop 4 - Getting Your CV noticed in a competitive job market</td>
<td>Year 5/6 PT</td>
<td>30 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 May 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Career Development for Researchers</td>
<td>Year 3 FT/PT</td>
<td>20 November 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Workshop 5 - Moving into the job market – practical skills to prepare for successful job applications</td>
<td>Year 5/6 PT</td>
<td>12 February 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 June 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>COSHH Assessment (Control of Substances Hazardous to Health)</td>
<td>Compulsory for Students working in labs</td>
<td>21 October 2019</td>
<td>09:30-13:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 February 2020</td>
<td>13:00-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 April 2020</td>
<td>09:30-13:00</td>
</tr>
<tr>
<td>EndNote Training</td>
<td>All Years</td>
<td>12 December 2019</td>
<td>09:30-11:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 February 2020</td>
<td>10:00-11:30</td>
</tr>
<tr>
<td>Ethical Issues in Online Research with Human Participants</td>
<td>All Years</td>
<td>5 December 2019</td>
<td>15:00-17:00</td>
</tr>
<tr>
<td>Finding Literature</td>
<td>Year 1 FT/PT</td>
<td>17 October 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24 April 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 July 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Health Databases</td>
<td>See page 25 for booking details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Orientation</td>
<td>Compulsory for International students</td>
<td>16 October 2019</td>
<td>11:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 January 2020</td>
<td>11:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 April 2020</td>
<td>11:00-12:00</td>
</tr>
<tr>
<td>Introduction to Research Ethics</td>
<td>Year 1 FT/PT</td>
<td>27 September 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26 November 2019</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 February 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 July 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Course Title</td>
<td>Particularly Useful for</td>
<td>Available Dates</td>
<td>Time</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Managing Annual Assessment of Progress</td>
<td>Year 1 FT/PT</td>
<td>26 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 April 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Managing Research Programme Approval</td>
<td>Year 1 FT/PT</td>
<td>7 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 February 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 May 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td>Managing Transfer from MPhil to PhD</td>
<td>Year 1 FT</td>
<td>5 December 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 May 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 July 2020</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Obtaining Ethical Approval at UCLan</td>
<td>Year 1 FT/PT</td>
<td>13 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 May 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 July 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>PGRS Funding Training</td>
<td>All Years</td>
<td>13 November 2019</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24 January 2020</td>
<td>14:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24 March 2020</td>
<td>11:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 May 2020</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 July 2020</td>
<td>14:00-15:00</td>
</tr>
<tr>
<td>Postgraduate Research Student Induction</td>
<td>Compulsory for all students FT/PT</td>
<td>1 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 April 2020</td>
<td>14:00-15:00</td>
</tr>
<tr>
<td>PGR Essentials Skills Course</td>
<td>Compulsory FT</td>
<td>28 Oct – 1 Nov 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 - 15 November 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional PT</td>
<td>10 - 14 February 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 April – 1 May 2020</td>
<td></td>
</tr>
<tr>
<td>RefWorks</td>
<td>Year 1 FT/PT</td>
<td>5 December 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 February 2020</td>
<td>12:00-14:00</td>
</tr>
<tr>
<td></td>
<td>Year 2 FT/PT</td>
<td>23 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 May 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 July 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td>Research degree student examinations briefing</td>
<td>Year 3 FT</td>
<td>10 September 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 May 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 July 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td>Year 5/6 PT</td>
<td>10 September 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 October 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 November 2019</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 January 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 March 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 May 2020</td>
<td>10:00-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 July 2020</td>
<td>10:00-12:00</td>
</tr>
</tbody>
</table>
## TRAINING DATES 2019/2020

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Particularly Useful for</th>
<th>Available Dates</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATS 1</td>
<td>All Years</td>
<td>10 October 2019</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 December 2019</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 March 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td>STATS 2</td>
<td>All Years</td>
<td>7 November 2019</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 January 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 April 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td>STATS 3</td>
<td>All Years</td>
<td>5 December 2019</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 February 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 May 2020</td>
<td>13:00-15:00</td>
</tr>
<tr>
<td>Thesis Construction</td>
<td>Year 3 FT</td>
<td>26 November 2019</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 March 2020</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 May 2020</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 July 2020</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td>Workshop 1: Introduction to Software for Qualitative Data Analysis and Literature Reviews (half-day)</td>
<td>Year 5/6 PT</td>
<td>1 November 2019</td>
<td>13:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 November 2019</td>
<td>13:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 February 2020</td>
<td>13:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 May 2020</td>
<td>13:30-16:30</td>
</tr>
<tr>
<td>Workshop 2 (full day): Getting started with NVivo: Generating, Organising and Preparing Data for Effective Analysis</td>
<td>Year 1 FT/PT</td>
<td>4 October 2019</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 November 2019</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 January 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28 February 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 May 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td>Workshop 3 (full day): Next steps in NVivo: Working on your project, developing and using a conceptual framework for coding literature and data.</td>
<td>Year 1 FT/PT</td>
<td>11 October 2019</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 December 2019</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31 January 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 March 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 June 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td>Workshop 4 (full day): Advanced NVivo Plus – Refining Conceptual Coding, Synthesising Insights and working with larger datasets with NVivo Plus</td>
<td>Year 1 FT/PT</td>
<td>7 February 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 March 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 June 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 July 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 July 2020</td>
<td>09:30-16:30</td>
</tr>
<tr>
<td>Writing Your Literature Review</td>
<td>Year 1 FT/PT</td>
<td>17 October 2019</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 January 2020</td>
<td>13:30-16:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 April 2020</td>
<td>09:30-12:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 July 2020</td>
<td>13:30-16:30</td>
</tr>
</tbody>
</table>

Details of a ‘Writing for Publication’ session will be released during 2019/20. Please email training4research@uclan.ac.uk to register your interest.
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”
PGR Essentials Skills Course
Compulsory for Full Time Students
Optional for Part Time Students

The PGR Essentials 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:

- Creative and Critical Thinking
- Scientific and Technical Writing (for science based students)
- Academic Writing (for non-science based students)
- Technologies for your thesis and research

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

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

Exemption
The PGR Essentials 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.

Compulsory for new international students
International Orientation

This is a compulsory session for new international research students. It covers UK immigration rules, the attendance requirements, working in the UK, and registering with the Police, as well as general information about living and studying in the UK.

Compulsory for any student working in a lab
COSHH Assessment Training

This is a compulsory session for ANY research students who need access to a laboratory. Please note if you are unsure if you need this please refer to your supervisor.

“The PGR Essentials 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 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.

Ethical Issues in Online Research with Human Participants

This workshop will explore the relevance of key ethical issues (for example, consent, anonymity and confidentiality) in the context of online research that involves human participants. We will consider methods such as online questionnaires and interviewing. Workshop attendees will have the opportunity to work in groups to explore practical issues and research scenarios.
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.

“When the facilitator’s ability to answer specific questions relevant to my own research was very useful”
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

Training for All students Stage 1
C1, C2 D1.2, D1.7
RDF Domains (Secondary) C3.1 D1.4, D2

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

Training for All students Stage 1
RDF Domains (Primary) A2.4 B1.2, B1.3, B1.5, B1.6, B2.1, B2.3, B3 C2 D1.2, D1.3, D2.1
RDF Domains (Secondary) A1, A2.2 C1.2

Managing Transfer from MPhil to PhD

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

Training for All students Stage 1 and 2
RDF Domains (Primary) A1, A2, A3 B1, B2, B3.2 C1.4, C1.5, C1.6, C1.7, C2
D1.1, D1.2, D2.1

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 interactive workshop explores how you can exploit and communicate significant issues in previous literature to form a basis for your own thesis. As well as demonstrating how to highlight the gaps in previous research that your study will address, the workshop also presents various tools and strategies for managing what can be a long and sometimes overwhelming chapter.

Remember to bring an example journal article (paper/electronic form) for use in the workshop. It should be one you have read and are familiar with but have not yet critiqued.

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

“A good overview and a push in the right direction – just what I needed”
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.

Thesis Construction

When constructing a thesis over a long period of time, it can be easy to adopt a narrow focus which views chapters as separate, independent pieces of text. However, as the reader will read the thesis in a different order to the one you may have written it in, this workshop’s principal aim is to help you reflect on how you can present a ‘story’ of your overall research in a cohesive and coherent way. Encouraging you to view your work from the perspective of the writer, reader and examiner, this workshop is ideal for those beginning to think about how their chapters fit together and those nearing completion who are keen to evaluate and maximise the effectiveness of the structure they have chosen.
Research degree student examinations briefing

This session provides information and guidance about Research Degree Examinations including:

- Finalising your thesis
- Submitting your thesis for examination
- What happens when, approximate timescales
- Preparation for the oral examination
- The oral examination – what to expect
- Examination outcomes
- Completing amendments
- Award and Graduation

This session is presented by a senior member of academic staff and a member of staff from the Research Student Registry.

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
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.

Training for

Students with no previous knowledge of SPSS Stage 4

- RDF Domains (Primary) A1.2, A1.3
- RDF Domains (Secondary) A2.1, A2.4

“Time well spent and very well explained”
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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>Students that have attended SPSS1 or have similar knowledge Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF Domains (Primary)</td>
<td>A1.2, A1.3</td>
</tr>
<tr>
<td>RDF Domains (Secondary)</td>
<td>A2.1, A2.4</td>
</tr>
</tbody>
</table>

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.

Postgraduate Research Student Funding Training

The Grants and Funding Unit (GFU), Research Services, will host several workshops to support postgraduate students with their search for external funding. This workshop is ideal for students coming to the end of their studies who are looking for funding to support their research careers. During these workshops we will support you in your profile set-up on the funding portal Research Professional, which covers all scholarly disciplines from medicine to the humanities; includes funders from the largest research council to the smallest private charity and promotes opportunities from big multi-centre collaborative grants to small travel grants.

As part of your profile set-up, we will work with you to create tailored funding searches based on your research interests so that you receive the latest funding opportunities directly to your desktop!

We will also tell you about the support systems in place at UCLan for your bids for funding.
USING NVIVO FOR QUALITATIVE DATA ANALYSIS AND LITERATURE SYNTHESIS

What are the workshops about?
These workshops introduce you to using and working with NVivo to support you across all the stages of qualitative research and analysis, as well as considering ways of using the software to support reading, annotating, critically reviewing and synthesising research literature into your project. You will be introduced to the tools and ways of working to support data management, recording your developing ideas, keeping a research journal, annotating, coding, linking and exploring both text and multimedia data, and ways of using the powerful search, query and visualisation tools.

Who are these for?
Anyone engaging in qualitative research or reviewing literature for postgraduate research study or post doctoral work. The workshops are not focussed on any one topic, area, method or discipline but are designed to show how NVivo can support research across diverse approaches, methodologies and types of qualitative data used in the social sciences and humanities.

How will the workshops run?
The workshops run face-to-face with an external facilitator. Resources for ongoing support will be identified, recommended and signposted to build on the workshops.

Who is running these workshops?
They will all be taught by Dr Steven Wright who runs a Qualitative Data Analysis consultancy service, is a researcher on software use in research and works as a Learning Technologist in Faculty of Health and Medicine at Lancaster University. Steve has a PhD in Technology Enhanced Learning awarded 2014 and is a beta tester for NVivo as well as a certified ATLAS.ti trainer.

Workshop 1:
Introduction to Software for Qualitative Data Analysis and Literature Reviews (half-day)

Workshop outline
This session introduces software and workflows to support qualitative data analysis and literature reviews.

The focus is on NVivo for managing, organising, analysing and outputting analysis of both literature and qualitative data (including interview transcripts, focus groups, fieldwork etc).

The session also introduces other key software for qualitative and mixed-methods work including: auto- and manual- transcription software.

It introduces software for effective draft writing, note-taking and organisation to create draft chapters for a thesis and record fieldwork (including Scrivener, OneNote and EverNote).

It looks at literature and reference management software (including Mendeley, Endnote and RefWorks) and explores how these packages can be imported into NVivo.

The overall focus is on processes and workflows and effectively developing and supporting those with software to develop, refine, and effectively apply a conceptual framework for your research.

“A very good introduction to NVivo, it will be very useful in my future research”
Workshop 2 (full day):
Getting started with NVivo: Generating, Organising and Preparing Data for Effective Analysis

Note: AM and PM sessions can be booked separately, however attending the full day is recommended.

Workshop outline
This session gets you started using NVivo for analysing qualitative data and connecting it to literature. The morning session explores approaches to generating qualitative data - including recording interviews, approaches to transcribing and auto-transcription importing survey data and managing literature.

Student can work with the example data generated during the session and/or their own data and literature.

By the end of the day participants should have a good understanding of the key components of NVivo, effective ways to generate data, an understanding of preparing, organising and exploring data and the types and functions of different codes for structure, reflexivity, cases, project and for conceptual framing your research.

Required prior knowledge and experience:
Attendees should have a clear idea of what NVivo can do and a knowledge of their research questions and the kinds of data they will have for their project. This can be gained through the PhD induction session, workshop 1 or independently.

Workshop 3 (full day):
Next steps in NVivo: Working on your project, developing and using a conceptual framework for coding literature and data

Note: AM and PM sessions can be booked separately, however attending the full day is recommended.

Workshop outline
This session focusses on further developing your project in NVivo. Building on the skills and experience from workshop 2 these sessions are designed for those who have made a start on a project – through adding data and/or undertaking a literature review and now looking to improve, refine and advance their analysis.

The focus is guided by student needs and project stages but typically covers:
Developing a practical and effective conceptual framework for analysing and organising data. Including:

- Reviewing and Refining code structures
- Memo-ing effectively
- Linking and connecting
- Exploring

Approaches to using queries to advance analysis will be explored together with working with demographic and other categorical information to slice data and explore different dimensions to deepen analysis and move beyond mere description. Repeated attendance to further develop a project is welcome.

Required prior knowledge and experience:
Attendees should have:

- a working knowledge of NVivo (equivalent to that gained in workshop 2)
- a project they are working on in NVivo
Workshop 4 (full day):
Advanced NVivo Plus – Refining Conceptual Coding, Synthesising Insights and working with larger datasets with NVivo Plus

Note: AM and PM sessions can be booked separately, however attending the full day is recommended.

Workshop outline
This session focuses on advanced features of NVivo Plus. The topics are guided by the project analysis needs and requests of participants and demonstration and exploration of potential features including:

- Building queries to explore complex topics
- Using framework matrices to synthesise data
- Working with NVivo Plus features for automated coding of topic and sentiment.

Repeated attendance to further develop a project is welcome

Required prior knowledge and experience:
Attendees should have:

- a good knowledge of NVivo (equivalent to that gained in workshops 2 and 3),
- a project they are working on in NVivo
- Areas they are stuck on or want to extend further and want help and consultancy to do so

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

Training for
Students at least 3-6 months into their Research Project Stage 4

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

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

Excellent friendly trainers – the session is well presented
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

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>A1.4, A1.5, A1.7</td>
<td>D2.1, D2.2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>A1.4, A1.5, A1.7</td>
<td>D2.1, D2.2</td>
</tr>
</tbody>
</table>

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
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

Students in their final years of study Stage 3
B1, B3
D1.6, D2.1
Your Brilliant Career – Making it Happen

What do people like you do? Take the chance 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’ll learn how to positively focus on your strengths, so you can be confident about the decisions that you make around your first career moves.

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
- Be more confident about your future career path and career plans

Writing yourself up – looking good on paper and online

Think about it, the only thing your future employer knows about you is what you tell them! This workshop is about presenting yourself in the very best light, both on paper and online. Your professional reputation, often referred to as your ‘personal brand’ is key to career success and building the career-life that you want.

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 LinkedIn.

Come along to this workshop and find out about:

- What employers are looking for
- Creating a personal brand
- Using social media strategically

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

- Think about what employers want and what you can ‘bring to the table’
- Have a greater understanding of search and selection methods
- Appreciate the extent to which your digital footprint can either help or hinder you

Confidence to Present at Conferences

For most of us, the thought of presenting to one’s peers at a conference, is enough to make your blood run cold… Don’t worry, help is at hand! This workshop aims to equip you with the tools and confidence to make you a hit at conferences. We will run through the mechanics, from the initial application, to the actual presentation and explore the ingredients of both powerful, as well as poor performances.

Come along to this workshop and find out about:

- Identifying conferences that align with your research
- Writing applications
- Putting together compelling presentations
- Top tips and tricks of the trade

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

- Realise the positive professional potential of presenting at conferences
- Gain a greater understanding of the core elements of powerful presentations
- Feel more confident about your own professional capabilities as a public speaker
**Getting Your CV noticed**

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**

The search and selection methods used by employers to identify potential recruits can be an utterly baffling minefield if you’re not sure what you’re doing. This workshop aims at helping you find your bearings and sail right through. Covering applications, assessment centres, interviewing and even body language, the emphasis is on helping you to become a confident, charismatic and compelling candidate.

Come along to this workshop and find out about:

- Written applications that get you an interview
- Assessment centres and why so many employers use them
- What people look for in a candidate
- Commercial awareness and why you need it

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

- Gain an understanding of what employers are looking for in candidates
- Be more aware of the knowledge, skills and behaviours that assessors want to see at assessment centres
- Think about the impact of both positive and negative body language
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

The University of Central Lancashire in conjunction with the University of East Anglia will provide a series of online training for PGR's through in a ‘live-taught’ online format. Training sessions are delivered via a virtual classroom on Tuesday and Wednesday evenings between 7pm-9pm.

Email: training4research@uclan.ac.uk for details on how to book.

For your convenience, the training has been organised into five modules, each focused on a specific area/topic. You don’t have to attend a whole module, however, and are free to sign up to individual sessions. The modules and individual sessions for 2019/20 are as follows:

**Schedule of Sessions for 2019/20 (all 7-9pm)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Name</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 8 October</td>
<td>1. Writing</td>
<td>What Should a Literature Review Do?</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 9 October</td>
<td>1. Writing</td>
<td>What Should a Literature Review Do?</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 15 October</td>
<td>1. Writing</td>
<td>Writing Effectively</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 16 October</td>
<td>1. Writing</td>
<td>Writing Effectively</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 22 October</td>
<td>1. Writing</td>
<td>Academic Publishing</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 23 October</td>
<td>1. Writing</td>
<td>Writing &amp; Structuring an Effective Thesis</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 29 October</td>
<td>1. Writing</td>
<td>Writing &amp; Structuring an Effective Thesis</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 5 November</td>
<td>2. Qual.</td>
<td>A Comparison of Qualitative Methods</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 12 November</td>
<td>2. Qual.</td>
<td>Qualitative Interviewing</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 19 November</td>
<td>2. Qual.</td>
<td>Analysing Qualitative Data</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 26 November</td>
<td>3. Finishing</td>
<td>Preparing for your Viva</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 27 November</td>
<td>2. Qual.</td>
<td>A Comparison of Qualitative Methods</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 3 December</td>
<td>3. Finishing</td>
<td>On the Job: Securing a First Academic Post</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 4 December</td>
<td>2. Qual.</td>
<td>Qualitative Interviewing</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Tuesday 10 December</td>
<td>3. Finishing</td>
<td>Preparing Impactful Research Proposals &amp; Grant Applications</td>
<td>S. Watts</td>
</tr>
<tr>
<td>Wednesday 11 December</td>
<td>2. Qual.</td>
<td>Analysing Qualitative Data</td>
<td>S. Watts</td>
</tr>
</tbody>
</table>

**CHRISTMAS BREAK**

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Name</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 7 January</td>
<td>4. Teaching</td>
<td>Preparing &amp; Delivering Seminars</td>
<td>S. Watts</td>
</tr>
</tbody>
</table>

For a full breakdown of sessions please email training4research@uclan.ac.uk
GDPR online training course

This module will provide you with an overview of data protection legislation including the General Data Protection Regulation (GDPR) and demonstrate how this applies in practice. It will provide some practical examples of how personal data should be handled, used and protected to ensure compliance with the GDPR. At the end you will be asked to test your knowledge and be awarded a course completion certificate to demonstrate your successful completion of this training module.

Please note that this course was originally designed for UCLan staff. Some policies referenced within the training are not applicable to students and are only accessible to staff via the intranet. This means that some links to documents within the course will not be available to you as a student. You can access a copy of the Data Protection Policy, Freedom of Information Policy, IT Security Policy and Email Use Policy via the UCLan website. See the ‘Information’ section in the left-hand menu for links to these policies.

The course is aimed at any students who will have access to personal data as part of their studies. They need to enrol on the course via Blackboard, work through the screens then take the test at the end, ensuring they print off the certificate once they successfully complete the course. The course is in the student mandatory training section but the link to it is copied below: https://portal.uclan.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_105544_1&content_id=3241704_1

Safeguarding online training course

Safeguarding vulnerable people is at the core of this approach and, as part of the UCLan community, we all have a role to play in this. Safeguarding, from a UCLan perspective, is about being able to recognise when vulnerable people may be at risk of harm or abuse and knowing how to refer someone who may need help. The risk of harm and abuse can arise in many different forms and this course raises awareness of this. Completing the course does not mean that you are expected to be an expert in Safeguarding it just means that you have a greater awareness what Safeguarding is and that by telling someone the person at risk can be better supported and assisted.

EPIGEUM

Epigeum is a suite of online tutorials which provide PhD students, junior postdoctoral 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 post-graduates and post-doctorates 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.
Ethical Research

Ethical Research is part of the Research Skills Toolkit, an online learning product designed to support researchers on their journey from their master's degree to completing their PhD. The first course, Becoming an Ethical Researcher, takes a behavioural approach to learning about research ethics, covering ethical values, approaches to ethical decision-making and exploring ethical challenges across a range of disciplines. The second course, Research Ethics in Practice, covers practical application of ethics during a research project, including working with human participants, data management, ethics approvals and working ethically in a global environment.

Research Skills Toolkit – Ethical Research consists of two courses, each comprising four modules

Course 1: Becoming an Ethical Researcher

- Explain the significance of taking different approaches to ethical decision-making
- Compare 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
- Explain the relationship between a value and a virtues approach for ethical research
- Discuss four underpinning values for ethical research: fairness, respect, care and honesty
- Evaluate examples of a values approach to ethical research
- Discuss the place of research ethics within the wider spectrum of ethics
- Identify and apply research ethics codes that are relevant to your research
- Discuss a range of ethical challenges in different disciplines
- Discuss and evaluate ethical challenges associated with quantitative and qualitative research methods
- Discuss and evaluate ethical challenges associated with desk-based and arts-based research methods
- Discuss and evaluate ethical challenges associated with animal research methods

Course 2: Research Ethics in Practice

- 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)
- Discuss the purpose and role of research ethics committees
- Explain when ethics approval is necessary
- Outline the steps to take to seek ethics approval

Training for All Students Stage 5

RDF Domains (Primary) C1 B1.3, B1.5, B1.6
RDF Domains (Secondary)

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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>C2</td>
<td>B2</td>
</tr>
</tbody>
</table>

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

This course aims to encourage PhDs and early career researchers (postdocs 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, postdocs 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>B1, B2, B3</td>
<td>A3, D2</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>B1, B2, B3</td>
<td>A3, D2</td>
</tr>
</tbody>
</table>

Managing Your Research Supervisor or Principal Investigator (RES 010)

This course is aimed at encouraging postgraduates and postdoctorates 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>B1, B2, D1</td>
<td>D2</td>
</tr>
</tbody>
</table>
### Selecting a Conference, Presenting and Networking (RES 011)

This course is aimed at encouraging postgraduates and post doctorates 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>B1, B2.1, B3, D2</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>A1, A2, A3</td>
<td>D1.3</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>A1, A2, A3, C1.2, C1.5, C1.7, C2</td>
<td>C2</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>A1, A2, A3, C2</td>
<td>C1, D2</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Stage 5</td>
<td>A1, A2, A3</td>
<td>D2</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Stage 5</td>
<td>B1, B2, B3</td>
<td>D3.3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Stage 5</td>
<td>B1, B3</td>
<td>C1.4, D3.1</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>

Entrepreneurship 3 - Entrepreneurial Resources (RES 018)

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

<table>
<thead>
<tr>
<th>Training for</th>
<th>RDF Domains (Primary)</th>
<th>RDF Domains (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Stage 5</td>
<td>A3, B1, C3</td>
<td>D1, D3.3</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td></td>
</tr>
</tbody>
</table>
Context

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

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 titles and learning outcomes:

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 style to those that have 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
PRESENTING...
YOUR RESEARCH

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.

<table>
<thead>
<tr>
<th>RDF Domain</th>
<th>Training / Experience Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain A:</strong> Knowledge and intellectual abilities</td>
<td></td>
</tr>
<tr>
<td>– the knowledge, intellectual abilities to do research</td>
<td></td>
</tr>
<tr>
<td><strong>Domain B:</strong> Personal effectiveness</td>
<td></td>
</tr>
<tr>
<td>– the personal qualities and approach to be an effective researcher</td>
<td></td>
</tr>
<tr>
<td><strong>Domain C:</strong> Research governance and organisation</td>
<td></td>
</tr>
<tr>
<td>– the knowledge of the standards, requirements and professionalism to do research</td>
<td></td>
</tr>
<tr>
<td><strong>Domain D:</strong> Engagement, influence and impact</td>
<td></td>
</tr>
<tr>
<td>– the knowledge and skills to work with others and ensure the wider impact of research</td>
<td></td>
</tr>
</tbody>
</table>
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 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 rCUK.ac.uk provides a wide range of publications and resources plus links to the seven research council websites.