

RESEARCH DEVELOPMENT PROGRAMME



Enhancing the
personal and professional
development of our
research community

2018/19

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WELCOME

The Researcher Development Programme (RDP) provides a suite of training courses, workshops and events to support research students from all disciplines across the University of Suffolk. This provision is intended to complement that of the Schools, so that research students can develop the skills they need to be successful in their research in the short-term, and in whatever career they progress on to afterwards. This programme also incorporates the Suffolk Doctoral Training Pathway for our PhD students.

Sessions will be arranged to, as far as possible, avoid teaching times, religious holidays and with later start and earlier finish times to support those with childcare and other commitments.

All of the sessions within the Researcher Development Programme (RDP) are aligned to the Vitae Researcher Development Framework (RDF). The RDF is an external professional development framework for planning, promoting and supporting the personal, professional and career development of researchers within Higher Education. The RDF articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development. Research staff are members of the VITAE East of England hub and contribute at a regional level to the delivery of the researcher development framework within Higher Education Institutions (HEIs).

Updates to this programme will be published online and circulated via e-mail and social media. Please check both to confirm whether there have been any recent changes.

Twitter: @UOS_Research

Please complete the evaluation forms at the end of each research development event as your feedback will be used to review and improve the delivery of the programme.

- Have you identified an area of training that you feel should be provided that is currently not available? Please send any suggestions and comments to graduateschool@uos.ac.uk.
- Are you an experienced 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 please contact us at graduateschool@uos.ac.uk

ONLINE RESOURCES

There are a wide-range of online resources and tools for both research students and early career research staff that can be accessed 24/7. Some of the workshops will be recorded and the recordings will be published for staff and students who have been unable to attend a particular session.

EXTERNAL RESOURCES

Vitae provides an excellent research development resource for research students, supervisors and research staff (www.vitae.ac.uk). The University of Suffolk is a member of VITAE and has access to the resources they provide.

Research Councils UK (RCUK) is committed to the career development, high level skills and training of researchers to ensure the excellence of the UK research base. The web pages of the Research Careers and Diversity Unit provide information about the approach of Research Councils UK to Researcher Development: www.rcuk.ac.uk/ResearchCareers/Pages/home.aspx

Research Councils UK helps to develop Concordats which set out clear expectations for research organisations, researcher managers and supporters and researchers themselves.

The Concordat for Engaging the Public with Research outlines the expectations and responsibilities of research funders with respect to public engagement, to help embed public engagement in universities and research institutes. This will enhance the future of research and benefit the UK society and economy. The Concordat consists of a set of key principles for the future support of public engagement, and under each principle, an explanation of how it may be embedded into institutional practice.

www.rcuk.ac.uk/Publications/policy/perConcordat/

The Concordat to Support the Career Development of Researchers sets out the expectations and responsibilities of researchers, their managers, employers and funders, sustainability of research careers in the UK and to improve the quantity, quality and impact of research for the benefit of UK society and the economy. More information and a copy of the Concordat to Support the Career Development of Researchers is available:

www.vitae.ac.uk/policy/concordat-to-support-the-careerdevelopment-of-researchers.

The Concordat to Support Research Integrity was published by Universities UK in 2012. It was developed in collaboration with the funding councils, research councils, the Wellcome Trust and other government departments. The concordat seeks to provide a comprehensive national framework for good research conduct and its governance.

The UK Council for Graduate Education (UKCGE) is the leading independent representative body for Postgraduate Education in the UK. Its mission is to be the authoritative voice for postgraduate education in the UK, providing high quality leadership and support to its members to promote a strong and sustainable postgraduate education sector. The UKCGE provides resources and runs a number of events for research staff, managers and supervisors and University of Suffolk is a subscribing organisation

www.ukcge.ac.uk

The University of Suffolk subscribes to the UKCGE. Andreea Tocca, Research Development Manager, is the link member and can provide advice on the resources available.

FAQs - HOW DO I...?

Find out what workshops are taking place?

The programme of events will be published on both the Research and Events sections of MySuffolk. Upcoming events will also be emailed to you on a regular basis. New events are added throughout the year and students will be emailed with notification of any changes to the published schedule.

Book for a workshop or networking event?

All activities have a section at the bottom of the page that lists the booking contact. You will then receive an email to confirm that you have been booked on the course.

Know when and where it is?

The location will always be clearly stated in the 'Date, Time and Venue' section.

Remember to attend?

We advise that you add the event to your diary or outlook calendar. You will also receive a reminder email a week before which will include all relevant information about venue, time and a short description of the session. Please advise if you are unable to attend a session you are booked.

Are the opportunities free?

Places are fully-funded for University of Suffolk students and staff.

The majority of events aimed at local businesses and local public and voluntary organisations are subject to a small charge. The fee will be clearly stated as part of the descriptor for the course and payable via the online shop.

Know if I need to prepare beforehand?

Most events do not require any preparation. Some sessions may have a questionnaire or some preparatory reading material, and this will be provided with your reminder email and specifically stated in the 'prerequisites' paragraph.

I am registered as a PhD student with the University of East Anglia, can I use these sessions to earn credit?

All PhD students are welcome to attend all of the Researcher Development sessions. Research degree candidates who registered on or after 1 October 2017 must comply with a training pathway's requirements, rather than by completing a set number of credits. Training credits are awarded for your attendance at specific School seminars or events, as well as external events and through experiential learning, namely learning by doing. However, for certain activities, you are required to complete other tasks to receive training credits.

Although some of the training takes place in formal sessions, students are also encouraged to identify external and informal opportunities for development. The programme also aims to create and support a distinct research community that draws together research students and Schools. Most of our sessions are provided by research active academic staff.

The Graduate School can also assist both students and supervisory teams with identifying development opportunities both within University of Suffolk, in the partner universities and elsewhere. The Research Development Manager will be happy to arrange a one-to-one researcher development session to discuss your training needs.

Disciplinary specific guidance and skills development will be provided by supervisory team and within academic department.

Please email the Graduate School, graduateschool@uos.ac.uk if you have any queries.

INTRODUCING THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Framework articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development. The Researcher Development Framework (RDF) was developed in response to a range of recommendations to create a UK development framework for postgraduate researchers and research staff in higher education institutions. The Researcher development framework is structured in four domains encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

Domain A:

Knowledge and intellectual abilities

The knowledge, intellectual abilities and techniques to do research.

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

The personal qualities and approach to be an effective researcher.

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 and 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 and organisation

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

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 and impact

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

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:

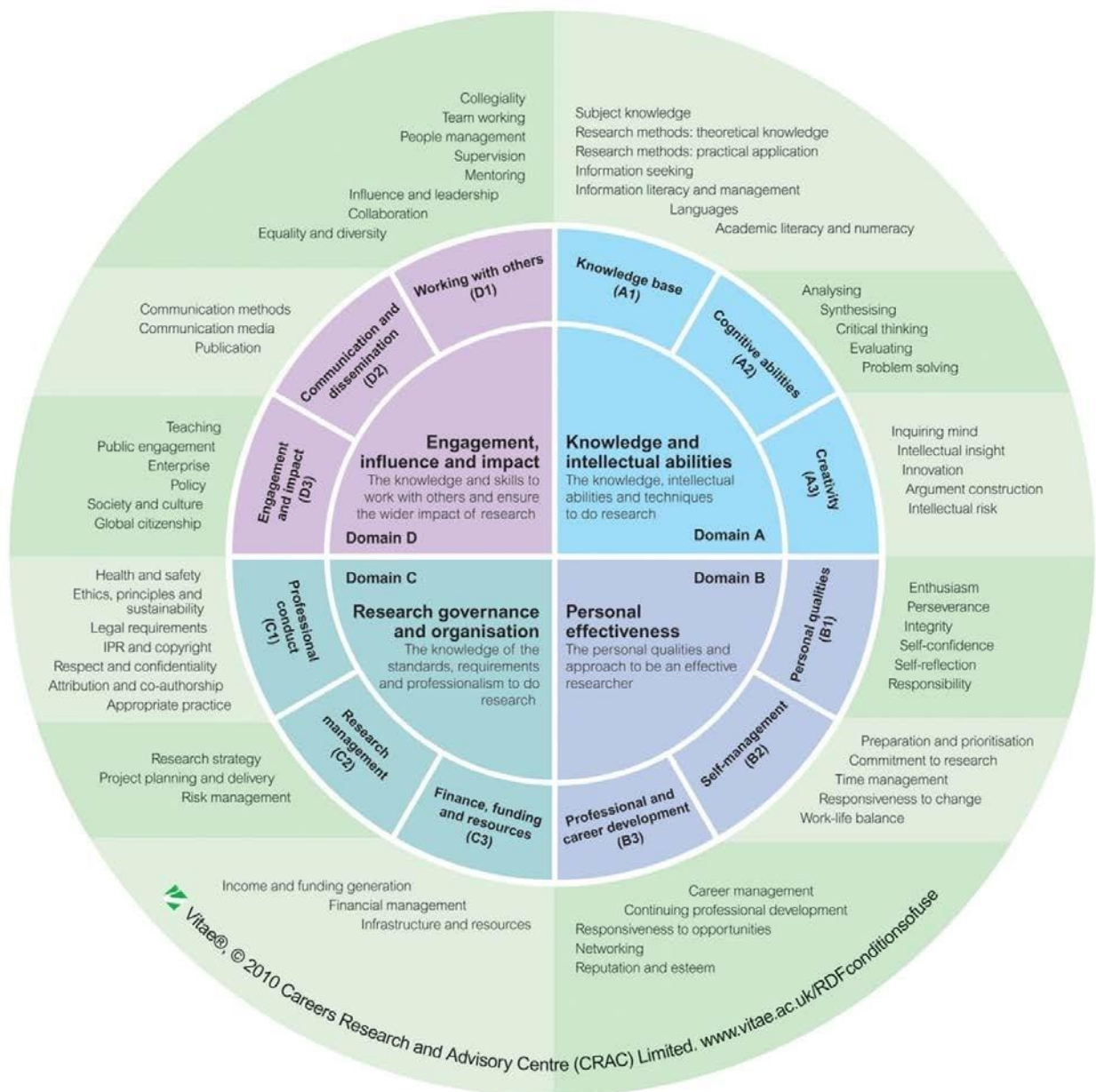
1. Communication methods
2. Communication media
3. Publication

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

THE RESEARCHER DEVELOPMENT FRAMEWORK



Please go to www.vitae.ac.uk/researchers-professional-development for further information.

| RDF Lens mapping matrix | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | C3 | D1 | D2 | D3 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| The Pre-Award Process | x | | | | | | | x | x | | x | |
| The Process and Experience of PhD Supervision | | | | | | | | | | x | | |
| Understanding Open Access, Copyright and Publishing | x | x | | | | | | | | | x | x |
| Online Searching Funding Opportunities | | | | | | | | x | x | | | |
| Do you know how to write a successful research grant or fellowship application? | | | x | x | | | | x | x | | | |
| Introduction to Research Integrity at the University of Suffolk | | | | | | | x | x | x | | | |
| Introduction to the UK Research and Innovation | | | | | | x | | | | | | |
| Equality and Diversity Every Researcher Counts: Do Not Put Me in a Box | | | | x | | | x | | | x | | |
| Consultancy Skills for Researchers | | | | | | | | | | x | | x |
| Writing Skills | x | x | x | | | | | | | | | |
| Presentation Skills | x | | | x | | | x | | | x | x | x |
| The Use of Lego Serious Play | x | | | | x | | | x | | | | |
| Researching for Impact | | | | | | x | | | | | | |
| Advanced Literature Searching | x | x | | | x | | | | | | | |
| Reference Management | x | x | | | x | | | | | | | |
| Social Media for Researchers | | | | | | x | | | | | x | x |
| Brightspace | x | x | x | | | | | | | | x | |
| Plagiarism and Academic Integrity | x | | | x | | | x | | | | | |
| Making Progress with your PhD: Getting started | | | | x | x | x | | | | | | |
| Your PhD journey: making progress in your PhD | | | | x | | | | x | | | | |
| Managing the Supervisory Relationship | x | | | x | | | x | | | | | |

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Living with a PhD | x | | | x | x | x | x | | | | | |
| Research ethics for research degree students | | | | | | | x | x | x | | | |
| Personal Effectiveness | | | | x | x | x | | | | | | |
| Writing your PhD thesis | x | x | x | | | | | | | | | |
| Presentation Skills for PhD students | x | | | x | | | x | | | x | x | x |
| Writing your PhD thesis | x | x | x | | | | | | | | | |
| Quantitative Data Analysis | x | x | | | | | | | | | | |
| Qualitative Data Analysis | x | x | | | | | | | | | | |
| Completing and Surviving the VIVA | | | | | x | x | | | | | | |
| Career Progression: Life After your PhD | | | | | | x | x | | | x | | |

Workshop: The Pre-Award processes

The session will introduce participants to the support systems in place at University of Suffolk and provide costing guidance.

In the 'Pre-Award processes' workshop, we will:

- Understand the pre- award processes in place for supporting research bids and other funding applications.
- Be clear on support available for funding applications, including where to go and who to contact.
- Understand the basics of the costing model.
- Understand the sign-off requirements for all funding applications

Researcher Development Framework Mapping: A1, C2, C3, D2

Aimed at: All Staff, Research Degree Students

Workshop: The Process and Experience of PhD Supervision

This workshop is compulsory for PhD supervisors. All supervisors must attend this training every three years. The intention for this workshop is to offer supervisors the opportunity to explore the process and experience of supervision. Participants will be provided with an opportunity to network with colleagues and reflect on their own supervisory styles. This session is of equal importance to new and more experienced supervisors at University of Suffolk. In addition to the opportunity for reflection on practice participants will have an understanding of the external regulatory context for postgraduate research supervision, the postgraduate research degree framework at the University of East Anglia, the Research Degree Regulations and Codes of Practice and tips for successful supervisory relationships.

Researcher Development Framework Mapping: D1

Aimed at: PhD Supervisors (primary and secondary)

Workshop: Understanding Open Access, copyright and publishing

In this workshop, we will examine Open Access (OA) and what this means for the publication of research and scholarly outputs. A section of the workshop will provide support for staff depositing outputs within our institutional repository - OARS (Open Access Repository Suffolk).

Indicative Learning outcomes:

- Understanding the differences between Gold OA and Green OA
- Understanding funding, embargoes and other things to consider when publishing research
- Using the University of Suffolk Institutional Repository—Open Access Repository Suffolk, OARS
- Understanding the University of Suffolk Open Access, copyright and publishing policy

Researcher Development Framework Mapping: A1, A2, D2, D3

Aimed at: All Staff and Research degree students

Workshop: Online searching for funding opportunities

This session will introduce online searching for funding opportunities. Participants will be shown the Research Professional database, which provides a searchable database of funding calls and tenders and will set up their own accounts, conduct basic searches and learn how to save these for future references. The session will also briefly cover other online funding information.

Researcher Development Framework Mapping: C2, C3

Aimed at: All Staff and Research degree students

Workshop: Do you know how to write a successful research grant or fellowship application?

The workshop is designed for researchers with little or no experience of getting their research funded. It will explore the current research environment and impact agenda and help researchers understand how research is funded. The participants will also experience the process of reviewing applications and gain valuable and timely knowledge about how to get research funded.

Learning outcomes:

- Learn tips and strategies to help you get your current and future projects funded
- Understand how proposals are assessed by funders

Researcher Development Framework Mapping: B2, B3, C2, C3

Aimed at: All Staff and Research degree students

Workshop: Introduction to Research Integrity at the University of Suffolk

This workshop, designed for academic and research staff and students in any discipline, aims to enable participants to develop the skills and knowledge to be reflective and to think creatively about the ethical problems that may arise in their research. The session will also provide an introduction to the Concordat for research integrity and its benefits for our institution.

Researcher Development Framework Mapping: C1, C 2, C3

Aimed at All Staff and Research Degree Students

Workshop: Introduction to the UK Research and Innovation (UKRI)

The creation of UK Research and Innovation will retain the key characteristics of the current system that have underpinned the UK's success, such as discipline leadership and autonomy, and dual funding. UK Research and Innovation will provide strategic oversight of the functions of the seven Research Councils, Innovate UK, and the Higher Education Funding Council for England's (HEFCE) research and knowledge exchange functions (to be known as Research England). The workshop will introduce participants to the UKRI and the dual support systems.

Researcher Development Framework Mapping: B3

Aimed at: Academic staff and Research degree students

Workshop: Equality and Diversity: Every Researcher Counts - Do not put me in a box

Using the VITAE materials developed by their 'Every Researcher Counts' project this interactive session will explore one of nine case studies for introducing diversity conversations with principal investigators, line managers and supervisors. This workshop will also introduce resources and support for disabled researchers.

Researcher Development Framework Mapping: B1, C1, D1

Aimed at: Academic Staff

Workshop: Consultancy Skills for Researchers

When examining employers' requirements for skills in their workforce, they are like the skills of a consultant and almost identical to the skills of an academic researcher. We will examine why 'consultant thinking' can be important in academia; a simple process for consulting and show how this is a classic problem solving device, whether for research or non-research situations; how to use these skills to enhance any situation where you need to produce work for someone or influence someone to do something for you.

Researcher Development Framework: D1, D 3

Aimed at: All staff and Research degree students

Workshop: Writing Skills

This series of workshops will take you through the important stages of writing for research for a variety of audiences.

Session 1: Writing an abstract

The abstract writing workshop includes information on:

- What exactly is an abstract?
- How do I write one?
- What information do I include?
- What information do I exclude?

Session 2: Writing for journal publications

This session looks at how academics can progress their career by writing for journal papers. The session focuses on journal publication and how to get the most from journals, conferences, as well as web publication. Details about how academics can set up an online professional presence to build their research profile are also included.

Session 3: Writing a competitive tender

The workshop identifies the essential elements and skills that are necessary to construct and write competitive bids and tenders.

Researcher Development Framework Mapping: A1, A2, A3

Aimed at: All staff and Research degree students

Workshop: Presentation Skills

The aim of these workshops is to enable participants to gain confidence in oral presentation skills and to improve their presentation performance. Participants will be equipped with the skills and knowledge necessary to enable them to prepare and deliver an oral presentation with confidence, to a professional standard.

Session 1: Conference presentations – aimed at academic and professional services staff

The aim of the workshop is to give participants some guidelines and advice for preparation, planning, content, and delivery of conference presentations.

Session 2: Pitching skills – aimed at academic

The aim of the workshop is to enable participants to be able to convey their ideas to an unfamiliar audience, to be able to demonstrate their creativity and to engage the audience so they feel they are participating in the idea's development.

Researcher Development Framework Mapping: A1, B1, C1, D1, D2, D3

Aimed at: All staff and Research degree students

Workshop: The use of Lego®Serious Play® (LSP)

As part of implementing innovative practice, this session will incorporate the use of Lego®Serious Play® (LSP) in order for researchers to explore issues related to finding resources, performing literature searches and developing research methodologies. With the aim to play with a serious purpose, stimulate imagination, ideas and creative expression, the use of LSP, as a tool for solving problems, will provoke discussion and sharing, and further solidify the relationship between Learning Services support and researchers. Indicative

Learning Outcomes:

- How can I use LSP to explore challenges, concepts and tools for research?
- What are some of the common challenges I face in my research, and how can I address these challenges?
- How do fellow researchers meet the challenges of conducting research?

Researcher Development Framework Mapping: A1, B2, C2

Aimed at: Academic staff and Research degree students

Workshop: Researching for Impact

This session is looking at aspects of measuring impact that counts towards REF and their influences on Universities.

Researcher Development Framework Mapping: B3

Aimed at: Academic Staff and Research degree students

SUFFOLK DOCTORAL TRAINING PATHWAY

All postgraduate research students are required to attend their designated University of Suffolk induction sessions and departmental induction sessions. These induction sessions, including the UEA induction, are compulsory.

The overall amount of training undertaken will vary according to the students' specific needs. Throughout training students will engage in critical self-reflection through their Personal Development Plan and through contact with their supervisor. Further training elements will be provided to enhance their abilities as required.

If you registered as a research degree student before 30 September 2017, you can choose whether to comply with the requirements of a relevant training pathway, or to complete a set number of credits. If you registered as a research degree student on or after 1 October 2017, you must comply with a relevant training pathway's requirements.

Each Researcher Development session carries with it a training credit rating. These non-transferable credits mark the amount of training you have conducted. If you registered as a research degree student before 30 September 2017, then unless you are planning to comply with a specific training pathway's requirements, you are required to complete ten credits per year if you are a full time student, or five per year if you are a part time student.

Research degree students who registered on or after 1 October 2017 must comply with a training pathway's requirements, rather than by completing a set number of credits. Training credits are also awarded for your attendance at specific School seminars or events, as well as external events and through experiential learning, namely learning by doing.

Session 1: Advanced Literature Searching

A seminar in conducting a literature review, including the following components:

- Forming a research question and constructing a search
- Search and retrieval of PhD Dissertations using the Dissertations & Theses database (sources of original research and literature reviews):
 1. Journal articles
 2. Books
 3. Outputting a bibliography of sources using a specific citation style

Researcher Development Framework Mapping: A1, A2, B2

Session 2: Reference Management

This session introduces the bibliographic management system RefWorks, for the purpose of organising your references as they increase across the duration of your research. This session will introduce the user to the multiple functionalities of RefWorks, as well as a discussion related to the importance of proper referencing skills and techniques and organisation.

Indicative Learning Outcomes:

- How to import content from a variety of sources including databases and other online resources
- How to set up folders to store and manage references
- How to create bibliographies and citations
- Understand the importance of checking references against University of Suffolk or other institutional/publisher referencing standards

Researcher Development Framework Mapping: A1, A2, B2

Session 3: Social Media for Researchers

Social Media and its associated tools can be found across the globe, this workshop will help guide on the effective use of Social Media and in particular its use as a Personal Learning Network (PLN) and to raise their research profiles. The workshop will also help to raise researchers' awareness of how to stay safe while using Social Media as well as how they can use social media as a tool not just to absorb information but to broadcast it as well.

Indicative Learning Outcomes:

- What is social media?
- Specific research focused social media tools
- How might I use social media to raise my profile as a researcher?
- How can I use social media to engage my research with the public?

Researcher Development Framework: B3, D2, D3

Session 4: Using Brightspace

The Online Learning Environment at the University of Suffolk is known as Brightspace. Brightspace is a next-generation online learning environment that has the ability to transform learning into a digital experience by providing you the students, with an individualised learning path, by enabling flexible pacing, communication and collaboration, and by offering an adaptive learning approach that breaks free of traditional "one-size-fits-all" learning models.

Researcher Development Framework: A1, A2, A3, D2

Session 5: Plagiarism and Academic Integrity

The Plagiarism workshop will help research degrees' students understand what plagiarism is and how to avoid it by developing their academic writing and referencing skills.

Researcher Development Framework: A1, B1, C1

Session 6: Getting Started with your PhD

The aim of the workshop is to give an overview of what is involved in completing a PhD successfully.

Indicative learning outcomes:

- Have an understanding of what constitutes a PhD in the UK and the PhD process at the University of Suffolk
- Have an understanding of the tools and skills needed to complete a PhD and begin to identify their strengths and areas for growth
- Have the opportunity to meet fellow research students beginning their PhD and gain advice from research students in their second and third years of PhD study.
- Gain knowledge of the resources and services available to research students at the University of Suffolk to help them complete their PhD successfully

Researcher Development Framework Mapping: B1, B2, B3

Session 7: Your PhD journey: making Progress in your Research Degree

This session is designed to give research students some guidance so that they can make better progress in their research degree. It allows participants to discuss their working practices and consider how constructive they are, reflect on the balance of activities in their life and discuss how to achieve progress.

Indicative Learning Outcomes:

- Know what to expect at their formal progress review meetings
- Know how to prepare a presentation and to write a progress report
- Know how to handle difficult questions and how to handle feedback
- Feel more confident

Researcher Development Framework Mapping: B1, C2

Session 8: Managing the Supervisory Relationship

This session aims to provide research degree students with a clear understanding of the working relationship between student and supervisor, roles and responsibilities as well as expectations from both sides. This session will highlight the challenges faced by both the students and the supervisors and provide strategies for getting the best out of this relationship. An interactive, discussion session based on managing the relationship between student and supervisor will also be included.

Intended Learning Outcomes:

- To clarify the role and responsibility of the supervisor
- To explore students' expectations of supervisors and vice versa
- An opportunity to discuss challenges faced by research students in working with their supervisors and time to plan strategies and techniques to enhance the relationship

Researcher Development Framework Mapping: A1, B1, C1

Session 9: Living with a PhD

This session will present research degree students with the main principles of dealing with issues that emerge during the course of a doctoral project including:

- Devising the right research question
- Collecting relevant and current data
- Methodological ramifications
- Drafting - redrafting
- Taxonomizing, indexing, documenting, archiving
- Time management and the thesis completion
- Independence of thought and reflection on supervision
- Preparing to publish and present in conferences

Researcher Development Framework Mapping: A1, B1, B2, B3, C1

Session 10: Research Ethics for Research Degree Students

Ethical considerations are a key element of well-designed research. This session will set out the fundamental principles of research ethics as they apply to PhD research projects. Standard topics such as informed consent and confidentiality will be discussed as well as issues such as ethics relating to video, photographs and digital media. In the second part of this session, we will look at some practical examples of ethical problems. You are welcome to bring for discussion any ethical issues you are facing in your research.

Researcher Development Framework Mapping: C1, C2, C3

Session 11: Personal Effectiveness

Participants will learn a number of strategies for developing the skills needed for a successful research degree career. Participants will learn to work with greater effectiveness, support their overall well-being and maximise their time and energy.

Indicative Learning Outcomes:

- Time and Self-Management for Researchers in Managing your Career
- Planning your Professional Development as a Researcher in Self-Leadership
- How to be an Effective Researcher

Researcher Development Framework Mapping: B1, B2, B3

Session 12: Presentation skills for PhD students – Conferences

Do you enjoy giving presentations? Improving the presentation skills can reduce your public speaking anxiety and increase the joy of giving talks. Supervisors focus mainly on science, not on making the presentation skills of PhD students better. It's a scary task and our careers depend on how well we talk in public.

Researcher Development Framework Mapping: A1, B1, C1, D1, D2, D3

Session 13: Presentation skills for PhD students – Posters

Do you enjoy giving presentations? Improving the presentation skills can reduce your public speaking anxiety and increase the joy of giving talks. Supervisors focus mainly on science, not on making the presentation skills of PhD students better. It's a scary task and our careers depend on how well we talk in public.

Researcher Development Framework Mapping: A1, B1, C1, D1, D2, D3

Session 14: Writing your PhD thesis

The main aim of the workshop is to help PhD students to produce a detailed plan of what they have achieved and what they have left to do. The workshop will also cover tips on editing and formatting a thesis for examination, as well as procedural issues around submission and examination. Students should leave with a clear idea of what they have left to do and a plan to help achieve it.

Researcher Development Framework Mapping: A1, A2, A3

Session 15: Quantitative Data Analysis— Practical Session

Staff and Research Degree Students already involved in—or considering becoming involved in—quantitative research need not only to have a sound grounding in statistical methods but also need to be familiar with available software tools and how to interpret their output. This introductory workshop will demonstrate some essential features of SPSS in terms of data classification and entry and discuss some of the more common statistical analysis and graphing facilities.

Researcher Development Framework Mapping: A1, A2

Session 16: Qualitative Data Analysis— Practical Session

Staff already involved in—or considering becoming involved in—qualitative research need not only to have a sound grounding in qualitative methods but also need to be familiar with available software tools and how to interpret their output. Participants will get a practical introduction to ATLAS.ti a software programme designed to help with the analysis of qualitative research data. The workshop covers the essential functions and concepts of the software.

Researcher Development Framework Mapping: A1, A2

Session 17: Completing and surviving the VIVA

By the end of the session participants will have considered the process of research degree assessment in the relevant university, the selection of examiners, the submission of the thesis and the nature of the viva meeting. They will know what alternative outcomes are available and how to respond if further work is required.

Researcher Development Framework Mapping: B1, B2, B3

Session 18: Career progression: When you have finished your PhD, what comes next?

The workshop focuses on a difficult time in every academic's career: what to do immediately after getting a PhD. There are many paths open to you and decisions made at this stage could shape the pattern of your life over the next years, so it is vital to take time to consider all your options.

Researcher Development Framework Mapping: B1, B2, B3

GRADUATE SCHOOL TALK

The Graduate School holds regular talks for anyone thinking of pursuing a PhD at the University of Suffolk.

- Are you thinking of pursuing a PhD at the University of Suffolk?
- Would you like to know where to find sources of funding to pursue a research degree?
- Would you like to know more about what a PhD in the UK is?
- Would you like to understand what the early stages of a PhD going to be like?

If you would like to hear more about the postgraduate research degree opportunities at University of Suffolk please get in touch with the Graduate School at graduateschool@uos.ac.uk