Problem-solving

C

Self-confidence

Knowledge

Creativity

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Risk management

D

Standards

Ethics

Leadership

Impact

Mentoring

Innovation

Researcher Development Programme (RDP)

Enhancing the personal and professional development of Strathclyde's researcher community

www.strath.ac.uk/rdp

Contents

Welcome

I am delighted to welcome you to the 2013-2014 Researcher Development Programme at the University of Strathclyde.

The development of world-class researchers is key to underpinning a knowledge-based economy, maintaining international competitiveness and providing solutions to the most pressing global challenges. This remains a top priority for research-led universities, funders, employers and governments across the globe.

As a leading international technological university we recognise that becoming a world-class researcher is not only about the day-to-day research and publishing the findings. It's now widely acknowledged that to be a highly skilled researcher, it is necessary and important to continually reflect on your skillset and actively engage in your professional development.

In order to support the personal effectiveness and professional development of our researchers, we have made a significant investment in researcher development. This funding has facilitated the creation of the Researcher Development Programme (RDP), which aims to encourage and support research staff and students to fully realise their personal and professional potential. Strathclyde's RDP supports a high quality research environment, collaborative working and multidisciplinary skills development to provide sector-leading training for all of our researchers – from the start of your PhD, through PhD viva and beyond into your career.

Based on the skills and experience that the UK Research Councils expect you to have and develop during the course of your research degree programme and career, the RDP is delivered through a range of workshops, initiatives, e-learning courses and resources, events and collaborative activities. The programme complements the technical and discipline-specific training you'll receive at a local level, focussing on wider employment-related and transferable skills.

Strathclyde's determination to maintain a high level of excellence in our research is part of our commitment to you and your experience. At Strathclyde, you will benefit from our strong and proven track record of an institutional culture that supports research activity whilst effectively integrating training and development to support the future careers of our researchers. An example of this embedded approach is demonstrated with the launch of our new Postgraduate Certificate in Researcher Professional Development on 1 October 2013 - an innovative and flexible approach to transferable skills training which formalises the activities carried out by all eligible postgraduate research students during the PhD process. This unique award will ensure Strathclyde's doctoral graduates are supported to complete their research degree programme to the highest standard with confidence, and enter the competitive employment market with a skillset and qualification that distinguishes them from others.

This comprehensive handbook details the current range of provision for you to take advantage of now, and throughout your time at Strathclyde. I hope you will make the most of the opportunities available to you, maximising your time with us to not only make a difference to yourself, but to the vibrant community you're now a part of at Strathclyde.

Professor Sir Jim McDonald
Principal and Vice-Chancellor

Introduction

DISCIPLINE-SPECIFIC
SKILLS
e.g. subject knowledge,
research methodology,
experimental techniques

TRANSFERABLE/PROFESSIONAL
SKILLS
e.g. writing skills,
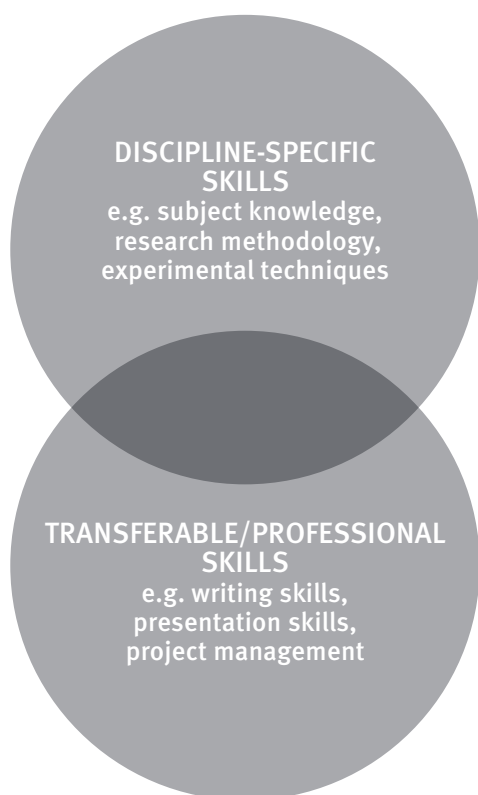presentation skills,
project management

Figure 1: Examples of discipline-specific and transferable skills

INTRODUCTION TO THE RESEARCHER DEVELOPMENT PROGRAMME (RDP)

The Researcher Development Programme (RDP) provides comprehensive professional and personal development training and opportunities to support Strathclyde's vibrant early career research community. Delivered collaboratively by Faculties and Professional Services, the RDP offers a tailored suite of workshops, courses, events, online provision and resources designed to meet the development needs of postgraduate research students and research staff.

With an aim to enhance the skills and competencies of researchers for successful careers within and outwith academia, the programme provides opportunities to:

- get the most out of your current research activities at Strathclyde, and beyond
- build your confidence through the development of research-related and transferable skills
- identify and plan your own personal training package
- help fulfill your potential and succeed in a highly competitive employment market.

When thinking about skills development, it can be helpful to divide skills into "discipline-specific" skills and "transferable/professional skills", although, in reality, the line between these two can overlap (Figure 1). The RDP concentrates on providing training in the transferable/professional skills area, complementing the discipline specific research training that is primarily available through departments /schools and Faculties.

Full details of the workshops offered by the RDP can be found on the online booking system http://bookings.strath.ac.uk.

The Researcher Development Programme (RDP) Team endeavours to:
- identify development needs in consultation with researchers, academic staff and Faculties
- manage and deliver a range of training activities
- ensure that all researchers have access to personal development planning
- publicise both external and university development opportunities through monthly e-newsletters - GradNews [1] and ResNews [2] - and Facebook [3] and Twitter [4].

1 https://moss.strath.ac.uk/research/resportal/rdp/Lists/GRAD%20News/AllItems.aspx
2 https://moss.strath.ac.uk/research/resportal/rdp/Lists/RESnews/AllItems.aspx
3 http://www.facebook.com/strathRDP
4 http://www.twitter.com/strathRDP

Researcher Development Statement and Framework

The Vitae Researcher Development Statement (RDS) [5] and Framework (RDF) [6] were introduced in 2010. These supersede the former Joint Skills Statement [7] previously used by Research Councils to articulate the skills required by researchers. In line with the other UK Higher Education Institutions, Strathclyde endorses the RDF/S to support researchers in identifying the skills, knowledge and behaviours expected throughout their career. The RDF/S also informs the development of new training initiatives to meet the needs of the research community.

The RDF/S is organised into four broad domains of attributes researchers require. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher. The RDF also refers to the development of skills at different levels ranging from PhD students to Principal Investigators. This allows researchers themselves to identify areas requiring improvement and what is required to reach the next level.

Figure 2:
THE RDF DOMAINS AND SUBDOMAINS
(www.vitae.ac.uk/RDF)

5 http://www.vitae.ac.uk/rds
6 http://www.vitae.ac.uk/rdf
7 http://www.vitae.ac.uk/jss
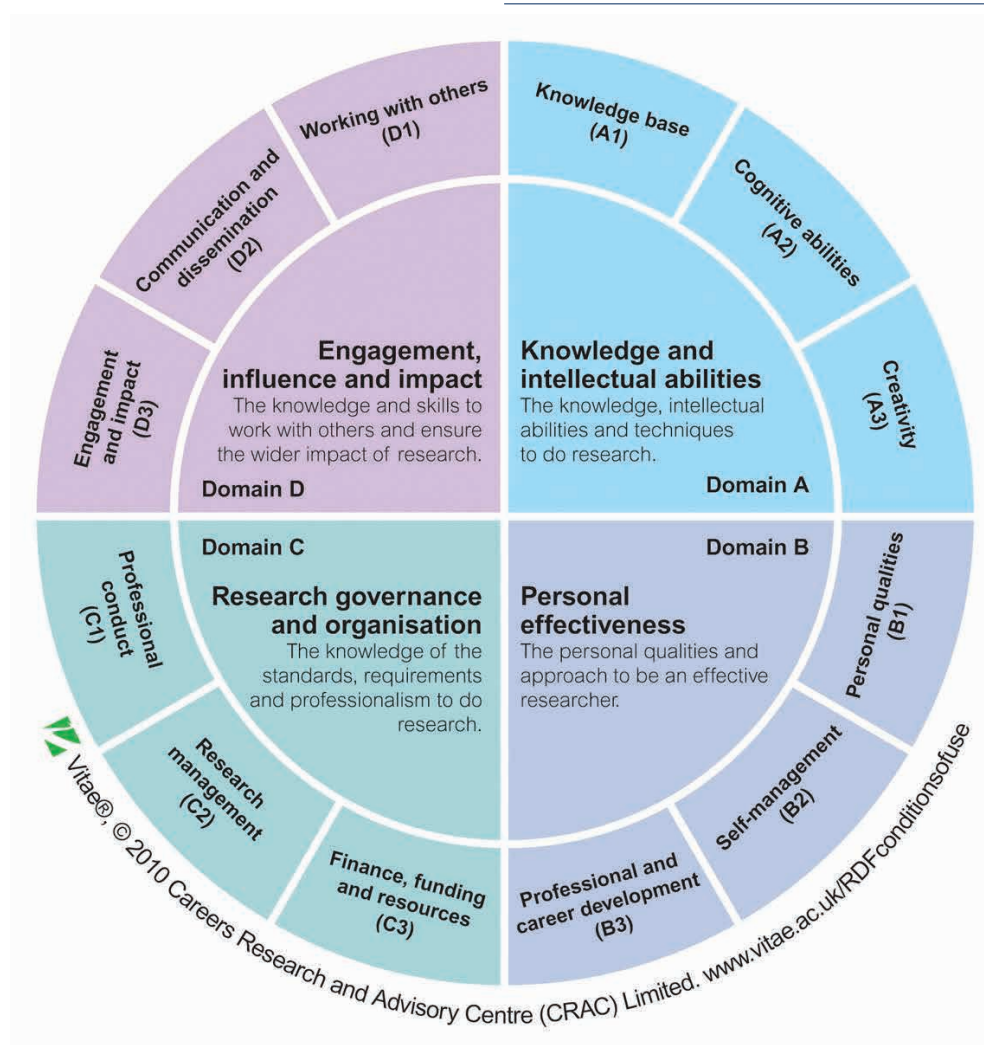
Domain A

KNOWLEDGE & INTELLECTUAL ABILITIES

This domain contains the knowledge and intellectual abilities needed to be able to carry out excellent research. Components include:

A1   Knowledge Base
Researchers must develop a sound knowledge of their subject research area and the appropriate methods used, as well as the ability to access and manage information.

Categories in this sub-domain are:
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
Cognitive awareness includes the ability to analyse and evaluate findings, to think critically and to synthesise large volumes of data and material. Researchers are also required to evaluate evidence and solve complex problems.

Categories in this sub-domain are:
1.   Analysing
2.   Synthesising
3.   Critical thinking
4.   Evaluating
5.   Problem solving

A3   Creativity
Researchers need to have an inquiring mind and understand the role of innovation and creativity in research, allowing them to constructively defend their research.

Categories in this sub-domain are:
1.   Inquiring mind
2.   Intellectual insight
3.   Innovation
4.   Argument construction
5.   Intellectual risk

Domain B

PERSONAL EFFECTIVENESS

This domain contains the personal qualities, and self-management skills required to take ownership for, and control of, professional development. Components include:

B1   Personal Qualities
There are many personal qualities that are advantageous when undertaking a period of sustained research.

Categories in this sub-domain are:
1.   Enthusiasm
2.   Perseverance
3.   Integrity
4.   Self-confidence
5.   Self-reflection
6.   Responsibility

B2   Self-management
Throughout their career, researchers are required to be very well-organised. This includes the ability to manage their own time; to have a strategic approach to their research; to focus on the research project while maintaining a good work-life balance; respond to change and be largely self-motivated and self-reliant.

Categories in this sub-domain are:
1.   Preparation and prioritisation
2.   Commitment to research
3.   Time management
4.   Responsiveness to change
5.   Work-life balance

B3   Professional & Career Development
A large part of a researchers' career is being able to develop and manage their career. Researchers must have an insight into the transferable nature of their abilities and regularly update their achievement and experience record.

Categories in this sub-domain are:
1.   Career management
2.   Continuing professional development
3.   Responsiveness to opportunities
4.   Networking
5.   Reputation and esteem

Domain C

RESEARCH GOVERNANCE & ORGANISATION

This domain contains the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research. Components include:

C1   Professional Conduct

Researchers are required to abide by Health and Safety regulations and understand any legal and ethical requirements and code of conduct(s) appropriate to their discipline.

Categories in this sub-domain are:
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

In order for researchers to achieve the most out of their research, it is essential for them to have effective project management. This includes being able to set appropriate research goals and a programme of necessary steps to allow them to reach these goals by prioritising their activities, as well as assessing the risks.

Categories in this sub-domain are:
1.   Research strategy
2.   Project planning and delivery
3.   Risk management

C3   Finance, Funding and Resources

In the current climate, it is particularly important that researchers understand good financial management and make best use of the available resources, while also knowing the process for funding research.

Categories in this sub-domain are:
1.   Income and funding generation
2.   Financial management
3.   Infrastructure and resources

Domain D

ENGAGEMENT, INFLUENCE & IMPACT

This domain contains the knowledge, understanding and skills needed to influence, engage with and impact on the academic, social, cultural and economic context. Components include:

D1   Working with Others

Researchers are required to interact constructively with colleagues, develop working relationships and be part of and/or build teams. They are also expected to develop and maintain professional networks.

Categories in this sub-domain are:
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

It is essential that researchers are able to communicate their research effectively, by constructing coherent arguments.

Categories in this sub-domain are:
1.   Communication methods
2.   Communication media
3.   Publication

D3   Engagement and Impact

Researchers should have knowledge of the global, economic, organisational and environmental contexts of research. It is important that they are aware of the mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts

Categories in this sub-domain are:
1.   Teaching
2.   Public engagement
3.   Enterprise
4.   Policy
5.   Society and culture
6.   Global citizenship

Planning your development

WHY IS SKILLS DEVELOPMENT IMPORTANT?

No matter where you are in your research career, whether at the very start of your PhD, an established researcher or somewhere in the middle, skills development has a critical part to play in your employability. Your current research will be supported by having strong transferable/professional skills, for example, project and risk management. This allows you to be a more efficient researcher, ultimately improving the quality of your research. As well as this, it is well-recognised and researched that employers (both within and outwith academia) place great importance and recognise the value of developed transferable skills in prospective employees.

WHAT ARE THE TRAINING REQUIREMENTS?

Nationally, Research Councils UK (RCUK) recommends that each researcher dedicates a minimum of two weeks dedicated training a year, principally in transferable skills. PhD students registered on the PG Certificate in Researcher Professional Development will be required to undertake 60 credits worth of activities over the duration of their research degree programme. See page 12 for further details. Please ensure your Supervisor/Manager is supportive of your continued and professional development and make them aware of the training you are undertaking.

For postgraduate researchers:

As part of a PhD, you are required to complete a number of credit bearing courses. The exact details of these requirements will vary according to your department/school, Faculty or degree type. The Policy and Code of Practice for Postgraduate Research Programmes states that it is the student's responsibility to "attend specific researcher development skills training courses and any other training sessions identified with the Supervisor."

"All research students/doctoral candidates will be expected to meet the requirements as stipulated in course regulations relating to credit-bearing researcher development skills training, outlined in the guide to the Researcher Development Programme."

Please discuss your credit requirements with your Supervisor and/or departmental/PGR administrator.

For research staff:

In the UK, The Concordat to Support the Career Development of Researchers sets out the expectations and responsibilities of researchers, their managers, employers and funders. In recognition that Strathclyde has demonstrated a strong commitment to the principles of the Concordat, the European Commission presented the University with the HR Excellence in Research award in 2011*.

At Strathclyde, every member of staff has an annual Accountability and Development Review (ADR). This is where their performance over the past year is discussed with their line manager, along with agreeing objectives for the coming year. There is a section of the ADR about development and training needs.

THE PERSONAL DEVELOPMENT TOOLS

As a researcher, you are responsible for your own skills' development. To help you identify what opportunities would be the most appropriate for you, there are a variety of personal developments tools available.

The RDF provides details of the key skills required by researchers and a framework of competencies for each of the skills. This allows researchers to identify how competent they are in each of the skills and then what they require to move to the next competency level. By evaluating this, it is hoped that researchers will be able to identify their current skill level and what steps they can take to improve these. To help with this, the RDF has been incorporated into a downloadable Professional Development Planner. [8]

To help you decide on appropriate training, your department/school/Faculty may have in place a personal development plan (PDP). If so, you are strongly encouraged to use these. By using the available resources, this will allow you to focus on your training needs. Knowing this, you will then be able to create a tailored training package from all the opportunities available to you at Strathclyde.

For postgraduate researchers:

During your PhD, in addition to the previous resources, there will be regular progress reports and meetings with either supervisors or internal examiners. At these meetings, your skills and progress will be discussed. Annual and six monthly meetings will occur formally, using the PGR monitoring systems, and you should discuss this with your Supervisor.

For research staff:

My CPD is an online tool which supports researchers with their personal and career development by assisting them to identify, plan and record their development. It allows researchers to take control of their continuous professional development (CPD) by providing an online process to compile a personal development plan.

My CPD is underpinned by the Strathclyde Researcher Career Pathway which sets out the specific knowledge, skills and behaviours of a researcher at Strathclyde at different levels of their development. This framework allows you to analyse your development needs and plan your next steps.

Launched in May 2012, it has been developed in collaboration with the research community, Human Resources and Information Services. All existing and newly appointed early career research staff have access to My CPD.

The Researcher Development Programme (RDP)

COURSES MAPPED TO THE RESEARCHER DEVELOPMENT STATEMENT (RDS)

Course/Workshop	Target Audience	Domain A Knowledge and Intellectual Abilities	Domain B Personal Effectiveness	Domain C Research Governance and Organisation	Domain D Engagement, Influence and Impact
Access - Creating a Simple Access 2010 Database	Postgraduate Research Students and Research Staff	●			
Access - Managing Complex Access 2010 Databases	Postgraduate Research Students and Research Staff	●			
Endnote	Postgraduate Research Students	●			
Excel 2010 Basics	Postgraduate Research Students and Research Staff	●			
Excel - Advanced Functions and Formulae in Excel 2010	Postgraduate Research Students and Research Staff	●			
Introduction to Nvivo	Postgraduate Research Students and Research Staff	●			
Library Use and Information Literacy Skills for Researchers	Postgraduate Research Students and Research Staff	●			
Managing Your Thesis with Word 2010	Postgraduate Research Students	●			
Microsoft Project 2010	Postgraduate Research Students and Research Staff	●			
MindGenius for Project Management	Postgraduate Research Students and Research Staff	●			
Pivot Tables and Sub Totals with Excel 2010	Postgraduate Research Students and Research Staff	●			
PowerPoint - Improving Your PowerPoint Presentation Skills	Postgraduate Research Students	●			
Qualtrics - Building Effective Surveys	Postgraduate Research Students and Research Staff	●			
SPSS Introduction	Postgraduate Research Students and Research Staff	●			
XHTML - Creating Webpages From Scratch	Postgraduate Research Students and Research Staff	●			
Career Development Review (1:1)	Research Staff		●		
Communicating with Confidence - Assertiveness and Influencing	Postgraduate Research Students		●		
Communicating with Confidence - Becoming a Networked Researcher	Postgraduate Research Students		●		
Communicating with Confidence: Working with Nerves and Developing Assertiveness	Postgraduate Research Students and Research Staff		●		
Completing with Confidence: Finishing Your PhD on Time	Postgraduate Research Students and Research Staff		●		
Effective Applications	Research Staff		●		
Effective Time Management for Research Students	Postgraduate Research Students		●		
Enhancing Your Employability	Postgraduate Research Students		●		
How to be an Effective Researcher	Postgraduate Research Students		●		

The Researcher Development Programme (RDP)

COURSES MAPPED TO THE RESEARCHER DEVELOPMENT STATEMENT (RDS)

Course/Workshop	Target Audience	Domain A Knowledge and Intellectual Abilities	Domain B Personal Effectiveness	Domain C Research Governance and Organisation	Domain D Engagement, Influence and Impact
Interview Success for Postgraduate Research Students	Postgraduate Research Students		●		
Managing your Career	Research Staff		●		
Marketing Yourself and Your PhD	Postgraduate Research Students		●		
MBTI: Understanding Yourself and Others	Research Staff		●		
Mentoring @ Strathclyde	Research Staff		●		
Planning your Professional Development as a Researcher	Postgraduate Research Students		●		
Postgraduate Research Student Induction	Postgraduate Research Students		●		
Problem Solving: Five Powerful Methods to Widen Your Options	Postgraduate Research Students and Research Staff		●		
Realising Your Potential: Glasgow GRADschool	Postgraduate Research Students		●		
Research Staff Induction	Research Staff		●		
Resilience for Researchers	Postgraduate Research Students and Research Staff		●		
Time and Self-Management for Researchers	Postgraduate Research Students and Research Staff		●		
Succeeding at Interviews	Research Staff		●		
Taking Control of Your CPD	Research Staff		●		
Vitae Part-Time Researcher Conference	Postgraduate Research Students and Research Staff		●		
Certified Associate in Project Management (CAPM) Exam Preparation	Postgraduate Research Students and Research Staff			●	
Researchers' Guide to Ethics	Postgraduate Research Students and Research Staff			●	
Open Access for Researchers	Postgraduate Research Students			●	
pFACT	Postgraduate Research Students and Research Staff			●	
Project Management in the Real World	Postgraduate Research Students and Research Staff			●	
Research Integrity	Postgraduate Research Students and Research Staff			●	
Risk Management in the Real World	Postgraduate Research Students and Research Staff			●	
Summer Grant Writing Challenge	Academic and Research Staff			●	
Winter Fellowships Challenge	Postgraduate Research Students, Academic and Research Staff			●	
Writing Winning Research Proposals BBSRC/EPSRC/MRC/EU	Postgraduate Research Students and Research Staff			●	
Writing Winning Research Proposals ESRC/AHRC	Postgraduate Research Students and Research Staff			●	
Becoming an Engaging Researcher	Postgraduate Research Students and Research Staff				●

The Researcher Development Programme (RDP)

COURSES MAPPED TO THE RESEARCHER DEVELOPMENT STATEMENT (RDS)

Course/Workshop	Target Audience	Domain A Knowledge and Intellectual Abilities	Domain B Personal Effectiveness	Domain C Research Governance and Organisation	Domain D Engagement, Influence and Impact
Building International Visibility	Postgraduate Research Students				●
Business Beyond the Bottom Line	Postgraduate Research Students				●
Communicating with Confidence - Preparing for the Viva	Postgraduate Research Students				●
Communicating with Confidence - Presenting at Conferences	Postgraduate Research Students				●
Creating Impact	Academic and Research Staff				●
Developing International Collaborations	Academic and Late Career Research Staff				●
Engage with Strathclyde 2014	Postgraduate Research Students and Research Staff				●
Engaging in Interdisciplinary Collaborative Research	Postgraduate Research Students and Research Staff				●
Enterprise, Creativity and Entrepreneurship	Postgraduate Research Students and Research Staff				●
Strathclyde Enterprise Pathway	Postgraduate Research Students and Research Staff				●
Getting Published in Academic Journals	Postgraduate Research Students and Research Staff				●
Images of Research Competition 2014	Postgraduate Research Students and Research Staff				●
Knowledge Exchange & Innovation Training	Postgraduate Research Students				●
Leadership: Style, Substance and Creating Impact	Academic and Research Staff				●
Leading, Motivating & Engaging Teams	Academic and Research Staff				●
Research Impact	Postgraduate Research Students and Research Staff				●
Research Presentation Day	Postgraduate Research Students				●
Strathclyde Solutions Exchange: An Interdisciplinary Workshop	Postgraduate Research Students, Academic and Research Staff				●
University Research Day	Postgraduate Research Students and Research Staff				●
University Research Day – Poster Training	Postgraduate Research Students and Research Staff				●
Writing and Presenting Research	Postgraduate Research Students				●
Writing Research Papers for Peer Reviewed Journals	Postgraduate Research Students				●
Writing with Confidence - Getting Going with Your Thesis	Postgraduate Research Students				●
Writing with Confidence - Undertaking a Literature Review	Postgraduate Research Students				●

Postgraduate Certificate in Researcher Professional Development

WHAT IS IT?

The University is proud to announce the launch of a new Postgraduate Certificate in Researcher Professional Development on 1 October 2013 – a unique approach to researcher development which aims to differentiate Strathclyde research students in a competitive employment market. All first year eligible postgraduate research students will be automatically enrolled on the award at registration, and each student will be required to accumulate 60 credits across 5 classes mapped to the domains of the Researcher Development Framework (www.vitae.ac.uk/rdf).

Credits will be awarded for undertaking a wide range of personal, professional and career development activities that will enhance the skills required by researchers to perform effectively in a particular RDF domain. Each activity has been assigned a notional number of credits, where one credit is equivalent to a nominal 10 hours of active learning, including formal lectures, laboratory and tutorial periods, experiential learning, self-study and assessment. Activities are provided at a department/school, Faculty and University-wide level to allow students to create a bespoke programme of activities, and an extensive list of action-based developmental activities has also been defined. Credit-bearing activities range from workshops in academic writing and effective communication, to residential programmes in enterprise, to resources in research data management to gaining credit for presenting a paper at a conference or engaging the public through outreach.

The PG Certificate is not designed as an additional workload for students, but a formalisation of the existing research and transferable skills training that eligible PhD students' will undertake as part of their doctoral programme.

WHO DOES IT APPLY TO?

The revised credit requirements will apply only to those doctoral programmes which do not already have a prescribed curriculum indicated in the Calendar of Regulations Part 3. The following research degree programmes are exempt: EngD, EdD, DEdPsy, DBA, DPharm, MRes. In addition, all doctoral students in SBS, and students within a Centre for Doctoral Training (including DTC, IDC, DTP or BGP), are exempt.

MPhil students will be required to undertake 20 credits worth of researcher development activities.

HOW DO I ACHIEVE THE CREDITS?

Eligible students will see the classes (RD901 to RD905, and RD906 for MPhil) that contribute to the PG Certificate on their Pegasus record from registration, but these classes will remain unapproved until the degree is awarded. All activity is recorded in the PGR Monitoring systems (Neptune or Spider), and the monitoring of progress is linked to the annual review process. Students should log in to their Postgraduate Monitoring system to see what training opportunities are available. The Neptune/Spider interface allows students to select training opportunities under each class, and read descriptions of the activities. The interface also provides a running total of credits achieved towards each class, and acts as a repository for any documents uploaded as supporting evidence. Once the required number of credits has been accumulated in a class, the student will be required to complete the assessment for that class.

Students are expected to achieve at least 20 credits in each year, although this can be split over any of the 5 classes. Most of the RDP provision is credit-bearing, but you can also undertake training at a departmental or Faculty level which is detailed in the list of opportunities in your PGR monitoring system. You should undertake training most appropriate to your development needs, making use of the wide range of opportunities available to you. This includes action-based learning and developmental activities such as submitting a paper to an academic journal, obtaining funding and knowledge exchange. A dynamic tool is available to support you in assessing and planning your development as a researcher*.

Once the credits for all 5 classes have been accumulated and approved by the Supervisor on completion of the assessment requirements, the credits will appear on the student's transcript and be assessed by the Viva Committee. Students must complete all 5 classes successfully in order to defend their thesis at the viva and graduate.

WHY HAVE STRATHCLYDE INTRODUCED THIS?

A unique award in the UK, by introducing a PGR credits framework at a University-wide level we are ensuring each student receives a consistent researcher development experience. Offering high-quality and flexible training opportunities through a tailored programme differentiates Strathclyde graduates to future employers, whilst supporting high-quality training relevant to completing the PhD effectively.

WHERE DO I FOUND OUT MORE?

A detailed guidance document and course handbook is available at www.strath.ac.uk/rdp/pgrcredits, along with additional resources and answers to frequently asked questions. The documentation provides details of the course structure and content, and a step-by-step guide to completion.

More information can also be obtained by contacting the Researcher Development Programme team at pgrcredits-enquiry@strath.ac.uk.

* http://www.strath.ac.uk/rdp/toolsresources/

The Researcher Development Programme (RDP)

COURSE PROVIDERS

The RDP is managed and coordinated by a small team based within Research and Knowledge Exchange Services (RKES) [9]. The programme is delivered in partnership with Faculties and Professional Services, as well as external bodies. In addition to RKES, the key university training providers are:

- The Andersonian Library [10] provides a full range of print and electronic library services, including e-journal, e-book and database services, supported by a variety of training opportunities in both traditional and online formats.

- The Careers Service [11] provides guidance and resources to enhance students' and graduates' career prospects.

- The Information Services IT Training [12] Team provides free training services to support a wide range of software applications, including corporate systems, Microsoft Office packages and a variety of specialist software programmes which researchers would find particularly useful.

- The Organisation and Staff Development Unit (OSDU) [13] provides support and advice on organisational development, leadership and staff development, staff equality and diversity and employee engagement across the University.

- The Study Skills Service works with students to enhance their quality of learning. The team offer practical advice and support to help students study more effectively, and do this through one-to-one consultations, workshops and self-access materials.

COURSES AND WORKSHOPS PROVISION

The majority of courses and workshops in this handbook are categorised under the four domain headings of the RDF. Some courses will map to more than one domain. If this is the case, the primary domain has been identified and the course included under this domain only.

The exceptions to this are courses from the Advanced Academic Studies Programme. This programme gives staff the opportunity to study for a Postgraduate Certificate or Diploma in Advanced Academic Studies (either in Researcher Development or Academic Practice). Information on this programme is detailed on page 22-24.

Due to the nature of these courses, some are more applicable to different stages in a research career or to specific research areas. All of the courses are targeted at postgraduate researchers and/or research staff.

This information is up-to-date at the start of academic year 2013/2014. While the Researcher Development Programme (RDP) Team will provide regular announcements and information updates via the monthly e-newsletters GradNews [1] and ResNews [2] (as appropriate), researchers are also advised to check the RDP website [14] and the R&KE Portal [15] regularly for updates, as well as follow StrathRDP on Facebook [3] and Twitter [4].

9 http://www.strath.ac.uk/rkes/
10 http://www.strath.ac.uk/library/
11 http://www.strath.ac.uk/careers/
12 http://www.strath.ac.uk/ittraining/
13 http://www.strath.ac.uk/hr/learninganddevelopment/

14 http://www.strath.ac.uk/rdp
15 https://moss.strath.ac.uk/research/resportal/rdp/default.aspx

COURSE DESCRIPTIONS

Domain A (Class RD901)

KNOWLEDGE AND INTELLECTUAL ABILITIES

Endnote

1

http://bookings.strath.ac.uk/courseDetails.asp?course=endn
Target Audience: Postgraduate Research Students and Research Staff

EndNote is a type of reference management software that enables users to manage references and import them directly into Word documents. The EndNote course is a practical introduction to EndNote that covers all functionality available in the programme.

By the end of the course participants will:
- Create a reference library
- Manage a reference library
- Import references directly from online databases
- Enter citations into their word processed documents
- Have automatically generated bibliographies formatted in different styles.

*PG Cert RPD only - Participants must attend both Endnote and Managing Your Thesis with Word 2010 in order to receive 1 credit

Introduction to NVivo 10

2 ⚲

http://bookings.strath.ac.uk/courseDetails.asp?course=NVIV
Target Audience: Postgraduate Research Students and Research Staff

Participants will get a practical introduction to NVivo , a software programme designed to help with the analysis of qualitative research data. The workshop covers the essential functions and concepts of the software.

By the end of the workshops participants will be familiar with the software, including:

Part 1
- Lecture on content analysis - Things to think about before starting with NVivo

Part 2
- Introducing NVivo and setting up a project
- Importing sources

Part 3
- Coding sources
- Classifying and categorising data
- Exploring their data
- Exporting information.

Library Use and Information Literacy Skills for Researchers

1

http://bookings.strath.ac.uk/courseDetails.asp?course=LILS
Target Audience: Postgraduate Research Students and Research Staff

Participants will explore numerous aspects of information seeking. They will learn to effectively utilise the resources available at Strathclyde University, and how to apply skills learnt across a range of institutional contexts.

By the end of the workshop participants will be able to:
- Understand the information-seeking process and its role in research
- Understand and evaluate the range of primary sources available
- Develop a search strategy for their topic(s)
- Use traditional library sources
- Use authenticated online databases and digital full-text sources
- Conduct subject searches and use other search tactics
- Evaluate and select information
- Understand the information-seeking tools available
- Understand elementary bibliometrics in the context of research evaluation.

Managing Your Thesis with Word 2010

1

http://bookings.strath.ac.uk/courseDetails.asp?course=wdth
Target Audience: Postgraduate Research Students

Participants will learn the key elements involved in making it easier to organise their thesis in an efficient manner.

By the end of the course participants will:
- Set page margins
- Work with section breaks
- Insert and manage headers and footers
- Insert content from other sources
- Insert captions
- Work with footnotes and endnotes
- Create and apply styles
- Insert a table of contents
- Create and use templates
- Work with master documents.

*PG Cert RPD only - Participants must attend both Endnote and Managing Your Thesis with Word 2010 in order to receive 1 credit

Pivot Tables and Sub Totals with Excel 2010

1 📎

http://bookings.strath.ac.uk/courseDetails.asp?course=expt
Target Audience: Postgraduate Research Students and Research Staff

Participants will be introduced to the concept of Pivot Tables in spreadsheets, a powerful tool that allows data to be extracted from a long list of information and summarised in a readable form. The course will be useful if you work with large data sets such as budgetary data, research results, student lists, etc.

By the end of the course participants will:
- Create subtotals
- Work with PivotTable
- PivotTable techniques
- Pivot Charts.

*PG Cert RPD only - must be taken with 'Excel 2010 Basics' or 'Excel - Advanced Functions and Formulae in Excel 2010' to receive 1 credit

PowerPoint - Improving your PowerPoint Presentation Skills

1 📎

http://bookings.strath.ac.uk/courseDetails.asp?course=ppim
Target Audience: Postgraduate Research Students and Research Staff

This course is intended for users who want to improve their existing presentations and avoid common pitfalls.

By the end of the workshop participants will learn:
- How to use PowerPoint effectively
- How to design a PowerPoint presentation
- Best practice guidance.

Excel - Advanced Functions and Formulae in Excel 2010

1 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=exaf
Target Audience: Postgraduate Research Students and Research Staff

Participants will develop skills in creating spreadsheets that use advanced calculations, e.g. when managing budgets, working with research results, etc.

By the end of the workshop participants will:
- Understand and use formula cell referencing to create more complex formulae
- Create and use labels and names in a workbook
- Use a range of lookup and reference functions
- Use a range of logical functions
- Use a range of formula techniques
- Use the mathematical functions in Excel
- Use the statistical functions in Excel
- Use the Formula Auditing tools to find and fix formula errors.

*PG Cert RPD only - must be taken with 'Excel 2010 Basics' or 'Excel - Pivot Tables and Subtotals with Excel 2010' to receive 1 credit

Access - Creating a Simple Access 2010 Database

1 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=acsd
Target Audience: Postgraduate Research Students and Research Staff

Participants will be introduced to databases and provided with an overview of the main database objects. This course will be useful if participants are working with large sets of data e.g. student or financial data.

By the end of the workshop participants will:
- Understand how Access is used and how to navigate around it
- Create a database structure using Access 2007
- Modify the structure of an existing table
- Add records to a new table
- Create and use a variety of forms
- Create simple and effective queries
- Perform more advanced queries using a variety of querying techniques
- Create meaningful reports from tables.

COURSE DESCRIPTIONS

Domain A (Class RD901)

Access - Managing Complex Access 2010 Databases

1 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=accd

Target Audience: Postgraduate Research Students and Research Staff

Participants will gain the skills needed to develop and interrogate a relational database. It will be useful if participants need to work with multiple tables and generate output from these tables e.g. performing calculations using financial or student data.

By the end of the workshop participants will:
- Design a relational database project
- Create a relational database file with multiple tables
- Modify the structure of an existing table
- Set table relationships and join tables together
- Add transactional records to a lookup database
- Use various data validation features in Access to protect data
- Export records to and import records from a variety of sources and applications
- Create queries based on one or more tables
- Create and use parameter queries
- Create calculated queries.

Microsoft Project 2010

1 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=mspr

Target Audience: Postgraduate Research Students and Research Staff

Participants will be given an introduction to how to set up a project file to help in managing tasks and resources, e.g. for research projects, conference management, etc.

By the end of the course participants will:
- Start Microsoft Project and work with its key screen features
- Create a new project file
- Create and work with tasks in a project file
- Create a resource pool for a project
- Assign costs in a project
- Impose constraints and deadlines on a project
- Monitor a project and track its progress
- Print various aspects of a project.

XHTML - Creating Webpages From Scratch

1

https://bookings.strath.ac.uk/courseDetails.asp?course=xhtm

Target Audience: Postgraduate Research Students and Research Staff

Participants will be introduced to using XHTML to create web pages. It will be useful if you are working with web authoring tools or would like a greater understanding of how web pages work.

By the end of the course participants will:
- HTML and XHTML basics
- Insert hypertext links, images, tables
- Work with Cascading Style Sheets
- Understand metadata
- Validate HTML.

MindGenius for Project Management

1 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=mipr

Target Audience: Postgraduate Research Students and Research Staff

Participants will learn to use MindGenius, a mind-mapping software that can be used as a brainstorming tool which can be used in project planning.

By the end of the course participants will:
- Brainstorm the project
- Assign task dependencies in the Gantt Chart view
- Estimate task durations
- Assign resources to the project tasks
- Create a resource map for a project
- Export to Microsoft Project.

*PG Cert RPD only - must submit an example of a project plan created in MindGenius to receive 1 credit

Qualtrics - Building Effective Surveys

1

https://bookings.strath.ac.uk/courseDetails.asp?course=qual
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn how to create and edit surveys, distribute surveys and view survey results with Qualtrics. The session concludes with an introduction to good practice survey question and answer choices.

By the end of the course participants will:
- Introduction to Qualtrics
- How to register their Qualtrics account
- The Qualtrics user interface
- Creating and Editing Surveys
- Survey Look and Feel
- Survey Distribution
- Survey Panels
- Viewing Survey Results
- Survey good practice questions and answers.

*PG Cert RPD only - must upload an example survey designed in Qualtrics to your portfolio of evidence, to receive 1 credit

SPSS Introduction

1

https://bookings.strath.ac.uk/courseDetails.asp?course=spit
Target Audience: Postgraduate Research Students and Research Staff

Participants will be introduced to the major features of the SPSS for Windows user interface. Data definition procedures are introduced along with procedures for simple table and chart generation.

By the end of the course participants will cover:
- Menus
- Dialog Boxes
- Data Editor
- Chart System.

*PG Cert RPD only - must upload a description of how you plan to apply an SPSS analysis to your data, to your portfolio of evidence to receive 1 credit

Excel 2010 Basics

1

https://bookings.strath.ac.uk/courseDetails.asp?course=exba
Target Audience: Postgraduate Research Students and Research Staff

Participants will have a basic introduction to the key elements of spreadsheets. It will be helpful to users who need to work with basic sets of data, present budgets which perform simple calculations, or generate simple charts for inclusion in reports.

By the end of the workshop participants will:
- Create a new workbook
- Work with various elements of a worksheet
- Understand and work with ranges in a worksheet
- Perform simple calculations using functions and formulae
- Make changes to data in a workbook
- Create simple charts in Microsoft Excel
- Print their workbook data.

*PG Cert RPD only - must be taken with 'Excel - Pivot Tables and Subtotals with Excel 2010' or 'Excel - Advanced Functions and Formulae in Excel 2010' to receive 1 credit

COURSE DESCRIPTIONS

Domain B (Class RD902)

PERSONAL EFFECTIVENESS

Career Development Review (1:1)

http://bookings.strath.ac.uk/courseDetails.asp?course=CDRE
Target Audience: Research Staff

If, having explored the various career paths outlined on the career management resource for research staff, you feel you need to discuss your options further you can register to make an appointment with a specialist Careers Adviser. Specifically employed to support early career research staff, the Researcher Development Team will support you in making a 1 hour appointment with a Careers Advisor who will provide professional, impartial and confidential advice to help you make a balanced decision about your future career goals.

Communicating with Confidence - Assertiveness and Influencing

http://bookings.strath.ac.uk/courseDetails.asp?course=CCAI
Target Audience: Postgraduate Research Students

Participants will learn a variety of techniques and strategies to increase assertiveness and become more influential, particularly in a PhD setting.

By the end of the workshop participants will:
- Understand what being assertive is and isn't within the context of the interactions they have in their PhD (including with your Supervisor)
- Understand what their particular approach is to situations where they need to be assertive or influence
- Have strategies for preparing for situations when they need to influence people.
- Be more effective at building rapport with people
- Understand how to modify their language to influence more effectively
- Be able to use a simple process to manage interpersonal situations more effectively
- Know how to manage aggressiveness in a Q&A session.

Resilience for Researchers

1

https://bookings.strath.ac.uk/courseDetails.asp?course=RFRR
Target audience: Postgraduate Research Students and Research Staff

Participants will learn to use self-awareness to increase resilience, creativity and lead a more balanced research career.

By the end of this workshop, participants will have:
- Developed their personal view of resilience and how to manage it
- Identified and questioned unhelpful patterns of thinking
- Explored their responses and motivation in challenging situations
- Practiced with a set of tools that develop a creative and flexible attitude
- Devised some steps and actions to take to implement what they learn.

Effective Applications

http://bookings.strath.ac.uk/courseDetails.asp?course=EAPP
Target Audience: Research Staff

Participants will learn to market them effectively through advice, information and examples to help them in the recruitment process, specifically related to the application process.

By the end of the workshop participants will:
- Understand the processes used by employers to select applicants for interview
- Identify what is important to employers.
- Identify what they have to offer a prospective employer
- Increase their confidence in writing CVs and application forms.

Effective Time Management for Research Students

1

http://bookings.strath.ac.uk/courseDetails.asp?course=TFTM
Target Audience: Postgraduate Research Students

Participants will learn the ways in which the study of time management can make work styles more efficient.

By the end of the workshop participants will:
- Inspect their own time management
- Identify elements within their own work which give rise to time being wasted
- Develop strategies through which they can organise their work more efficiently.

Enhancing Your Employability

1

http://bookings.strath.ac.uk/courseDetails.asp?course=ENYE
Target Audience: Postgraduate Research Students

Participants will lean the skills required for career planning both within and outwith academia.

By the end of the workshop participants will:
- Understand the career planning process
- Understand what skills are required for academic careers
- Understand what skills employers are looking for
- Identify the skills researchers develop through a doctoral degree
- Identify their development needs.

*PG Cert PRD only - Participants must attend 'Marketing yourself and your PhD' and 'Interview for Success for Postgraduate Researchers' in order to receive one credit

Realising Your Potential: Glasgow GRADschool

5

http://bookings.strath.ac.uk/courseDetails.asp?course=GRAD

Target Audience: Postgraduate Research Students (at the end of 2nd year or writing up year only)

This opportunity in the West of Scotland is one of only two GRADschool collaborations in the country, and is supported by the University of Strathclyde, University of Glasgow and Glasgow Caledonian University. Many researchers who attend the course have a transformational experience - empowered to take charge of their own learning and career.

Expert tutors are recruited from a wide variety of backgrounds including research, academic, public and private sectors, and will be on hand to share experiences to give an honest insight into a range of career paths.

On completion of GRADschool, participants will be able to:
- Develop their personal effectiveness
- Identify ways to communicate effectively
- Make more informed choices about their future and manage the next step of their career
- Meet a whole host of postgraduate researchers from a variety of disciplines, backgrounds and ages
- Work with a range of experienced people from all over the country, or sometimes further afield, who are willing to openly share their career experiences
- Take a few days out from their research both physically and mentally, and have some space in which to consider themselves and their next steps.

How to be an Effective Researcher

1

http://bookings.strath.ac.uk/courseDetails.asp?course=HBER

Target Audience: 1st Year Postgraduate Research Students

Participants will learn practical ways to increase their effectiveness in research and meet the challenges of completing a PhD through this interactive and intensive 1 day course.

By the end of the course participants will:
- Begin to develop research skills relating to the interpersonal, project management and self-management aspects of undertaking their research
- Develop PhD/research project planning
- Develop effective working practices
- Know how to work with others in the research environment
- Know how to maximise their impact
- Know how to manage their Supervisor
- Make the most of their PhD - planning for the future.

Interview Success for Postgraduate Research Students

1

http://bookings.strath.ac.uk/courseDetails.asp?course=ISPR

Target Audience: Postgraduate Research Students

Participants will gain insight into the interview process and learn the essential elements in interview preparation.

By the end of the course participants will:
- Gain a sound appreciation of the purpose of an interview
- Learn a range of commonly asked questions and what interviewers are looking for
- Understand the essential elements in their preparation.

*PG Cert PRD only - Participants must attend 'Enhancing Your Employability' and 'Marketing Yourself and Your PhD' in order to receive 1 credit

Managing your Career

http://bookings.strath.ac.uk/courseDetails.asp?course=MANC

Target Audience: Research Staff

This half day workshop will help you be strategic and plan ahead, whatever your chosen career path.

By the end of this workshop, participants will:
- Understand the career planning process
- Identify achievements, skills & motivating factors
- Set realistic goals and develop an action plan
- Review their career and set goals for further career development.

Marketing Yourself and Your PhD

1

http://bookings.strath.ac.uk/courseDetails.asp?course=MYYD

Target Audience: Postgraduate Research Students

Participants will lean what employers (academic and non-academic) look for in written applications and know how to provide effective written evidence of suitability for a post.

By the end of the workshop participants will:
- Understand what employers look for in written applications
- Provide effective written evidence of their suitability for a post
- Understand what makes a really good CV/Application form.

*PG Cert PRD only - Participants must attend 'Enhancing Your Employability' and 'Interview Success for Postgraduate Research Students' in order to receive 1 credit

COURSE DESCRIPTIONS

Domain B (Class RD902)

MBTI: Understanding Yourself and Others

http://bookings.strath.ac.uk/courseDetails.asp?course=MBTI
Target Audience: Research Staff

Participants will use the personality instrument 'Myers-Briggs Type Indicator' (MBTI) to explore difference and improve personal effectiveness.

By the end of the workshop participants will:
- Have a basic understanding of personality types
- Understand how they can use this knowledge and insight to improve their personal effectiveness and increase their understanding of themselves and others.

Mentoring @ Strathclyde

http://www.strath.ac.uk/hr/mentoringstrathclyde/
Target Audience: Research Staff

Mentoring @ Strathclyde is a scheme to assist staff with their career development. The scheme is part of an extremely successful programme of development opportunities available to staff through the Organisational and Staff Development Unit (OSDU).

Planning your Professional Development as a Researcher

1 📎

http://bookings.strath.ac.uk/courseDetails.asp?course=PYDR
Target Audience: Postgraduate Research Students

Participants will learn a number of strategies for developing the skills needed for a successful doctoral research degree.

By the end of the workshop participants will:
- Reflect on the skills required in a doctoral degree
- Know how to plan their skills development, providing specific support to those on the Postgraduate Certificate in Researcher Professional Development
- Be equipped with tools available to assess their current skills and identify areas for ongoing development
- Be familiar with the Researcher Development Framework, to help them plan and reflect on a well-informed development trajectory over their doctoral years
- Develop communication and management skills required in a doctorate on a daily basis
- Have an overview of sources of support available for their continuing professional development.

Postgraduate Research Student Induction

1 ✔

http://bookings.strath.ac.uk/courseDetails.asp?course=PGRI
Target Audience: 1st Year Postgraduate Research Students

This event is an opportunity to ask questions and find out more about being a PhD student at Strathclyde. This full day University wide event will provide you with the chance to meet key people within the university and also within your research area. The event will focus on 'life as a PhD' and anything you might need to know as a postgraduate researcher at Strathclyde.

Research Staff Induction

http://bookings.strath.ac.uk/courseDetails.asp?course=IDFR
Target Audience: Newly Appointed Research Staff

The University welcomes new research staff to with a dedicated session held after the General New Staff Induction Seminar, three times annually. It is advised that Research Staff attend both the General New Staff Induction seminar as well as the Research Staff Induction Event, for a more comprehensive induction to the University of Strathclyde.

Time and Self-Management for Researchers

1

http://bookings.strath.ac.uk/courseDetails.asp?course=TASM
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn to work with greater effectiveness, support their overall well-being and maximise their time and energy.

By the end of the workshop, participants will have:
- Learned how to use tools for assessing work-life balance
- Developed a personalised approach to prioritisation
- Explored their current distribution of time and energy
- Gained tools for improving their use of time and energy.

Succeeding at Interviews

http://bookings.strath.ac.uk/courseDetails.asp?course=SUIN
Target Audience: Research Staff

Participants will learn to market them effectively through advice, information and examples to help them in the recruitment process, specifically related to the interview process.

By the end of the workshop participants will:
- Understand the purpose of interviews and assessment centres
- Be aware of typical interview questions
- Have had practice at being interviewed
- Understand how to present their experience, skills and knowledge effectively.

Taking Control of Your CPD

http://bookings.strath.ac.uk/courseDetails.asp?course=TCYC
Target Audience: Research Staff

Participants will learn the different models and frameworks needed to effectively plan their CPD.

By the end of the workshop participants will:
* Understand and have used the development cycle
* Understand CPD and what it means to them
* Explore some development frameworks which can support their planning
* Discover My CPD, an online space for researchers to analyse, plan and record their CPD.

Problem Solving: Five Powerful Methods to Widen Your Options

https://bookings.strath.ac.uk/courseDetails.asp?course=PSFP
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn a number of tools that help them generate ideas for solving real problems, help them respond constructively to the challenges they face, and develop a flexible and dynamic approach to problem solving.

By the end of this workshop participants will have:
* Practical experience of five powerful models for solving problems
* Come up with new ideas for solutions
* Found several ways to ease the pressure of problematic situations
* Developed steps to take to change real problems from work or life.

Vitae Part-Time Researcher Conference

1

http://www.vitae.ac.uk/
Target Audience: Postgraduate Research Students and Research Staff

Participants will be provided with an opportunity to network with colleagues from diverse research areas and universities, develop professional skills, consider future careers, and receive valuable advice, support and information from service providers at universities across Scotland and Northern Ireland.

PG Essentials

5

http://www.strath.ac.uk/rdp/pgessentials
Target Audience: Postgraduate Research Students

Participants will undertake an innovative online course designed to provide new postgraduate researchers with practical information about starting and organising their PhD journey.

By the end of the course participants will cover:
* Starting your PhD
* Getting Organised
* Working with their Supervisor
* Searching the Literature
* Writing a Literature Review
* Research Data Management.

Communicating with Confidence - Becoming a Networked Researcher

1

http://bookings.strath.ac.uk/courseDetails.asp?course=CCNR
Target Audience: Postgraduate Research Students

Participants will learn about what networking really involves, and how to recognise connections and create useful research networks. The workshop will debunk some of the common myths about networking to help you become a more effective networker and more connected researcher.

By the end of the workshop participants will:
* Understand the benefits of developing networks to support their research.
* Be able to identify the potential opportunities for networking including online and face to face opportunities
* Be able to describe what it is that they do in a concise manner for use when networking
* Understand how to network face to face at conferences and research meetings
* Be able to use social media more effectively to build their academic networks
* Understand how different cultures might impact on the networking dynamic and how to modify their approach to reflect these cultural differences.

Completing with Confidence: Finishing Your PhD on Time

1

http://bookings.strath.ac.uk/courseDetails.asp?course=COMP
Target Audience: Postgraduate Research Students

Participants will learn strategies to overcome some of the challenges that researchers face during the final writing and submission stages of their projects.

By the end of the workshop participants will have:
* Gained insight with regard to their current approaches to managing a research project
* Identified some potential factors which may prevent a timely submission
* Understand the relevance of SMART(ER), Gantt and other project management tools
* A clearer understanding of the submission and viva process.
* Formulated a thesis completion plan.

Communicating with Confidence - Working with Nerves and Developing Assertiveness

1

http://bookings.strath.ac.uk/courseDetails.asp?course=WNDA
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn to communicate effectively and at all stages of a research career through learning the tools to help communicate and act effectively and assertively whatever the setting.

By the end of the workshop participants will have:
* Explored the nervous state, its behaviours and their consequences
* Practiced several powerful tools for working through nervousness
* Looked at the underlying perception of 'risk' that builds nervousness
* Explored how they typically relate to other people and how this affects communication
* Practiced tools for communicating assertively
* Developed and practiced methods to build confidence through practice and experimentation.

COURSE DESCRIPTIONS

Domain C (Class RD903)

PG Cert RPD key

1   Credit value of activity

    Upload required to the portfolio of evidence

✔   All students can gain credit for this activity*

RESEARCH GOVERNANCE AND ORGANISATION

Certified Associate in Project Management (CAPM) Exam Preparation

1 or **5**

http://bookings.strath.ac.uk/courseDetails.asp?course=CAPM

Target Audience: Early Career Research Staff, however final year Postgraduate Research Students may also apply

Participants will learn the theory and techniques required to pass the CAPM exam.

By the end of the workshop participants will:
- Be well prepared for the exam
- Understand the requirements of the examination
- Sit three example examinations
- Develop techniques to gain a high score at the CAPM exam

*1 credit will be awarded if the CAPM course is attended. 5 credits will be awarded if the CAPM exam is also taken

Researchers Guide to Ethics

1

http://bookings.strath.ac.uk/courseDetails.asp?course=HGPS

Target Audience: Postgraduate Research Students and Research Staff

Participants will gain a good knowledge of ethics so that they recognise when ethics is a consideration in their own work and they have the skills to obtain ethics approval when necessary.

By the end of the workshop participants will:
- Have improved knowledge and understanding of the UK general ethical context
- Know about Strathclyde University's ethical requirements and procedures
- Have insight into Strathclyde's ethics application and associated paperwork.

pFACT

http://bookings.strath.ac.uk/courseDetails.asp?course=pfac

Target Audience: Postgraduate Research Students and Research Staff

Participants will learn the basic skills needed to use the pFACT system, which supports the costing of projects under Full Economic Costing principles.

By the end of the course participants will:
- Be able to create a new project
- Be able to assign costs to a project
- Be able to add non-financial information
- Learn how to send projects for approval
- Know how to work with advanced features and reports.

Project Management in the Real World

3

http://bookings.strath.ac.uk/courseDetails.asp?course=PMRL

Target Audience: Final Year Postgraduate Research Students and Research Staff

Participants will receive a solid grounding in the major tools and techniques needed to plan and manage projects. The techniques will include goal setting, estimating, PERT and Gantt charting, risk management, tracking, and Resource management.

By the end of the workshop participants will:
- Have learnt the basics of the project planning process and receive a set of checklists and guidelines that they can use immediately on any project
- Appreciate the fundamental principles of a well-led and well-directed project, such as identifying and scheduling tasks, activities, milestones and understanding and managing stakeholders
- Be aware of the critical factors that will influence whether a project will be successful or not, including identifying and managing risk
- Have followed a case study from initial conception through to full project initiation and implementation using practical, group-based exercises to reinforce and enhance the skills learned
- Have created work breakdown structures, network diagrams, critical path analysis, Gantt charts and other techniques that ensure robust project control.

Research Integrity

2

http://bookings.strath.ac.uk/courseDetails.asp?course=RESI

Target Audience: Postgraduate Researchers and Research Staff (Engineering and Science)

Participants will learn about how to employ the highest standards of research integrity. You will also be introduced to potential pitfalls and how to avoid your authority as a researcher being undermined by your own actions or the actions of others.

By the end of the workshop participants will:
- Have knowledge and understanding of the scientific method, including its limitations
- Know the importance of maintaining the highest standards of research integrity, including an awareness of temptations and pitfalls
- Have an understanding of the responsibilities of an effective researcher as part of a wider research community.

Open Access for Researchers

1

https://bookings.strath.ac.uk/courseDetails.asp?course=OAFR

Target Audience: Postgraduate Research Students and Research Staff

Participants will be introduced to Open Access, and be given practical help on the issues that researchers will face in their career.

By the end of the workshop participants will have:
- Developed an understanding of the benefits of Open Access and the key drivers to making research freely accessible
- Recognised the different types of Open Access to research publications, the Research Councils UK (RCUK) policy, embargo and licensing requirements
- Understood the Library procedures relating to Open Access compliance including its role in the provision of RCUK funds to pay for gold open access
- Learned how Open Access to research can be achieved through campus research information systems such as PURE, and institutional repositories like Strathprints
- Been introduced to elementary bibliometrics for research evaluation and the contribution Open Access can make to maximising research impact
- Learned the role of post-project research data repository services, and how Open Access principles should inform research data management activities.

Risk Management in the Real World

2

http://bookings.strath.ac.uk/courseDetails.asp?course=RISK
Target Audience: Final Year Postgraduate Research Students and Research Staff

Participants will learn about the major tools and techniques needed to identify, quantify and plan for risks. This course is aimed at project managers and team members of all levels, and can lead to a professional qualification, Certified Associate in Project Management (CAPM), if taken with 'Project Management in the Real World'.

By the end of the workshop participants will:
- Learn creative methods for identifying risks
- Be aware of the critical factors that will influence whether a project will be successful or not
- Appreciate how to quantify and deal with various categories of risk
- Estimate and assess likelihood, impact and profitability
- Respond to risks and learn how to justify risk-related costs
- Learn how to run with a Risk Management Plan
- Use practical, group-based exercises to reinforce and enhance skills.

Summer Grant Writing Challenge

https://bookings.strath.ac.uk/courseDetails.asp?course=SGWC
Target Audience: Academic and Research Staff

Part of the Research Challenge Series, Summer Grant Writing Challenge is a University-wide initiative aimed at providing a support network to maximise the submission of research grants to EPSRC/BBSRC (Pathway 1) and ESRC (Pathway 2) for successful outcomes.

With an emphasis on peer to peer support and self-directed learning, the initiative also includes sessions from successful grant-holders and Professional Service staff who know the application process inside out.

By the end of the workshop participants will have:
- Benefited from the knowledge and experiences of successful grant-holders through case study sessions
- Received expert advice from the University's Costing Officer, the R&KE Development Managers and considered the impact agenda in detail
- Discussed and provided feedback on draft grant applications through peer review groups
- Engaged in a supportive structure which encourages academics and researchers to submit an application in 2014.

Writing Winning Research Proposals ESRC/AHRC

5

http://bookings.strath.ac.uk/courseDetails.asp?course=AHRC
Target Audience: Postgraduate Research Students and Research Staff (HaSS and SBS)

Participants will learn the skills needed to improve their success in writing winning research proposals for AHRC and ESRC.

By the end of the workshops participants will:
- Know about the types of research funded by EPSRC, BBSRC and MRC
- Develop the skills required for successful funding applications
- Have an understanding and experience of peer reviewing and panel assessment.

Writing Winning Research Proposals BBSRC/EPSRC/MRC/EU

5

http://bookings.strath.ac.uk/courseDetails.asp?course=BBSR
Target Audience: Postgraduate Research Students and Research Staff (Engineering and Science)

Participants will learn the skills needed to improve their success in writing winning research proposals for BBSRC, MRC and EU.

By the end the workshops participants will:
- Know about the types of research funded by EPSRC, BBSRC and MRC
- Know about funding opportunities offered through EU consortia funding
- Develop the skills required for successful funding applications
- Understand the proposal assessment process
- Know how to avoid application pitfalls.

Winter Fellowships Challenge

5*

https://bookings.strath.ac.uk/courseDetails.asp?course=WFCC
Target Audience: Postgraduate, Academic and Research Staff

Part of the Research Challenge Series, Winter Fellowships Challenge offers the opportunity for researchers to share knowledge and support each other through the process of applying for fellowships.

Open to all Faculties, participants will discover more about the schemes and opportunities available, tap into the expertise of successful Fellowship-holders to help hone their big idea and receive 1:1 guidance to help complete their own application.

By the end of the workshop participants will have:
- Learned about existing UK and EU funding schemes available, receiving comprehensive resources to find out more about the opportunities
- Shared and reviewed fellowship applications from successful and unsuccessful submissions
- Discussed and provided feedback on draft fellowship applications through peer review groups and input from experts
- Engaged in a supportive structure which encourages researchers to submit an application in 2014.

* PG Cert RPD only - attendance at all workshops and completion of a fellowship application to receive 5 credits

Research Challenge Series 2013/14

Strathclyde's unique 'Research Challenge Series' provides our academic and research staff with a menu of practical opportunities to channel energy into producing tangible career-enhancing outputs, whether that be a funding proposal, a journal paper or both!

Autumn Publication Challenge

The first 'Challenge' of the academic year kicks off with a focus on publications. Aimed at supporting academics and research staff with material and data ready for publication but who struggle to find the time to write up, the process also supports those hoping to aim higher in terms of quality and target journal.

The process offers peer-to-peer support and concrete deadlines, as well tips from a leading journal editor and those who have successfully published in leading journals in their field. This initiative is aimed at staff in the Faculties of Engineering and Science.

email osdu@strath.ac.uk

"'The challenge supported me in pushing me towards a REF worthy paper output, and I now have a manuscript published in a top journal."
- Publication Challenge alumnus 2013

NEW FOR 2013

Winter Fellowships Challenge

The increasing competitiveness of obtaining a fellowship is widely recognised in the UK and Europe.

Become part of a network of researchers sharing knowledge and supporting each other through the process of applying for fellowships by engaging in this new Challenge for 2013.

Open to all Faculties, discover more about the schemes and opportunities available, tap into the expertise of successful Fellowship-holders to help hone your big idea and receive 1:1 guidance to support you in completing your own application.

email researcher.development@strath.ac.uk

Annual Knowledge Exchange Challenge

The KE Challenge provides an opportunity for you to find out more about knowledge exchange and the mechanisms and support available to you. Through a short series of presentations and group sessions you will be encouraged to develop plans and take forward ideas.

The main objectives of the KE Challenge are to:

- Increase awareness of the types of KE and mechanisms to support it;
- advance the potential impact of your research;
- encourage engagement with external partners and collaborations;
- increase awareness of funding and other support available for KE activity; and ultimately
- increase KE activity across the University.

Get involved at:
https://bookings.strath.ac.uk/courseDetails.asp?course=KEC1 or email
researcher.development@strath.ac.uk

"I now actually have a KE project starting next week as a result of condensing thoughts onto paper and discussing this in the group session, if I hadn't been to the challenge meeting that would certainly not be happening."
- KE Challenge alumnus 2013

Summer Grant Writing Challenge

Summer Grant Writing Challenge is a University-wide initiative aimed at providing a support network to maximise the submission of research grants for successful outcomes.

With an emphasis on peer-to-peer support and self-directed learning, the initiative also includes sessions from successful grant holders and Professional Service staff who are experts in the application process.

Two pathways will be offered – EPSRC/BBSRC and ESRC, but support will also be available to develop proposals for other funding bodies.

Get involved at:
https://bookings.strath.ac.uk/courseDetails.asp?course=SGWC or email
researcher.development@strath.ac.uk

"Following the Challenge I'm much clearer on routes to impact, and the peer review process was immensely helpful. I'm now ready to submit my completed EPSRC application, and feel much more confident that it's of a high quality thanks to the support I received through this lively process."
- Summer Grant Challenge alumnus 2012

Remember, you don't have to already be in the process of applying for grants, fellowships or writing papers to join. Taking part in these Challenges could be your first step to success in the process!

COURSE DESCRIPTIONS

Domain D (RD904)

ENGAGEMENT, INFLUENCE AND IMPACT

Becoming an Engaging Researcher

10' **20'** ✔

http://bookings.strath.ac.uk/courseDetails.asp?course=BECE
Target Audience: Postgraduate Research Students and Research Staff

This highly interactive module consists of a core, introductory workshop (titled 'Engage!') followed by the option to specialise in a number of public engagement techniques/environment which take place throughout May and June. 'Engage!' will set out the aims and objectives of the module, give a broad overview of the role and challenges of public engagement, opportunities and audiences, and introduce key overarching aspects of methodology, including targeting, planning, developing, funding, executing and evaluating. Internal and external guest speakers are invited to participate in the module.

By the end of the workshop participants will:
- Understand the importance of public engagement in the research environment
- Discover new routes to engagement
- Develop a number of techniques to engage the public
- Apply the learning to a practical public engagement activity.

*10 Credits for Postgraduate Research Students, 20 credits for Research Staff as part of the PG Certificate in Advanced Academic Studies - Researcher Development. Please note students can achieve partial credits for attending parts of the course.

Communicating with Confidence - Preparing for the Viva

1

http://bookings.strath.ac.uk/courseDetails.asp?course=CCPV
Target Audience: Postgraduate Research Students

Participants will learn exactly what a typical Viva would be like and what they can do to prepare for it.

By the end of the workshop participants will:
- Understand what is expected at the Viva
- Understand what the examiners roles are and what they are looking to assess during the Viva process
- Understand what the potential different outcomes mean in reality for the student
- Know how to prepare effectively for the Viva
- Have strategies for delivery effective answers to questions
- Have strategies to manage their confidence and nerves during the Viva.

Communicating with Confidence - Presenting at Conferences

1

http://bookings.strath.ac.uk/courseDetails.asp?course=CCPC
Target Audience: Postgraduate Research Students

Participants will learn about how to take the step from being a competent presenter to a great presenter. This workshop will explore how you go beyond developing power-point presentations to delivering excellent conference presentations.

By the end of the workshop participants will:
- Understand how to structure a conference presentation to engage with both the specialists and generalists within the audience
- Be aware of how physical space can be used to increase the impact of what is said.
- Understand how the language used can modify the impact that the presentation makes
- Know how to prepare themselves for presenting so they don't warm-up on stage
- Have a number of strategies for managing nerves
- Be able to manage question and answer sessions effectively
- Have strategies to encourage people to network with them after the presentation.

Engaging in Interdisciplinary Collaborative Research

1

https://bookings.strath.ac.uk/courseDetails.asp?course=EICR
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn about the latest thinking behind Interdisciplinary Collaborate Research (ICR), followed by an introduction to some useful frameworks to aid practical engagements in this form of research.

By the end of the workshop participants will:
- Have a broad understanding of the key concepts and different modes of ICR
- Have an overview of the key drivers and barriers to ICR and their impact on the dynamics and processes underlying this form of collaboration
- Understand reflective learning frameworks and techniques to enhance their own future learning associated with ICR
- Have an exploration of participants learning, leading to development of better collaborative practices and the ability to adapt the skills to a particular project.

COURSE DESCRIPTIONS

Domain D (RD904)

Enterprise, Creativity and Entrepreneurship

5

http://bookings.strath.ac.uk/courseDetails.asp?course=ECEN

Target Audience: Postgraduate Research Students and Research Staff

Participants will work through the course content at their own pace completing three modules: Are you an entrepreneur?; Opportunity recognition, creation and evaluation; Resources (people, teams and finance)

By the end of the course participants will:
- Consider their own life goals
- Decide which entrepreneurial route is best for them (start-up, licensing, or consulting)
- Understand timing issues and routes to market
- Evaluate the commercial viability of your idea
- Understand how best to mobilise people and finance
- Learn from others who have 'made it' or 'blown it'.

Getting Published in Academic Journals

1

http://bookings.strath.ac.uk/courseDetails.asp?course=WRPU

Target Audience: Postgraduate Research Students and Research Staff in HaSS and SBS

Participants will practice a range of writing techniques to aid them in developing a repertoire of writing strategies for journal writing, draft journal abstracts and draft outlines.

By the end of the workshop participants will:
- Have developed a repertoire of writing strategies for journal writing
- Draft journal abstracts and draft outlines.

Images of Research Competition 2014

2

http://www.strath.ac.uk/engage/imagesofresearch/

Target Audience: Postgraduate Research Students and Research Staff

Images can often be more engaging and effective in conveying information than words. This competition will allow you to publicise your research to a wider audience with an image, supported by a short abstract. These will then be printed and exhibited as part of Strathclyde's celebration, 'Engage' week, before being displayed at other venues across Glasgow, and showcased via an online gallery.

There will be a winning entry for each of the categories, as decided by the expert judging panel on the opening night of the exhibition.

Strathclyde Enterprise Pathway

10

http://bookings.strath.ac.uk/courseDetails.asp?course=PATH

Target Audience: Postgraduate Research Students and Research Staff

Enterprise Pathway is an innovative programme aimed at developing and testing the transferable enterprise skills of participating Strathclyde University students and researchers through a rewarding three-stage process. This comprehensive programme, endorsed by Sir Tom Hunter, allows any student or researcher to participate with postgraduate research students and early career research staff following a unique pathway. This includes:

1) **Enterprise Footsteps (optional)** – interactive workshops focusing on transferable skills development, led by industry experts and alumni entrepreneurs. Six sessions will be held in total, and any participant who attends five or more sessions will receive a bronze level certification in recognition of attendance of these sessions and completing Stage 1 of the Enterprise Pathway.

2) **Enterprise Academy** – a two day intensive training weekend focusing on key business skills development including:
- Understanding business planning
- Team building
- Idea generation
- Considering business finance.

Participants will work in interdisciplinary teams with the idea of progressing to compete in the final stage of the programme. This part of the programme is accredited by the Institute of Leadership and Management (ILM), and researchers will have the opportunity to submit an assignment following Enterprise Academy to attain a Level 2 Certificate in Preparing for Business Enterprise. PGRs also have the option to achieve 10 academic credits by taking part in this stage and submitting coursework. Those who do not apply for the ILM certificate will gain a silver level certification in recognition of completing stage 2 of the Enterprise Pathway.

3) **Enterprise Challenge** – the interdisciplinary teams formed at Enterprise Academy will go through a series of shortlisted stages. This includes:
- Apprentice Style interviews
- 60 second video pitches
- Finalists receiving a business mentor who will help teams prepare for the final stage of pitching their ideas to a Strathclyde100 audience

Gold level certificates will be awarded to participants who successfully submit a 60 second video pitch.

By the end of the programme participants will have:
- Discovered what entrepreneurship really is
- An understanding why entrepreneurship is relevant to researchers
- Developed skills to generate and screen new ideas
- Learned how to inspire and capture an audience
- Developed and have an understanding of the importance of marketing and financial skills
- Enhanced communication skills through elevator pitches
- Developed Business Plans
- Fostered collaborations with researchers from a mix of disciplines.

Enterprise Academy (stage 2 of Enterprise Pathway), piloted in 2011, was shortlisted in 2012 for a THE award in the category of Outstanding Support for Early Career Researchers.

Research Impact

2

http://bookings.strath.ac.uk/courseDetails.asp?course=RIPM
Target Audience: Postgraduate Research Students and Research Staff

Participants will learn about the UK Government's impact agenda, impact in REF, and as part of grant applications. They will also learn how to write an impact case study.

By the end of the workshop participants will:
- Understand the definition of research impact
- Understand how this is part pf the Govt and Research Councils agendas
- Know how to write an impact case study
- Know how to use Pure to record impact.

Research Presentation Day

5

http://bookings.strath.ac.uk/courseDetails.asp?course=RPRD
Target Audience: Postgraduate Research Students (Engineering)

This presentation day is a compulsory opportunity for all engineering postgraduate researchers to present their research to people from industry and academia. 1st year students should provide a poster, while 2nd and 3rd year students should give an oral presentation on their research.

Strathclyde Solutions Exchange: An Interdisciplinary Workshop

10

http://bookings.strath.ac.uk/courseDetails.asp?course=SSEW
Target Audience: Postgraduate Research Students, Academic and Research Staff

Strathclyde Solutions Exchange is a four day interdisciplinary workshop which will allow you to work collaboratively with other Strathclyde researchers from a range of disciplines to solve problems from local industry, charities and SMEs. The workshop aims to encourage researchers to look beyond the limits of their own subjects and acquire skills and knowledge outside their own specialism.

By the end of the workshop participants will:
- Build interdisciplinary connections through interaction between researchers from different departments/schools/faculties
- Raise their Knowledge Exchange profile
- Follow up funding available for further research/networking/KE
- Potentially develop collaborative publications and research funding proposals through participation within the workshop.

University Research Day

3*

http://www.strath.ac.uk/researchday/
Target Audience: Postgraduate Research Students and Research Staff

The University Research Day is a one day event celebrating the university's research achievements by showcasing research, across and between the Faculties that presents solutions to major global issues and has the capacity to make a real impact on society and the economy. Postgraduate research students and staff are invited to present their research at this event and prizes will be awarded for the best poster presentations.

The aims of the University Research Day are to:
- Celebrate the quality of research across all Faculties of the University
- Enable staff and students to meet and learn about the research carried out at the University
- Enable networking with invited guests from industry, funding bodies and other organisations

*5 Credits can be achieved if participants sit on the University Research Day organising committee.

COURSE DESCRIPTIONS

Domain D (RD904)

University Research Day - Poster Training

5 📎 ✔

http://www.strath.ac.uk/researchday/studentinformation/

Target Audience: Postgraduate Research Students and Research Staff presenting posters at the University Research Day

The University Research Day is a one day event celebrating the university's research achievements by showcasing research, across and between the Faculties, which presents solutions to major global issues and has the capacity to make a real impact on society and the economy.

At this event, there is the opportunity for both research students and post-doctoral researchers to present a poster on their research. If interested in this, an abstract should be submitted for approval. There will be a poster training workshop for all successful candidates prior to the event to help presenters to develop their communication skills to a wider audience. Participants at this training event will have their poster production costs met.

*5 credits will be achieved for attending the poster training and presenting a poster on University Research Day

Writing and Presenting Research

10 📎 ✔

http://bookings.strath.ac.uk/courseDetails.asp?course=WPRH

Target Audience: Postgraduate Research Students

Participants will learn generic skills required for academic research, and explore the issues associates with writing and presenting research for academic and non-academic purposes.

By the end of the workshop participants will have:
- Developed skills required for academic research
- Gained skills in the development of a research proposal
- Created, promoted and defended a thesis or dissertation
- Improved effectiveness in writing the thesis and research papers
- Learned how to write effectively for the media.

Writing Research Papers for Peer Reviewed Journals

10 📎 ✔

http://bookings.strath.ac.uk/courseDetails.asp?course=PPPJ

Target Audience: Final Year Postgraduate Researchers (Engineering)

Participants will explore the skills and insight needed to write effective research papers.

By the end of the workshop participants will:
- Explore good practice in scientific writing
- Recognise what is valued in specific disciplinary areas
- Have the opportunity for attendees to prepare and receive feedback on an abstract or outline for a paper suitable for a particular journal
- Focus on the review process and also on more informal approaches to giving and receiving feedback.

Building International Visibility

1

https://bookings.strath.ac.uk/courseDetails.asp?course=BIVI

Target Audience: Postgraduate Research Students and Research Staff

Participants will learn will the steps they can take to develop their reputation and visibility outside the UK.

By the end of the workshop participants will:
- Understand academic reputation in the Uk and other international systems
- Have developed a plan to improve their personal impact and visibility
- Have evaluated social media as a mechanism for strengthening and growing their academic network
- Have improved the value of conferences and meetings for international networking.

Developing International Collaborations

https://bookings.strath.ac.uk/courseDetails.asp?course=DICI

Target Audience: Academic and Late Career Research Staff

Participants will learn about the challenges associated with contributing to and leading larger scale international collaborations.

By the end of the workshop participants will have:
- Identified strategies for identifying potential collaborators
- Explored effective behaviours to establish successful research partnership
- Discussed the potential risks of international collaborations in terms of cultural and system differences, and considered strategies to minimize these
- Looked at tailoring project management processes for international collaborations in areas including outputs, time management and feedback.

Leadership: Style, Substance and Creating Impact

https://bookings.strath.ac.uk/courseDetails.asp?course=SSCI
Target Audience: Academic and Research Staff

Participants will find a sense of direction, purpose and motivation and so to be better able to lead themselves and those around them.

By the end of the workshop, participants will have:
- Explored their personal leadership orientation
- Become more aware of their intended impact on people and situations
- Examined tools to enhance their communication and influence
- Understood the ways they can enhance their performance.

Creating Impact

https://bookings.strath.ac.uk/courseDetails.asp?course=SGCI
Target Audience: Academic and Research Staff

Participants will use reflection, discussion and creative approaches to explore their motivation for the research they do, the impact they want to create and to identify possible routes to that.

By the end of the workshop participants will have:
- Considered their current view of impact
- Explored and articulated their motivation for research
- Generated their own view of the impact they'd like to create
- Clarified who is involved with, or affected by, the research they undertake and the impact they create
- Worked with others to create possible pathways to impact.

Business Beyond the Bottom Line

2 📎

https://bookings.strath.ac.uk/courseDetails.asp?course=BBBL
Target Audience: Postgraduate Research Students and Research Staff

Participants will examine how to make a living that is aligned with their personal motivations, and consider business and enterprise from that angle.

By the end of this programme participants will have:
- Heard from guest speakers about their own journeys to setting up values-driven organisations and projects
- Developed a greater understanding of their personal values and sense of direction and how these might fit with running a business
- Learned about core business functions, including thinking strategically, finding funding and getting the right people on board for their team
- Practiced problem solving, creative thinking, collaborative working and influencing skills
- Considered how their skills, creativity and self-reliance can translate into future opportunities - whether in their career or more widely.

Leading, Motivating & Engaging Teams

https://bookings.strath.ac.uk/courseDetails.asp?course=SLR3
Target Audience: Academic and Research Staff

Participants will learn what motivates individuals and how they can use this information to better motivate and engage individuals and teams at a higher level for maximum performance and engagement.

By the end of the course participants will:
- Understand better what engages others
- Have an awareness of practical techniques of motivation
- Explore leadership styles and understand better what good leaders do.

Please note this course is delivered as part of the Strathclyde Programme in Research and Leadership (SPIRAL).

Writing with Confidence - Getting Going with Your Thesis

1

http://bookings.strath.ac.uk/courseDetails.asp?course=WCTH
Target Audience: Postgraduate Research Students

Participants will learn how to overcome the significant challenge of writing your thesis. This workshop aims to provide the tools and techniques to help you manage the process of writing up your thesis.

By the end of the workshop participants will:
- Understand the expectations of a thesis, including the level of argument, writing quality and structure
- Have strategies for how to effectively start the write up process.
- Understand how to avoid common mistakes that people make when writing up
- Have strategies to develop a coherent flow and argument throughout their thesis
- Understand a number of techniques to overcome difficulties in their writing process including writers block and procrastination
- Understand the need to seek feedback from multiple sources and the importance of acting on feedback.

COURSE DESCRIPTIONS

Domain D (RD904)

Writing with Confidence - Undertaking a Literature Review

1

http://bookings.strath.ac.uk/courseDetails.asp?course=WCLR
Target Audience: Postgraduate Research Students

Participants will learn what makes a good literature review, as well as techniques to help plan, perform and write the review effectively.

By the end of the workshop participants will:
- Be able to generate a suitable structure for their literature review
- Be able to use some simple speed reading techniques to help them explore quickly the wide range of literature they will be required to read
- Understand the different types of literature they can access and the pros and cons of these
- Be able to use a range of methods to capture the information from the documents that they read
- Understand the difference between "reporting on the literature" and developing a coherent argument which is the basis of the literature review
- Be aware of how to avoid plagiarism including their responsibilities for referencing, quoting work and unintentional plagiarism.

Knowledge Exchange & Innovation Training

10

http://bookings.strath.ac.uk/courseDetails.asp?course=KINT
Target Audience: Postgraduate Research Students and Research Staff

Participants will have the opportunity to enhance their skills in knowledge exchange and innovation with the aim of advancing research towards application in external organisations.

Please note this is a three day residential course.

By the end of course participants will:
- Prepare University researchers and research users as they engage in knowledge exchange
- Introduce principles, concepts, tools and techniques of Knowledge Exchange and Innovation Management to researchers involved in projects
- Enhance a culture of knowledge exchange and innovation among researchers at Strathclyde University and among partner organisations that use and participate in its research activities.

Engage with Strathclyde

2013 Overall Competition Winner
Pushing Boundaries on a Small-Scale
by Elisabeth Fraczek,
Institute of Photonics

Engage with Strathclyde is a week of events which takes place across the University with the aim of encouraging and strengthening the University's collaborations with business, government and the voluntary sector. It provides an opportunity for staff to:

- Identify relevant external partners to approach for research and knowledge exchange applications;

- Scope industry engagement for future collaboration in discrete areas;

- Provide an opportunity for networking with both academic and external partners; and

- Promote recent developments in research and innovation.

Visit the Engage with Strathclyde website (**www.engage.strath.ac.uk**) to find out more about the week of events and the support available if you would like to host an event. Email a member of the Engage Team for further information (**ke-week@strath.ac.uk**).

The Advanced Academic Studies Programme

The Advanced Academic Studies Programme is provided by OSDU (Organisational and Staff Development Unit - http://www.strath.ac.uk/hr/learninganddevelopment/). The current programme provides a progressive and relevant accredited course of study to support the professional development of Academic, Academic-Related, and Research Staff who have responsibility for:

* teaching and/or supporting learning in Higher Education
* conducting research
* performing leadership and management roles.

COURSE STRUCTURE

The Advanced Academic Studies Programme is offered at both Certificate and Diploma level:
* The award of the Certificate requires successful completion of a core module and two optional modules (60 credit points in total).
* The award of the Diploma requires successful completion of a core module and five optional modules (120 credit points in total).

For both the certificate and diploma, there are two different pathways to choose from:

1. Academic Practice: The key target audience for this pathway comprises new and relatively inexperienced academic and/or academic-related staff
2. Researcher Development: The key target audience for this programme is Research Staff, particularly those in the early stages of their career.

The modules within the two pathways are largely interchangeable and you can do virtually any combination you choose, although the core module for each pathway differs.

Core Modules
The core module differs depending on which pathway is chosen:
Academic Practice: Teaching, Learning and Assessment within the Disciplines, or Researcher Development: Building a Successful Research Career.

Optional Modules
* Academic Writing
* Course (Re)Design
* Developing An Inclusive Curriculum
* Independent Enquiry
* Becoming an Engaging Researcher
* Research Bidding and Design
* Supervising Postgraduate Research
* Teaching and Learning Online

A brief description of each module follows. More information can be found on the OSDU website (http://www.strath.ac.uk/hr/learninganddevelopment/).

These modules are not available to book online, for information on how to register on this course please contact: alison.carmichael@strath.ac.uk (0141 548 4058)

CORE MODULES

Teaching, Learning & Assessment within the Disciplines

Core Module for the Postgraduate Certificate/Diploma in Advanced Academic Studies (Academic Practice)

This module enables participants to identify potential barriers to student understanding, gain insights into the nature of conceptual difficulty and adapt teaching approaches accordingly. Course participants will:
* critically reflect on one model from contemporary scholarship and research concerning student understanding in higher education
* apply an analytical framework to the discipline(s) they teach to identify enablers, barriers, and transformative aspects of disciplinary learning
* analyse the nature and potential sources of conceptual difficulty and troublesome knowledge within the curriculum and the implications of this for course design
* undertake consultations on these aspects of difficulty with disciplinary colleagues, current students in the subject, and fellow participants within the course
* identify potential improvements to current practice.

Building a Successful Research Career

Core Module for the Postgraduate Certificate/Diploma in Advanced Academic Studies (Researcher Development)

The UK Higher Education (HE) sector has increasingly recognised the importance of support for, and professional development of, research staff. This module provides an opportunity for research staff to identify their career development needs as researchers and to plan and begin to implement activities to meet those needs. Course participants will:
* identify and critically evaluate resources available for researcher continuing professional development
* demonstrate a critical understanding of the key characteristics of research policy within the UK
* use nationally recognised frameworks to identify their own professional development needs
* apply their knowledge and understanding of the research landscape and their own attributes to plan and conduct a programme of professional development activities
* take responsibility for the planning and execution of project activities;
* engage with other participants in interdisciplinary project work and evaluation
* communicate the outcomes of their work using an appropriate range of media
* demonstrate critical reflection and the ability to evaluate their own work and the work of others.

OPTIONAL MODULES

Academic Writing

This module combines theoretical perspectives on academic writing with practical activities that should increase the participants' own writing output. Participants will be encouraged to choose a focus for this module: either their own academic writing or their use of writing activities in teaching at undergraduate or postgraduate level. Course participants will:
- critically reflect on what is valued in writing in their own discipline
- contextualise and adapt frameworks for writing development
- give and receive feedback on writing.

Course (Re)Design

This module will provide participants with the skills and knowledge required to engage in course (re)design, exploring the pedagogical theories behind, and practical construction of, enhanced student learning experiences. Course participants will:
- critically evaluate existing course designs for their effectiveness in delivering content and providing a positive learning experience for students
- explore both practical and theoretical opportunities and challenges inherent in teaching, learning and assessment within the disciplines;
- identify areas of teaching, learning and assessment that would benefit from enhanced designs
- design course structures that effectively meet the needs of learners
- critically evaluate the developed courses for their effectiveness and suitability in meeting the designated outcomes
- reflect on both the development of their educational design and pedagogies which inform the design.

Developing an Inclusive Curriculum

Equal access to the curriculum is already highlighted in other modules in the Certificate of Advanced Academic Studies. This module offers a deeper exploration of the implications of a diversity of student needs, enabling participants to devise ways of improving the accessibility of the curriculum in their own contexts: through their own practices relating to course design, content, delivery, learning resources, assessment procedures and the general learning environment. Course participants will:
- critically reflect on the nature of the subject(s) they teach and attempt to articulate the discipline's core requirements
- identify any issues that could create difficulty for some students in accessing their curriculum as it is traditionally delivered and assessed
- review practices in their own departments /schools for opportunities for adjustments that will overcome potential barriers to the inclusion of disabled students
- consider the potential benefits and use of technology in supporting inclusive teaching and learning.

Independent Enquiry

The Independent Enquiry Module allows the participant to identify an aspect of professional relevance and to negotiate their own learning contract that will enable them to develop both skills and understanding in the area selected. The aims will vary depending on the individual's learning contract, but, in addition, the participant will develop skills in, and understanding of, some of the methods of professional enquiry. NB. Participants MUST register with alison.carmichael@strath.ac.uk before entering into a Learning Contract. Contact hours and learning hours are dependent on the credit points negotiated.

Becoming an Engaging Researcher

Nationally public engagement for academic researchers is widely recognised as being important to both the researcher and university, as well as having societal benefits (Vitae's The Engaging Researcher [16] and RCUK's Concordat for Engaging the Public with Research [17]). However, in order to maximise value and impact, it is essential that public engagement activities are of a high standard. This module will ensure that participants have effective training for their public engagement activities, with the aim that this will improve the quality of their public engagement activity. Course participants will:
- develop a broad understanding of the context, at the national and international level, in which their research takes place
- be able to confidently communicate the targets and outcomes of their research to a variety of audiences, from research councils and policy makers to potential industry partners and the general public, formally and informally through a variety of techniques
- contribute to promoting the public understanding of one's research field
- critically reflect on their ability to engage with the public and with industry partners.

16 http://vitae.ac.uk/CMS/files/upload/The_engaging_researcher_2010.pdf
17 http://www.rcuk.ac.uk/per/Pages/Concordat.aspx

The Advanced Academic Studies Programme cont.

Research Bidding and Design

This module addresses the need for Research Staff to have an understanding of the research proposal process and project planning. Course participants will:

- develop their abilities in the entire process of research proposal development, from the initial design of the research question to the publication of results
- take into account the disparate needs of different funding bodies
- have the opportunity to engage in interdisciplinary networks.

Supervising Postgraduate Research

This module will provide participants with the necessary information and reflective activities to allow them to continue to develop appropriate attitudes and aptitudes for effective research supervision in Higher Education. Course participants will:

- review their understanding of effective research supervision in their discipline/professional field in the context of national developments and developments in other disciplines/professional fields
- contextualise paradigms for research supervision in their academic disciplines
- assess their inter-personal skills as actual or potential research supervisors
- identify areas for their further development as supervisors
- identify relevant sources of information on policy and practice in research supervision which they can use in their development.

Teaching and Learning Online

With an increasing number of courses being delivered online or in a blended version, teaching staff should have an opportunity to experience being an online student and to explore pedagogical issues for their own context. This module will allow participants to experience being an online student while at the same time exploring the implications and opportunities of teaching and learning in Myplace. Course participants will:

- engage in online course activities from a student's perspective
- experience a wide range of Myplace tools and activities
- experience and develop methods to encourage online engagement and collaboration
- develop understanding of and critically evaluate effective learning design for online courses and activities
- experience and design online activities for both face-to-face and online delivery.

RDP Practicalities

Development and Training Gateway (DAT):
As the name suggests, DAT is the main gateway to all RDP resources. It includes:

- Online Booking System - This is where all RDP organised courses can be booked. It contains specific up-to-date information on each of the courses, as well as courses from:
  - Development and Innovation,
  - Disability Service,
  - Education Strategy Team,
  - IT Training,
  - Learning Technology Enhancement Team (LTE),
  - Organisation and Staff Development Unit (OSDU),
  - Safety Services and
  - Student Counselling.
- Training Record – This provides a centralised place for recording all training. Attendance at University training courses is recorded automatically and details of external development or training events can also be added.
- An Events Calendar that lists all course dates across all training providers
- The Resource Centre holds thousands of supplementary training resources including video tutorials, tutor-led material, self-study material and links to external best practice sites.
- My CPD is an online tool which supports researchers with their personal and career development by assisting them to identify, plan and record their CPD. All existing and newly appointed early career research staff have access to My CPD.
- Evaluations system – By course users submitting feedback on training courses they have attended, this allows the training to remain relevant to researchers.

Finding Information
Both DAT [18] and the RDP website [14] provide most of the researcher development information. In addition to this, it is worthwhile to check the monthly e-newsletter (Gradnews [1] /Resnews [2] as appropriate) which lists upcoming events and courses, as well as follow StrathRDP on Facebook [3] and Twitter [4] for regular updates.

Eligibility
All Strathclyde researchers (including Postgraduate Researchers, Postdocs, Research Fellows and Research Assistants) are eligible to attend RDP workshops and events. Some of the opportunities may be targeted at specific stages in a researcher's career. This information can be found on the booking system and should be checked before booking. Please note that due to the nature of the funding of the RDP, students on taught masters courses are unable to attend.

Booking
Most courses have limited places available and so, once you have identified which course you wish to attend and checked you are eligible, you must book online via the Online Booking System [19]. It is not possible to attend a course without having first booked a place. In the online booking system, the opportunities can be searched by category and provider giving an easy way to identify appropriate options.

Confirmation
Once you have booked onto a course, you will receive a confirmation email to verify your place is secured.

Waiting List
If a course is oversubscribed, you can register on a waiting list and will be contacted if a place becomes available. Courses are often scheduled based on demand so there is also the opportunity to register interest in courses by adding your name to the waiting list.

18 https://moss.strath.ac.uk/developmentandtraining/Pages/Home.aspx
19 https://moss.strath.ac.uk/developmentandtraining/obs/Pages/Home.aspx

Costs
All of the Strathclyde RDP opportunities are free to University of Strathclyde researchers.

Course Duration
You should only book a place on a course if you are able to attend for the full duration of the course. It is not possible to only attend part of a course.

Cancellation (General policy)
Places are costly and as the workshops have a limited number of available places we ask that you allow other participants the opportunity to attend a course if you no longer can.

If you are no longer able to attend a course you must cancel your place as soon as possible via the online booking system with at least 3 working days notice. You should click on 'My Bookings' at the top of the page to cancel.

Please note that frequent non-attendance is recorded within the RDP and repeat failure to attend without sufficient notice and cancellation will result in your Supervisor/Manager being contacted to inform them of the situation. You will then be unable to book onto any further courses which the RDP provides.

Cancellation (Courses provided by OSDU only)
When applying for a course, you should note that there will be a £50* charge to your department if you cancel within 5** working days or you do not attend, and a £25 charge for cancellations/ non-attendance between 6 and 10 working days. There will be no charge for cancellation made 10 or more working days before the event. Notifications should be made to OSDU@strath.ac.uk.

A department is welcome to send someone else in your place if they wish without incurring a charge, providing that person has the necessary pre-requisites for the course. In the case of courses split over more than one day, you must attend ALL parts of the course. If you fail to attend any part you will be charged as outlined above.

*This is the standard charge for cancellation or non-attendance of courses of 1 day duration or less. For some courses there may be a higher cancellation charge and if this is the case you will be advised of this at the time of booking.
**Any bookings made within 10 days of the event will incur the charges as specified.

Coffee/Lunch
Few courses have catering, but the programme will indicate whether coffee and/or lunch will be provided. When lunch is included, we will always have vegetarian options. Any other dietary requirements must be stated when booking, and we will try to accommodate these.

Feedback
We would be grateful if you could complete any of the feedback forms via DAT. This will allow the RDP to continually develop and improve.

Etiquette
The RDP programme is delivered by Professional Services, Faculty, department /school and external trainers. Please ensure that you show them courtesy by being prompt for all courses, arriving at least 5 minutes prior to the start time. Tutors have the right to refuse you a place on the course if they feel you have missed too much work to catch up.

Data Protection
Participants' names and departments/school/Faculties may be made available to other attendees on the same workshop. All participants' data is stored in DAT for the purpose of recording attendance at workshops and maintaining training records. This information may be made available to administrators and academics as required. The data will also be used for statistical analysis of training provision and uptake.

Opportunities for Further Involvement

As the RDP has the researchers' development at its core, there are other opportunities for researchers to become involved in the programme.

Have you identified an area of training that you feel should be provided that is currently not available?

If so, please let us know by contacting the Researcher Development Manager (researcher.development@strath.ac.uk) as it may help us develop the training in the future.

Would you like to apply to organise an event/training to be run at Strathclyde or to develop some resources?

There is a small pot of money available to fund postgraduate researchers and research staff to develop resources. It is possible to bid for up to £1,000 from the Researcher Innovation Fund (RIF) to organise a conference, set-up a workshop or develop a training initiative, subject to adhering to a specific set of guidelines. If you are interested, you should contact the Researcher Development Manager (researcher.development@strath.ac.uk) in the first instance to discuss the feasibility of your project.

Are you an established researcher? Do you feel you could help with mentoring a less experienced researcher?

There may be an opportunity to become involved in the staff mentoring scheme. If you are interested in helping with this scheme, please contact a Staff Development Adviser (osdu@strath.ac.uk).

Would you like to gain some experience in helping tutor on courses?

There may be an opportunity to become involved in tutoring on Effective Researcher or GRADschool to develop your facilitation skills. If you are interested in this, please contact the Researcher Development Manager (researcher.development@strath.ac.uk).

Would you like to be involved in current areas that are being developed?

There are always a number of exciting researcher development-related projects in progress. Details of these, with the relevant contact details, can be found on the RDP website [20]. This will be updated as new opportunities arise.

Would you like to represent your Faculty in researcher development?

There may be secondment opportunities available to become a Faculty Researcher Development Champion. If you are interested in this, please contact the Researcher Development Manager (researcher.development@strath.ac.uk).

Would your research benefit from setting up a postgraduate research group?

The Postgraduate Activity Lounge is available for you to use. It is also possible to utilise the R&KE Portal to establish a society/group. If interested, please contact the Vice President Education and Representation at the Union (ussa.vpe@strath.ac.uk) and the Researcher Development Manager (researcher.development@strath.ac.uk).

Other University Resources

POLICIES

At Strathclyde, there are a number of key policies that you should make yourself aware of. These include:
- Code of Practice on Investigation on Human Beings
- Framework of Professional Doctorates
- Postgraduate Instructional Programmes
- Postgraduate Research Programmes
- Research Code of Practice.

All of these policies, as well as other Academic Policies and Procedures, are available at http://www.strath.ac.uk/staff/policies/academic/.

RESEARCH & KNOWLEDGE EXCHANGE (R&KE) PORTAL

Strathclyde's internal resource, the R&KE Portal [15], has been designed for the research community and provides a wide range of resources to help you take advantage of the opportunities available. The Portal is available to the University's staff, researchers and postgraduate students. To access this portal, a Strathclyde ds username and password is required. Information on the portal is grouped in the following seven sections:
- The Researcher Development Programme – contains useful links and information not available on the external website, including a calendar of events; archives and current versions of GradNews [1] and ResNews [2]; and Strathclyde's researcher development strategy
- Research Funding and Advice – provides information on sources of funding, building proposals, approvals, application requirements, costing, pricing, funding processes, good research practice and useful documents
- Knowledge Exchange – initiatives for knowledge exhange including commercialising intellectual property, networking opportunities and industry requests for expertise
- REF and Impact – contains information on the Research Excellence Framework and Impact with regular updates, presentations and case studies
- PURE – This is new software that brings together all centrally held information on research to provide a single, up-to-date view on your desktop
- TIC – The Technology and Innovation Centre (TIC) at Strathclyde is a world-leading research and technology centre that will transform the way universities, business and industry collaborate to bring global competitive advantage to Scotland. This provides the latest information with links to online resources and contacts
- Internationalisation – provides access to the Internationalisation Information Portal.

CAREER MANAGEMENT WEBSITE

There are career management websites tailored for postgraduate researchers [21] and early research staff [22]. These webpages, available on the University's website, offer a dedicated source of resources on career management and planning for research staff and students, including:
- advice on making career decisions
- developing an academic career
- research careers outside academia
- changing direction
- portfolio careers.

IT TRAINING

IT Training [23] provides training in Microsoft products, university systems, specialist software, web development and the creation of accessible files and materials delivered through tutor led training, online resources and 1:1 advice and support.

POSTGRADUATE ACTIVITY LOUNGE

The Postgraduate Activity Lounge, Level 6 in the Union (next door to the Priory bar) is a small space dedicated for the postgraduate community. Why not hold your meetings there, use it to chill out away from the lab, or set up your own student society? If you'd like access to the room via a key-fob please bring your student ID to level 7 of the union, where the staff will provide you with a key-fob.

POSTGRADUATE RESEARCHERS' SOCIETY

The Postgraduate Researchers Society is a social group for all research postgraduates at Strathclyde. This is your opportunity to meet other research students from across the university. They hold regular and varied social events throughout the year including film nights, theatre trips and weekly badminton sessions. They are run by students for students, so for those of you who want to, you are more than welcome to get involved in running the society and organising events. (pgrs.strath@gmail.com, www.pgrs.org.uk or you can find them on Facebook http://www.facebook.com/pgrs.strathclyde).

STRATHCLYDE ENERGY RESEARCHERS NETWORK

The Strathclyde Energy Researchers Network (SERN) was established to create a network for research staff and students in any energy-related field. The purpose of the group is three-fold:
- To facilitate networking between energy researchers
- To provide career and development opportunities to energy researchers
- To give researchers experience of organising and chairing innovative and informative multi-disciplinary meetings.

Email sern@strath.ac.uk for more information or find them on Facebook at https://www.facebook.com/StrathclydeERN.

External resources

VITAE

Vitae [24] is the national champion 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.

Vitae provides resources, advice, information and for individual researchers who are interested in their professional development and careers. Vitae can offer researchers/you:
- a dedicated researchers' portal with information, news and opportunities www.vitae.ac.uk
- a programme of national courses and activities including; 'GRADschools', three to four day experiential programmes for postgraduate researchers focusing on developing their professional skills and career goals; 'Careers in Focus' programmes; and other activities
- labour market and careers information, including surveys and research
- opportunities to input to national policy developments and initiatives.

RESEARCH COUNCILS UK (RCUK)

RCUK is the collective grouping 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).

RCUK provides a wide range of publications and resources under the headings of:
- Research Policy: research funding, areas of research and research administration
- Research Careers: value of a research career, postgraduate training and researcher development
- Public Engagement: concordat, schools and young people, resources for researchers, best practice guides and publications and public attitudes
- Knowledge Exchange and Impact: engaging key stakeholders; maximising research impact and delivering highly skilled people
- International: strategy, funding and activities
- Press and Media: press releases and forthcoming events
- Publications: policy and strategy, reports, researcher resources, submissions and archived publications.

While RCUK has many resources, each of the seven research councils also has resources available, targeted to the specific research area of the relevant research council.

Background to the Researcher Development Programme (RDP)

The development of world-class researchers is a top priority for research-led universities, Research and Funding Councils, and governments across the globe. In 2002 the UK Government committed substantial funding to researcher development following the publication of the Roberts' "SET for Success" report which detailed what the UK needed to do to remain attractive and competitive. As a result, research-intensive Universities, including the University of Strathclyde, received substantial ring-fenced funding from Research Councils UK ("RCUK") to better support the personal, professional and career development of researchers. At Strathclyde these resources were invested in a programme of generic and transferable skills development for postgraduate researchers (PGRs) and early career research staff (ECRs) – the Researcher Development Programme (RDP) [14].

Course index

Researcher Development Programme (RDP)
Research and Knowledge Exchange Services
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50 George Street
Glasgow G1 1QE

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f: +44 (0)141 552 4409
e: researcher.development@strath.ac.uk

facebook.com/strathRDP

twitter.com/strathRDP

www.strath.ac.uk/rdp

the place of useful learning
www.strath.ac.uk
University of Strathclyde Glasgow