



University  
of Glasgow

# RESEARCH TRAINING PROGRAMME AND PERSONAL DEVELOPMENT PLANNING

FOR POSTGRADUATE AND POSTDOCTORAL  
RESEARCHERS

**2022-2023**

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# Welcome

Welcome to the 2022-2023 edition of the Research Training Programme brochure. Training in research skills is a key element in the development of all postgraduate research students and postdoctoral researchers. It is widely recognised that future employers, in a wide range of sectors, expect staff to possess a range of generic and transferable skills. To help you develop these skills, we require you to work with your supervisors to identify courses for you to undertake and to participate in other skills training as part of your personal development.

## College of Medical, Veterinary and Life Sciences Graduate School

The Graduate School is committed to providing high-quality training to help you develop as a researcher. In addition to the training in specific research techniques you will receive as part of your own project, the Graduate School provides and supports training in a wide range of transferable skills. In the research training programme we aim to provide training in specialist knowledge and skills which will enhance your personal and professional development. We welcome your suggestions for possible additions to the programme.

**Every new postgraduate research student must participate in the induction programme held at the beginning of the academic year – see page 9 for details.** This year the programme will run from 3 - 7 October 2022. We will look to repeat this for students who begin later in the academic year and details of these will be published on the Graduate School's web site at: [www.gla.ac.uk/colleges/mvls/graduateschool/newstudentinformation/](http://www.gla.ac.uk/colleges/mvls/graduateschool/newstudentinformation/)

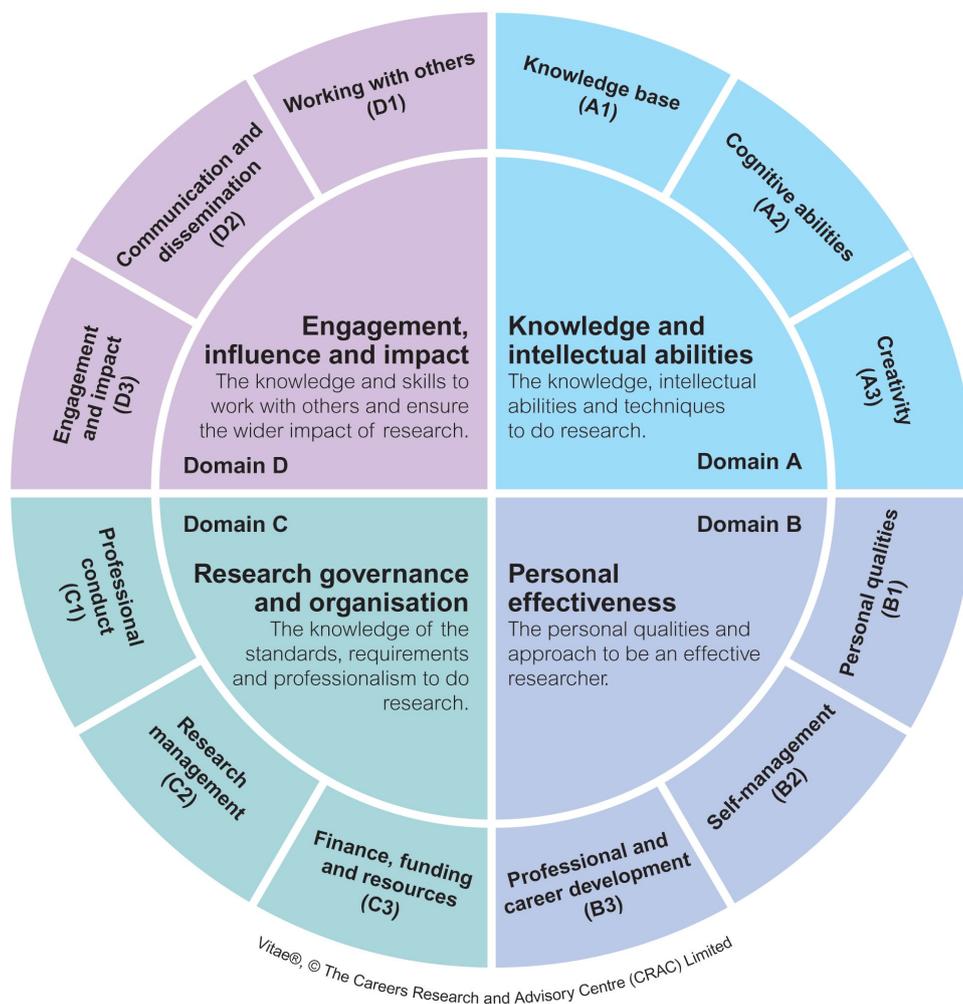
At the start of their studies postgraduate research students should discuss with their supervisor what skills they need to develop during the first year and beyond. You should self-evaluate your training needs using a training needs assessment (TNA) (page 43) and in consultation with the vitae researcher development document (see Appendix 1). You should meet face-to-face or via video conferencing with your supervisor prior to the end of month 2 to review the completed training needs assessment self-evaluation form, agree a plan for training provision and complete the researcher development log.

We would encourage you to consult this brochure and the Graduate School website regularly to ensure you take advantage of the range of training opportunities that are on offer. Additional training opportunities may be added over the forthcoming year and you should receive email alerts in advance. Postgraduate research students are advised to discuss their skills acquisition and future training needs with their supervisor on a regular basis and to amend and update their personal development plan. A record of the courses undertaken and the skills training activities gained should be recorded in the researcher development log at the end of this brochure.

Postgraduate research students will be required to submit their researcher development log as part of the Progress Review and it will be reviewed by the student's review panel and postgraduate convener. Information on the PGR review process and skills training is available here: [www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/](http://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/)



# Researcher Development Framework



The Research Training Programme is based on the requirements set out in the Researcher Development Framework (RDF) Councils' Joint Skills Statement key reference for the development of researchers' skills and attributes. The RDF is a national document which sets out the knowledge, behaviours and attributes of effective and highly skilled researchers as they progress through their career. It is structured into four domains, which encompass what researchers need to know to do research, how to be effective in their approach, when working with others, and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

Courses available in the Research Training Programme are mapped against the RDF with a descriptor number next to each course. You are encouraged to use the RDF to plan your professional development and to update your researcher development log.

It is recommended by the research councils that postgraduate research students take part in the equivalent of 10 days of transferable skills training each year. However, this does not mean that you have

to undertake 10 days' worth of formal courses. A wide range of activities can count towards your skills training and examples of such opportunities are listed within this brochure. You should discuss with your supervisor which RDF skills domain these fit into. The complete version of the RDF, with a full description of what each domain covers, can be found on the Vitae website: <file:///C:/Users/amh2j/Downloads/Researcher-Development-Framework-RDF-Vitae.pdf> and Appendix 1 of this brochure contains an abridged version.

Details depend on the type of research in which you are involved, e.g. a series of lab based experiments, clinical trials, one major piece of field work - but the basics are the same. The process means moving from defining your field of study, through problem formulation, detailed thesis proposal/protocol including methodology, data collection, data analysis to the final stage of writing up. You are generally discouraged from leaving all the writing up until the very end, although in the tedium of data collection it is easy to put it off. Clearly, the more you are able to do at an earlier stage, the less pressure you will be under at the end - and the later you will be able to collect data. This might be important for it will typically take you 8-9 months to write your thesis.

## Key Domains of the Researcher Development Framework

See RDF Framework diagram on previous page

### (A) Knowledge and Intellectual Abilities

1. Knowledge base
2. Cognitive abilities
3. Creativity

### (B) Personal Effectiveness

1. Personal qualities
2. Self-management
3. Professional and career development

### (C) Research Governance and Organisation

1. Professional conduct
2. Research management
3. Finance, funding and resources

### (D) Engagement, Influence and Impact

1. Working with others
2. Communication and dissemination
3. Engagement and impact

See Appendix 1, page 45, for a fuller description of the RDF domains

## Postgraduate Research Student Credit System

Courses listed in this brochure have a defined number of credits attached. Credits can also be attained through attending courses published in the 2022/23 Researcher Development programme, courses organised by IT Services and by undertaking additional training opportunities (see pages 23-41). **Courses organised by the Graduate School office will have credits added.**

Full time students undertaking a PhD should gain **20 credits** and aim for **at least 12 in the first year**. All other postgraduate degrees and part-time students should gain credits **pro-rata**.

## Course Booking for Credit Allocation

Courses can be booked through MyCampus unless otherwise stated in the Course Description.

Search to enrol for courses using MyCampus (under Self Service - Student Centre / Enrollment / Add by Search / Course Career: PG Research). When in the 'Search for Classes' page under the 'Course Catalogue' section, please add the 4 digit number at the end of the course code, for example, RSDA6006 (remove letters and add numbers only). Select 'Postgraduate Research' from the drop down menu - select 'Search'. Select your preferred course and date which will be added to 'your choices'. Make sure that you click on the 'my choices' tab then select the courses from the table view and then click on 'Enrol' to complete enrolment on the course/workshop.

You will receive an automated email within 24hours, confirming that you have booked a place on this course. You will receive notification of the venue a few days prior to the course date

If this is a multi-day course, you must be available to undertake all days.

For details on how to book IT Services please refer to the IT Services web page [www.glasgow.ac.uk/training](http://www.glasgow.ac.uk/training)

## Important Information - Credits

There are three ways credits will be added to your record. Please ensure you know when this will be automatic (MVLS Graduate School courses pages 9-19) and when you need to apply for them (all other courses). See next page for information.





## All Other Courses - Credits

The Skills Credit Application form which can be found through My Glasgow should be used if you wish to have credits allocated to your skills training record for participation in training activities which do not appear in the MVLS Graduate School Training Courses ie. the programmes from pages 9 to 19 with titles in pink text. Application is made through MyGlasgow by raising a support call - please go to the following web site for information:

[www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/skillstraining/#/creditsforotherskillstrainingopportunities](http://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/skillstraining/#/creditsforotherskillstrainingopportunities)

**All training activities must be agreed with your supervisor.** Please also consult the Researcher Development Framework (RDF) to identify in which skill domains and sub-domains the activity you wish to undertake provides training.

**Please note that the credit value for any course or activity is not intended to reflect the duration of the course and applications for credits for all other courses will receive one credit.** You should aim to gain skills and credits across all four domains outlined in the RDF. A certificate of your attendance or other documentary evidence must accompany this application with the exception of courses commencing with code RSD. (It is permitted to submit a programme timetable, event flyer etc as proof of attendance where formal proof of registration is not available).

## Credits for Courses Listed in the MVLS Graduate School Training Courses (pages 9-19)

Credits will be added automatically by the MVLS Graduate School Office. The MVLS Graduate School will provide presenters with class registers and the presenter will take a note of your name during the course. **Please note that the addition of credits is a manual process and may take up to a month to appear on your record.**

Please provide evidence of attendance for all other courses in the brochure eg. Researcher Development Courses; Glasgow Clinical Researcher Facility; IT Services Courses; Additional Skills Training Activities; Careers Service Courses; Employee & Organisational Development Courses.

## Cancellations

You can cancel your place on a course via MyCampus by selecting 'Drop' instead of 'Enroll' at the course booking section. In case of illness or emergency you should register this via the 'My Absence' function on MyCampus. This will then be recorded as an absence on your student record.

## Course Full?

If you are based somewhere other than Glasgow and only attend the main campus for certain parts of the year, please get in touch and we'll see if we can help you book onto courses during that specific period.

Courses are made available through the MVLS Graduate School, Researcher Development, IT and Career Services. If additional courses or specific training opportunities become available, the Graduate School will aim to alert you well in advance by email.

## Accessibility of Training Courses

We aim to ensure that people have equal access. If you need alternative formats or other reasonable adjustments, please contact the course organiser with your request as soon as possible so that arrangements, where possible, can be made.

# MVLS Graduate School Courses

(pages 9 – 19)

Credits will be added automatically by the MVLS Graduate School Office. The MVLS Graduate School will provide class registers and the presenter will take a note of your name.

There is no need for students to return any form of proof of attendance for these courses.

## INTRODUCTORY COURSES

The MVLS Graduate School organise a **compulsory Induction Programme for all year 1 students** during the first week of the session. The next Induction course will run from 3 - 7 October 2022, with sessions provided by College staff and staff from other University services. A detailed programme is published separately on the MVLS Graduate School's web page. The Induction Course is repeated later in the session for students who begin after the start of the academic year.

### Graduate School Courses

#### How to Book:

All courses provided as part of the Research and Development Training Programme can be booked online via MyCampus unless otherwise stated in the course description

1. Search to enrol for courses using MyCampus (under Self Service - Student Centre / Enrollment / Add by Search / Course Career: PG Research)
2. When in the 'Search for Classes' page under the 'Course Catalogue' section, please add the 4 digit number at the end of the course code, for example, RSDA6006 (remove letters and add numbers only). Select 'Post-graduate Research' from the drop down menu - select 'Search'.
3. Select your preferred course and date which will be added to 'your choices'
4. Make sure that you click on the 'my choices' tab then select the courses from the table view and then click on 'Enrol' to complete enrolment on the course/workshop.

You will receive an automated email within 24hours, confirming that you have booked a place on this course. You will receive notification of the venue a few days prior to the course date.

### Developing Rigour and Validity in Literature Searches

**Course code:** RSDA6096P

**RDF Domain:** A1.3, A1.4, A1.5

**Speaker:** Mr Paul Cannon, University Library

**Target Group:** All new students (1 session for each student)

**Credit:** 1

**Description:** RSDA6096P will only run via Zoom in 2022-2023. Doctoral candidates attending this workshop will develop techniques to quickly gain a familiarisation with their field of research and the research skills required to create a rigorous and valid literature search. Doctoral candidates will:

- Understand the various literature review styles available and the methods required for each
- Be able to structure a search strategy for effective literature searching
- Utilise advanced search techniques to find relevant, high quality information in their research field in a systematic way
- Will be introduced to text mining techniques to improve the specificity and sensitivity of their searches
- Be introduced to citation searching and analysis to identify prominent literature and authors within their field

Attendees will be expected to participate in set exercises and discuss their findings.

For students undertaking systematic reviews, you may wish to enrol on the [Searching and reporting in systematic reviews class](#).

### How to Publish and Critically Evaluate Scientific Articles

**Course code:** RSDA6006

**RDF Domain:** A2.1, A2.2, A2.3, A2.4

**Speaker:** Dr Pasquale Maffia, School of Infection & Immunity

**Target Group:** Year 1

**Credit:** 2

**Description:** This session will discuss the publishing process of scientific articles and how to critically evaluate the quality of the scientific literature and is primarily aimed at those doing experimental, rather than clinical research.

### Critical Appraisal of the Medical Literature

**Course code:** RSDA6115P

**RDF Domain:** A2.1, A2.2, A2.3, A2.4

**Speaker:** Professor Shona Hilton, School of Health & Wellbeing

**Target Group:** Year 1

**Credit:** 2

**Description:** This session will provide a practical introduction to critically appraising medical literature, with a particular focus on population health research. Participants will learn to understand and apply universal and method-specific quality criteria; learn how to use different tools to perform rigorous critical appraisals of a range of different research designs.

## Applied Statistics for Postgraduate Students

**Course code:** RSDA6002

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Professor Adrian Bowman, School of Mathematics and Statistics

**Target Group:** Year 1

**Credit:** 3

**Description:** This course may be taken by any postgraduate research student but is aimed mainly at those students in year 1. It consists of 3, three-hour sessions that build on any statistical background students have from their undergraduate courses. Students are expected to undertake all 3 sessions in a block.

The 3 sessions cover Session 1: designing your experiment, what factors do you need to consider? Session 2: Introduction to statistical modelling, including linear models and Session 3: More advanced statistical modelling. Reference will be made to the statistical computing environment R for those who wish to implement methods in that system.

## What is R?

**Course code:** RSDA6013

**RDF Domain:** A1.1, A1.2

**Speaker:** Professor Adrian W Bowman, School of Mathematics and Statistics

**Target Group:** Any research students and postdoctoral researchers who wish to develop their skills in the field of data analysis.

**Credit:** 2

**Description:** R is an open source statistical computing system which has facilities for a very wide range of statistical methods but which is also a very flexible programming environment. There is now a very large user community and a considerable collection of additional libraries available for specialist topics. This short course aims to provide a broad introduction to the system. The course will be based around a small number of case studies and there will be an opportunity for practical use of the system. The very wide range of facilities offered by the R environment will be outlined.

## More Advanced Use of R

**Course code:** RSDA6014

**RDF Domain:** A1.1, A1.2

**Speaker:** Professor Adrian W Bowman, School of Mathematics and Statistics

**Target Group:** Research students and postdoctoral researchers who have introductory-level knowledge of R. This includes students who have attended the 'What is R?' session.

**Credit:** 2

**Description:** The aim of the session is to explore some of the more advanced aspects of R as a statistical computing environment. Participants will be invited to express interest in particular topics and this will have an influence on those chosen as the focus of the session. There may be an opportunity for participants to bring their own data, depending on the size of the group.

## Python Programming for Biologists

**Course code:** RSDA6005

**RDF Domain:** A1.3, A1.5, A1.7

**Speaker:** IT Services Staff

**Target Group:** All postgraduate research students and postdoctoral researchers

**Credit:** 1

**Description:** This course, run over three half-days, provides a brief introduction to computer programming with emphasis on biological data analysis. It is aimed at those with little or no prior programming experience, but a general level of computing proficiency will be required. On successful completion of this course participants will have:

- Learned to write their own simple programs and to use/adapt programs written by others.
- Insight into when programming should be used in analysing biological data.
- Experience of the fundamentals of programming: variables, loops, control statements and working with files.
- Extracted and processed information from spreadsheet files, i.e. Excel.
- Understanding of some example programs working with DNA sequences.
- Knowledge of other available resources and how to progress further.

### Notes:

1. A short course such as this cannot make you an expert programmer. Rather, the course aims to give you a taster of programming tools available for biology and how programming can be useful to you in your research.
2. Your feedback on how the course might be improved will be much appreciated.
3. STUDENTS MUST UNDERTAKE ALL THREE DAYS.

## Radiation Protection

**RDF Domain:** A1.1, A1.2, C1.1

**Speaker:** Staff from the Radiation Protection Service

**Target Group:** Compulsory for students using radiation sources

**Credit:** 2

It is essential that any researcher working with radioactive sources is aware of the risks and how to work safely with them in a laboratory environment. This is normally a one-day course covering all aspects of radiation risk/protection and will be assessed.

**TO BOOK A PLACE ON THIS COURSE, PLEASE COMPLETE THE REGISTRATION FORM AT: [www.gla.ac.uk/myglasgow/radiationprotection/radiationprotectioncourse/courseregistrationform/](http://www.gla.ac.uk/myglasgow/radiationprotection/radiationprotectioncourse/courseregistrationform/)**

## Getting Ready for the Workplace: CV Writing Skills and Job Applications

**Course code:** RSDB6058P

**RDF Domain:** B1.4-1.6, B3.1-3.3

**Speaker:** Mr Nairn Scobie, School of Cardiovascular & Metabolic Health

**Target Group:** Final Year Students

**Credit:** 1

**Description:** The course will allow students to see what information should be put forward in a curriculum vitae. We will examine the student's achievements to date and consider how these can be inserted into a CV. We will look at examples of good and bad CV's and consider how an employer would interpret these. We will consider current job opportunities associated with their area of research and how to go about applying for these posts. This will involve filling in application forms, tailoring the CV accordingly and discussing interview techniques.





## Ethical issues and procedures for non-clinical research involving human subjects

**Course code:** RSDA6040

**RDF Domain:** C1. 1., C1.2

**Speaker:** Professor Jesse Dawson, School of Cardiovascular & Metabolic Health

**Target Group:** All postgraduate students undertaking non-clinical research on humans, including those who may be working on a project where ethical approval has already been granted to their academic supervisor

**Credit:** 2

**Description:** This workshop will inform students about the ethical issues that need to be considered when conducting non-clinical research on human subjects. Both the national legislation and local University guidelines governing experiments on humans will be reviewed. The procedures for seeking ethical approval from the MVLS College Ethics Committee for non-clinical research involving human subjects will also be explained. Please note that this session will not deal with clinical research or research involving NHS patients, since these fall under the separate remit of the NHS National Research Ethics Service. It will also not deal with the ethics of experiments with animals. This workshop is **mandatory** for all postgraduate students undertaking non-clinical research on humans, including those who may be working on a project where ethical approval has already been granted to their academic supervisor.

## An Introduction to Omics

**RDF Domain:** A1.1-1.5, A1.7, A2.1, A2.3

**Speakers:** Richard Burchmore, Phil Whitfield, David McGuinness, Gavin Blackburn, Ronan Daly

**Target Group:** Research students and staff who wish to deepen their understanding of high-throughput data generation and analysis

**Credit:** 2

**Description:** A five-day course (Dates to be advised) aimed at familiarising course participants with the basis and application of various omics disciplines: genomics, transcriptomics, metabolomics, proteomics, and bioinformatics. Each of the omics disciplines will be covered by a lecture and a practical bioinformatics session. By the end of the course users should understand, for each omics level: the basis of the discipline, the instrumentation used to generate high-throughput biological data, key applications, and how to visualise the resulting data using commonly used software packages. Participants will also be aware of how different large-scale data sets can integrate in order to obtain better biological inference, and appreciate the nature of other modern challenges in bioinformatics.

To register please contact [mvls-polyomics@glasgow.ac.uk](mailto:mvls-polyomics@glasgow.ac.uk)

## Fieldwork Safety

**Course code:** RSDA6004

**RDF Domain:** A1.1, A1.2, C1.1

**Speaker:** Dr Stewart White, School of Biodiversity, One Health & Veterinary Medicine

**Target Group:** Compulsory for all research students undertaking field work.

**Credit:** 2

**Description:** This course is compulsory for all field workers. The course will cover a range of topics and is designed to ensure that students are aware of the dangers associated with field work and how they can minimise these risks.

## Ethics Approval for People Working with Human Subjects

**Course code:** RSDC6006

**RDF Domain:** C1.2, C1.3

**Speaker:** Dr Georgina Wardle

**Target Group:** Year 1

**Credit:** 1

**Description:** The University of Glasgow Ethics Committee is responsible for the approval of non-clinical research projects involving human participants. This workshop will review the background to regulations and principles governing such research. The workshop will also advise students on the procedure for applying for permission to undertake empirical research involving humans in non-clinical settings. It will not cover NHS applications, or applications involving work with animals.

## Systematic Reviews: From Protocol to Publication

**Course code:** RSDA6185

**RDF Domain:** A1.2, A1.3, A1.4, A2.1, A2.2, A2.3, C2.2, D2.3

**Speaker:** Ms Valerie Wells and Dr Hilary Thomson, School of Health & Wellbeing

**Target Group:** Years 1 and 2

**Credit:** 1

**Description:**

Rationale: A systematic review can be a useful component of a PhD project for several reasons. It can demonstrate the research gap that other components of the PhD will fill; it can investigate the variety of approaches and sources of heterogeneity in a research area; it develops a range of research skills; and, given that a systematic review can generate original findings and new knowledge, it can also produce a publishable output with impacts on policy and practice. However, a systematic review is also a resource-intensive endeavour that benefits from careful planning. Even if a full systematic review is not undertaken, the principles and methods can be applied to increase the transparency and rigour of any literature review.

**Description:** This short course aims to provide doctoral candidates with knowledge of best practices and reporting standards relevant to systematic reviews and meta-analyses. The session will help students make the methodological decisions necessary to balance feasibility and rigour.

The learning objectives of the course are:

1. To become familiar with the different systems and standards used in registering a review protocol and reporting a completed review (i.e. PRISMA, PROSPERO, Cochrane MECIR standards)
2. To understand when to conduct a meta-analysis and the options available when conducting synthesis without meta-analysis (narrative synthesis)
3. To become familiar with the GRADE framework for summarising findings and describing certainty in systematic reviews
4. To discuss how to complete a rigorous and (ideally) publishable review within the time and resource constraints of a PhD.

**Format:** 90 minute presentation followed by question and answer session

## Design and Analysis of Comparative Experiments

**Course code:** RSDA6099P

**RDF Domain:** A1

**Speaker:** Dr Paul Johnson, School of Biodiversity, One Health & Veterinary Medicine

**Target Group:** 2-4

**Credit:** 2

**Description:** Comparative experiments are at the heart of hypothesis-driven research and yet they are surprisingly difficult to design and to analyse. Often it is only during write-up that design flaws become apparent, making it difficult to draw meaningful conclusions. This course explores the challenges of designing and analysing comparative experiments and their practical solutions. We will address the following issues: How to formulate questions and hypotheses; Understanding statistical testing; How to choose the appropriate statistical analysis methods; How to identify and evaluate sources of variation. Each day will alternate lectures with facilitated group work. The students will have the opportunity to apply the knowledge gained to their own research project and to discuss specific problems with peers and staff. Note that this is not a formal statistics course although considerations of how the data can and should be analysed will be an important part.

## Introduction to Writing your Thesis

**Course code:** RSDA 6010

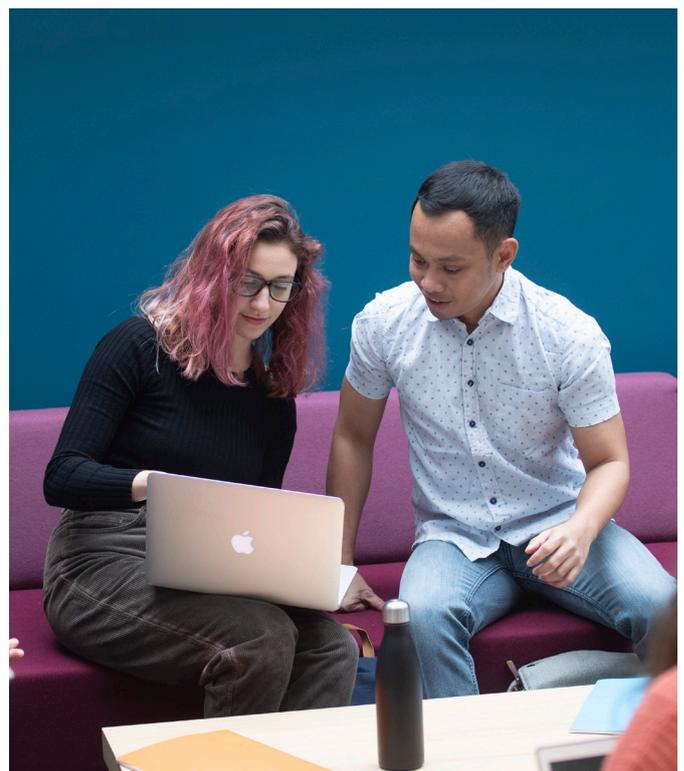
**RDF Domain:** A1.3, A1.4, A3.2, A3.4, A3.5, C1.6, D2.1, D2.2

**Speaker:** Professor Helen Wheadon, School of Cancer Sciences

**Target Group:** Mandatory for students in the final year of a PhD.

**Credit:** 2

**Description:** Few people are naturally gifted writers and the task of marshalling the work of three years into a coherent and cogent text is daunting. There are numerous elephant traps along the way: boredom; lost notes; other more interesting projects, as well as more serious difficulties. If you are going to complete your thesis successfully (and on time), it is important to have a strategy to help you cope. This lecture will discuss how to get started, how to plan your thesis and discuss style, content and approaches to your write up. Criteria for a PhD/MSc(R)/MD/DDS; when to write thesis; alternative ways of undertaking the writing process; importance of a coherent theme; sections and what to include; issues about citing the literature and presentation. Minimum number of students is 10. This course is best suited for those who are about to start, or have recently begun, to write their thesis. It should not be taken by first year students.





## Three Minute Thesis Competition

A thesis may be up to 80,000 words long and would take 10 hours to explain.

Think you can do it in just 3 minutes to an audience of non-specialists using a single, static PowerPoint slide?

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Enter the **UofG Three Minute Thesis Competition (3MT)**.

**You will:**

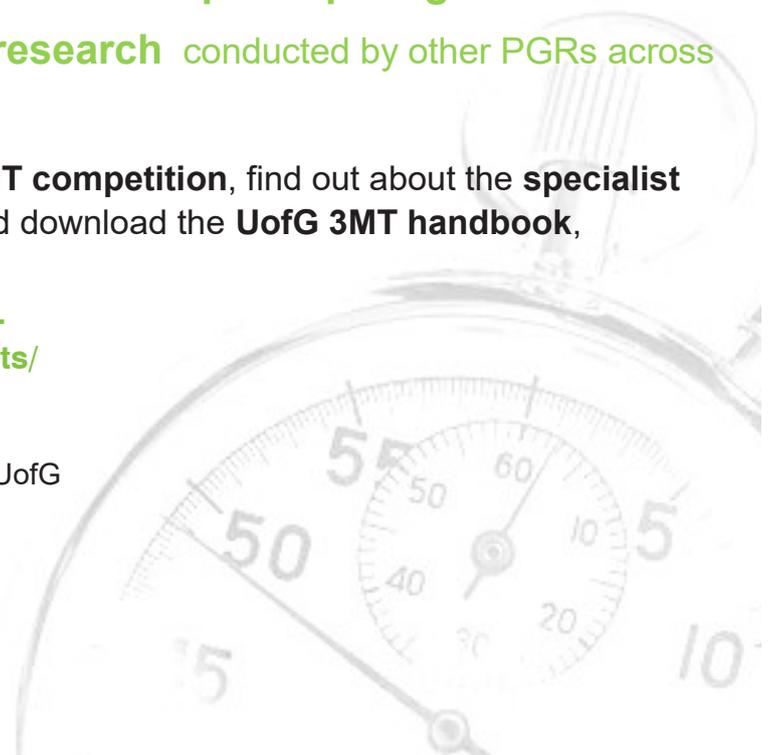
- ◆ Have the chance to **win a £1000 travel grant**.
- ◆ **Hone your communication and presentation skills** at the friendliest academic competition for PGRs.
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To **register for this year's UofG 3MT competition**, find out about the **specialist coaching** offered to participants, and download the **UofG 3MT handbook**, visit:

[www.gla.ac.uk/research/ourresearch-environment/prs/pgrcoursesandevents/threeminutethesiscompetition/](http://www.gla.ac.uk/research/ourresearch-environment/prs/pgrcoursesandevents/threeminutethesiscompetition/)

#UofG3MT #UofGWorldChangers #TeamUofG

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## Screening from Early Stage Drug Discovery to Academic Speciality

**Course code:** RSDA6119

**RDF Domain:** Lead Domain is A. Includes B1, B3, C1, D1, D2, D3

**Speaker:** Dr Eric Kalkman, School of Cancer Sciences

**Credit:** 1

**Description:** The screening lecture aims to provide students with no pharmaceutical or drug screening background a concise overview of the way drug discovery works, both in industry and in academia. The lecture will begin discussing how pharmaceutical companies performed drug discovery for several decades using High Throughput Screening, screening millions of compounds to find a few potential drug candidates. It will discuss why this is no longer a viable model and why drug discovery is such a challenging field. The lecture will take students through a classical drug discovery project pipe-line from early stage drug discovery to clinical trials. It will then explain how the pharmaceutical industry has had to become much more transparent and is now eager to collaborate with academia, to keep drug discovery economically viable. It will discuss the main types of screening utilized today, and go into more detail regarding High Throughput Screening and High Content Screening. Finally, the lecture will point out the likely future direction of drug discovery.

## Analysing Qualitative Data

**Course code:** RSDA6159

**RDF Domain:** A1

**Speaker:** Ms Jacqueline Reilly, School of Health & Wellbeing

**Target Group:** Students new to using qualitative methods (eg. interviews) for data collection and analysis

**Credit:** 1

**Description:** This workshop aims to demystify the analysis of qualitative data. Whilst this topic is addressed in education research texts, the terminology can be confusing and it can be difficult to know which of several approaches to take. The workshop will include an interactive presentation, small-group discussion, and an opportunity to practice content and thematic analysis.

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

- Distinguish between different forms of qualitative data and how they may be collected;
- Distinguish between different approaches to analysis of qualitative data and explain when they are best used;
- Undertake content and thematic analysis.

Please note that this is not a course in the use of NVIVO software. Training in the use of NVIVO is offered by UoG IT.

## T-tests and ANOVA for the Analysis of Laboratory Data (primarily)

**Course code:** RSDA6125P

**RDF Domain:** Lead Domain is A. Includes A1, A2, C1 D2

**Speaker:** Dr John McClure, School of Cardiovascular & Metabolic Health

**Credit:** 1

**Description:** Students doing laboratory based projects often have to analyse their data using t-tests and ANOVA. This course will introduce how to:

- decide when t-tests and ANOVA should be considered;
- check these methods' assumptions;
- analyse and interpret data with these methods (using Minitab).

It will also briefly consider alternatives to t-tests and ANOVA.

Whilst the course is aimed primarily at those doing laboratory based projects, it is open to anyone who is likely to need to use t-tests or ANOVA.

## Preparing for the Viva

**Course code:** RSDA6011

**RDF Domain:** A3.4, A3.5, D2.1

**Speaker:** Professor Kevin O'Dell, School of Molecular Biosciences

**Target Group:** Mandatory for students in the final year of a PhD.

**Credit:** 2

**Description:** Single two hour session: talk and discussion.

This workshop will cover the regulations governing submission and the timescale for the examination procedure. It will include discussion on the structure of the viva and the type of questions which are likely to be asked. The workshop is designed for students who intend to submit within the next 6 months. The role of the convener and the internal and external examiners will also be explained.

## Qualitative Research

**Course code:** RSDA 6041

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Ms Jacqueline Reilly, School of Health and Wellbeing Target Group1-4

**Credit:** 1

**Description:** This workshop will introduce students to the basic principles of qualitative research for the analysis of interview and focus group data. It will provide advice on when to use this approach, and a short guide to how to carry out a qualitative study. The session will be illustrated with relevant examples.

The course is suitable for any student who feels that their research may include interviews or focus groups with individuals and/or groups.



# HOW CAN I ENGAGE THE PUBLIC WITH MY RESEARCH?



Sharing your research with the public can be rewarding and can have a real impact on everyone involved. It can inspire you and make you think about your research in a completely different way. It can highlight the benefits and importance of research to the public. Moreover, public input can help improve research and trust in science. Engagement can also be a great way to develop transferrable skills useful to your professional development.

The University of Glasgow is committed to contribute to society through public engagement and the college of MVLS has a long history of engaging the public with our world-changing research. We are embedding public engagement alongside research as a valued and important activity, and have established the MVLS Engagement team. This team is available to help and encourage staff and students to undertake public engagement with research by offering funding, training, awards, support surgeries and engagement resources.

If you are new to public engagement, check out the "Sharing your research with the public - Quick start" guide and build your skills and knowledge by completing our MVLS Introduction to Public Engagement with Research Moodle.

Visit: [www.gla.ac.uk/mvls-engage](http://www.gla.ac.uk/mvls-engage)

Keep updated on all MVLS engagement news @UofGMVLS-Engage and by joining MVLS Engage Yammer group, or contact: [MVLS-Engage@glasgow.ac.uk](mailto:MVLS-Engage@glasgow.ac.uk)

Information on central University of Glasgow support for public engagement can be found at [www.gla.ac.uk/myglasgow/publicengagement/](http://www.gla.ac.uk/myglasgow/publicengagement/) @UofGPE.

Here are some ways in which you can gain inspiration, develop your skills as a communicator, and engage the public in Glasgow - and beyond - with your own research.

## Glasgow Café Scientifique

Discuss your research with the public over a glass of wine or cup of coffee. Held on the first Monday every month, currently online but back soon to Waterstones, Sauchiehall Street.

[www.gla.ac.uk/events/cafescientifique/](http://www.gla.ac.uk/events/cafescientifique/)

## Glasgow Science Festival

An annual award winning festival showcasing local researchers from the worlds of science, technology, engineering, maths and medicine (STEM).

<http://www.glasgowsciencefestival.org.uk/>

## Glasgow Science Centre

Encourage family and adult audiences to explore new research concepts and discoveries. Get involved with 'Curious About', a series of themed digital festivals <https://curiousabout.glasgowsciencecentre.org/> or contact [public\\_engagement@gsc.org.uk](mailto:public_engagement@gsc.org.uk) for more information.

[www.gla.ac.uk/colleges/mvls/researchinnovationengagementsupport/publicengagement/engagementopportunities/](http://www.gla.ac.uk/colleges/mvls/researchinnovationengagementsupport/publicengagement/engagementopportunities/)

## Glasgow Bright Club

An opportunity for academics to communicate their research via stand-up comedy! Performers receive full training, with rehearsals and advice from a professional comedian.

[www.facebook.com/brightclubglasgow](http://www.facebook.com/brightclubglasgow)

## Pint of Science - Glasgow

This annual festival brings researchers to a local pub to present their scientific discoveries.

[www.pintofscience.co.uk/events/glasgow](http://www.pintofscience.co.uk/events/glasgow)

## STEM Ambassadors

Become a STEM Ambassador to help bring STEM subjects to life and demonstrate the value of them in life and careers to young people. The scheme provides excellent, free online professional development.

[www.stemambassadors.scot/](http://www.stemambassadors.scot/)

## Formulating a research question: true, new and important!

**Course code:** RSDA6097P

**RDF Domain:** A1, A2, A3, B1

**Speaker:** Dr Antony Workman, School of Cardiovascular & Metabolic Health

**Target Group:** Students embarking on a post-graduate experimental biomedical research project

**Credit:** 1

**Description:**

**Lecture overview: Single, 1.5-2 hr**

This lecture serves as an introduction, for students embarking on a post-graduate experimental biomedical research project, to the process of formulating a suitable research question. It is intended to help such students identify a scientific question to address, problem to solve, or hypothesis to test, that should maximise their chances of ultimately producing data that are valid 'true' and conclusive, sufficiently novel ('new'), and having sufficient impact ('important') as to be worthy of publication in a high quality peer-reviewed scientific journal. The specific and general learning objectives are given below. This process should ideally be undertaken by students before starting their project, but would also be useful to students who have just begun. The lecture draws on examples from experimental cardiac electrophysiology -the area of expertise of the lecturer -but the principles involved and the learning objectives should apply to other fields of experimental biomedical research.

### Specific learning objectives for 'Formulating a research question: true, new and important!'

- To learn steps typically involved in generating and modifying a research question.
- To understand the importance of generating valid, conclusive, novel and important data.
- To encourage curiosity-led reading and experimental technique
- To reiterate how to conduct a literature search and review.
- To emphasise the value of hypothesis-driven research.
- To introduce practical aspects of experimental design and execution.
- To gain basic understanding of cardiac electrophysiology and recording techniques.

### General learning objectives for 'Formulating a research question: true, new and important!'

- To learn through curiosity and to develop the ability to critically evaluate evidence.
- To encourage self-directed learning.
- To develop familiarity with the scientific method.
- To encourage problem-solving behaviour.
- To provide the student with an opportunity to explore a biomedical research topic in depth.
- To develop generic skills such as report writing and data handling.

## Successful Writing

**Course code:** RSDA 6009

**RDF Domain:** A1.3, A1.4, A1.6, A3.2, A3.4, A3.5, C1.6, D2.1, D2.2

**Speaker:** Prof Marek Dominiczak, School of Medicine, Dentistry & Nursing; Ms Kathy McFall, School of Medicine, Dentistry & Nursing

**Target Group:** Years 1 and 2

**Credit:** 2

**Description:** Good writing helps your career in science. It increases your chances of publishing in high impact journals, can help to make your thesis sharp and elegant, and, generally, improves your image in the scientific community. In this workshop we first discuss the structure of a research paper and propose a disciplined approach to writing its different sections. We then discuss how to create visuals (tables, graphs, drawings and photographs) to accompany the text. In the last part we go practical: we focus on writing style and give you practical pointers which are likely to improve your writing right away.

## Statistics - Linear Regression

**Course code:** RSDA 6036

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Professor Jim Lewsey, Professor of Medical Statistics

**Target Group:** PGT and PGR students

**Credit:** 1

**Description:** This course introduces the methods of correlation and multiple linear regression for use in medical, veterinary and life sciences research. The focus is on detailing when these methods are appropriate and interpreting statistical output (eg. correlation coefficients, linear regression coefficients, confidence intervals, p-values).

## Statistics - Logistic Regression

**Course code:** RSDA 6095P

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Professor Jim Lewsey, Professor of Medical Statistics

**Target Group:** PGT and PGR students

**Credit:** 1

**Description:** This course introduces the method of multiple logistic regression for use in medical, veterinary and life sciences research. The focus is on detailing when this method is appropriate and interpreting statistical output (eg. odds ratios, confidence intervals, p-values, Hosmer-Lemeshow test, c-statistic).

## Statistics - Survival Analysis

**Course code:** RSDA 6038

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Professor Jim Lewsey, Professor of Medical Statistics

**Target Group:** PGT and PGR students

**Credit:** 1

**Description:** This course introduces the methods of Kaplan-Meier and Cox regression for use in medical, veterinary and life sciences research. The focus is on detailing when these methods are appropriate and interpreting statistical output (eg. Kaplan-Meier survival estimates, log-rank test, Hazard Ratios, confidence intervals, p-values).



## Statistics - Diagnostic Testing and Comparing Methods of Measurement

**Course code:** RSDA 6039

**RDF Domain:** A1.1, A1.6, A2.1

**Speaker:** Dr John D McClure, School of Cardiovascular & Metabolic Health

**Target Group:** PGT and PGR students

**Credit:** 1

**Description:** The session will cover: Sensitivity and Specificity, Positive Predictive Values, Negative Predictive Values, Prevalence and ROC curves. Bland-Altman Plots and 95% Limits of Agreement. It will also briefly mention inter-rater agreement methods, but will not cover these in detail.

## Intellectual Property and Economic Impact Opportunities for your Research

**Course Code:** RSDC6035

**RDF Domain:** C1, C2, C3

**Speaker:** Dr Rachel Colman, IP & Innovation Manager, Research & Innovation Services

**Target Group:** Years 1 - 4 research students

**Credit:** 1

**Description:** This course will provide an overview of:

- Intellectual Property and how it applies to the life sciences
- Factors to consider in developing intellectual property rights in your research
- Role of intellectual property in creating economic impact from research
- Commercial exploitation of intellectual property via licensing and spin-out company formation

The course will be delivered by a team of presenters comprising patent agent; venture capital investor; IP lawyer and technology transfer manager

## Teaching with Technology

**Course Code:** RSDD6069

**RDF Domain:** B3.2, D1.5, D3.1, D3.6

**Speaker:** Dr Anna McGregor, School of Biodiversity, One Health & Veterinary Medicine

**Target Group:** Postgraduate research students or postdoctoral researchers but especially those considering a position that involves teaching in higher education.

**Credit:** 1

**Description:** This workshop will familiarise students with current applications of technology in teaching and serve to enhance the basic concepts covered in the GTA training for demonstrators. Teaching practice in today's higher education environment now involves a range of technologies, so for postgraduate research students entering such institutions, familiarity with potential tools and resources could give them an advantage in obtaining a position or designing effective coursework. This course will introduce key concepts about current applications of technology in academic practice, including virtual learning environments, tools for blended learning or entirely online courses, electronic response systems and more subject-specific pedagogical software. Following an overview of these technologies, this course will provide some tips and tricks for implementing these resources in any future teaching opportunities.

Concepts to be covered include: Virtual learning environments, Plagiarism checking software, Assessments with technology, Electronic response systems, Online portfolios and lab notebooks, Social media in the classroom, Blended learning, Online courses / MOOCs, Flipped classroom approaches, Supporting diverse learners

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

- Explain current concepts related to the use of technology in teaching
- List several frequently used software applications
- Apply a few technologies to improve your teaching practice

## An Introduction to Clinical Trials

**Course Code:** RSDA6177

**RDF Domain:** A1

**Speaker:** Dr Caroline Haig, Robertson Centre for Biostatistics

**Target Group:** Years 1 – 4

**Credit:** 1

**Description:** For students who are, or will be involved with clinical trial research, this course will provide an overview of the key elements of the trial process. Topics include history and principles, design and statistical analysis, practicalities and limitations. Taught by statisticians from the Robertson Centre of Biostatistics and Glasgow Clinical Trials Unit, the aim is to equip students with the knowledge and understanding of what is involved in conducting clinical trials.



## How do I engage the public with my research Parts 1 & 2? Getting started and developing practical activities

**Course code:** RSDD6009

**RDF Domain:** D2, D3.2, D3.5

**Speaker:** Dr Tansy Hammarton, Ms Hannah Bialic and Dr Claire Donald, School of Infection & Immunity

**Target Group:** All postgraduate students and postdoctoral researchers

**Credit:** 2

**Description:** RCUK define public engagement as 'a two-way process involving interaction and listening with the goal of generating mutual benefit'. This one-day course will explore the importance and benefits of public engagement with research. It will help you to identify who your 'public' are, how to make your science accessible to them, and it will introduce a number of approaches that will help you to plan and execute engagement activities with your audiences.

This course is aimed at anyone with an interest in finding out more about public engagement and how to get started, and has a focus on delivering face to face public engagement activities e.g. hands-on practical demonstrations.

In the morning, we will start with an introduction to public engagement – why, who and how? This session will provide an overview of public engagement – what it is, why it is important and the many ways in which you can get involved. We will discuss popular approaches and activities such as public lectures, discussion groups (e.g. Café Scientifique), science festivals, working with schools, and engaging with the media. Newer and more alternative approaches involving digital platforms, games, art-science collaborations and public participation in scientific research (e.g. citizen science) will also be explored. Finally, this session will consider the more practical aspects of public engagement such as how you can make your research accessible to different groups, the nitty-gritty of planning and organising your own activity, how to obtain funding, and how you can evaluate a public engagement event.

In the afternoon, we will move on to exploring how to tailor your activity and language appropriately for the audience you wish to reach. You will also explore ways to mock up your own experiments for the non-specialist, and will get to try out some pre-tested schools/science festival experiments to gain inspiration before putting all of what you have learned together and considering how you can apply it to your own research.

## How do I engage the public with my research Part 3? Using the Written Word and Social Media

**Course code:** RSDD6086

**RDF Domain:** D2, D3.2, D3.5

**Speaker:** Dr Tansy Hammarton, Ms Hannah Bialic and Dr Claire Donald, School of Infection & Immunity

**Target Group:** All postgraduate students and postdoctoral researchers

**Credit:** 1

**Description:** RCUK define public engagement as 'a two-way process involving interaction and listening with the goal of generating mutual benefit'. This half-day course will explore how you can engage the public through the written word and social media. It is aimed at anyone wanting to use conventional media, social media and other digital tools to engage the public. Those new to public engagement may find it useful to attend 'How do I engage the public with my research? Getting started and developing practical activities' before attending this course, but this is not essential. This course will start by providing an overview of how the conventional print and broadcast media function and how you can engage with them. You will be given guidance on writing a successful press release and practice writing for non-specialist readers. We will then explore the growing importance and value of social media for communicating research and how to use social media applications (e.g. Twitter, Facebook and Instagram) as well as other digital tools such as blogs, lay articles, podcasts and short films to engage the public.

## Glasgow Science Festival in Action

**RDF Domain:** D1.1, D1.2, D2.1, D2.2, D2.3, D3.2, D3.5

**Speaker:** Dr Deborah McNeill, Glasgow Science Festival Director

**Target Group:** All postgraduate students

**Credit:** 3

**Description:** Join the Glasgow Science Festival team with an exciting opportunity to collaborate, create and deliver a highly engaging STEM event for families, in partnership with a local community centre.

PhD students from MVLS are invited to join our extended training scheme, taking place throughout March to June 2023. This will involve a combination of taught sessions and small group work focusing on content development. Culminating in the delivery of your work as part of Glasgow Science Festival during June 2023.

Throughout the course you will develop useful skills such as:

- Effective group working
- Understanding your audience
- Event management and logistics
- Development and delivery of high-quality STEM engagement content
- Creation of supporting materials, including video content
- Project and budget planning
- Simple but effective ways to promote the event through social media channels

There are 16 places available and all participants must be able to make a commitment to the entire course and delivery during the Glasgow Science Festival in June 2023. Please visit [www.glasgowsciencefestival.org.uk](http://www.glasgowsciencefestival.org.uk) in early February 2023 for more information, session dates and how to apply. Please note that if COVID restrictions limit face to face interactions, delivery of the course will be online and focused on creating digital activities for the festival.

## Chemical Safety & Emergency Response

**Course Code:** RSDC6042

**RDF Domain:** C2 Risk Management

**Speaker:** Dr Philip Rodger, Health & Safety

**Target Group:** 1st Year PhD/Early Career Researcher

**Credit:** 1

**Description:** This short course has been designed specifically for PhD students and postdoctoral researchers to provide an introduction to chemical safety. It begins with a brief overview of the legal requirements for carrying out chemical risk assessments and what falls within the scope of the legislation before moving on to a discussion of what exactly is a CoSHH Assessment and how this should be approached. The hazards associated with several different classifications of chemicals will be introduced along with the methods used to determine the risks they pose to users. Having established a suitable level of background knowledge followed by a discussion of how to approach a chemical risk assessment in a logical and methodical manner ensuring that all of the substances used in a process are considered. To assist with this I will cover how to collect hazard information from labelling and interpret Safety Data Sheets (SDS) and other resources. Using the CoSHH Assessment form provided by the University of Glasgow as a guide delegates will learn the principles of risk control and discuss how by considering process design, substitution of materials and the use of safety equipment the level of risk can be minimised and staff and students protected from exposure to harmful chemicals. Learning outcomes are covered below:

- Legal responsibilities of chemical users under the CoSHH Regulations
- Physical and chemical hazards of common chemicals
- Exposure routes and effects
- Sources of useful information and how to interpret them
- CoSHH risk assessment process
- Understanding and selecting control measures
- Benefits and limitations of PPE
- Emergency response to chemical spills and incidents

The session finishes with a short guide to managing chemical emergencies appropriately and ensuring that staff are not put at additional risk.

## Understanding Research Designs in Clinical Research

**Course Code:** RSDA6065P

**RDF Domain:** A1

**Speaker:** Dr Alex McMahon

**Target Group:** 1-4

**Credit:** 1

**Description:** The course will cover the philosophy and design of research designs such as the case-control study, the cohort study, and the randomised controlled trial (RCT). Both observational designs and the RCTs have strengths and weaknesses. The course will explain the paradigms of these designs and how one is strong when the other is weak. Issues such as confounding by indication, and confounding by severity of indication, will be discussed.

## Understanding the Randomised Controlled Trial

**Course Code:** RSDA6212P

**RDF Domain:** A1

**Speaker:** Dr Alex McMahon

**Target Group:** 1-4

**Credit:** 1

**Description:** This course will do a quick history of the Randomised Controlled Trial (RCT), examine types of RCT and give some examples of university RCTs. Relevant parts of the development of the RCT will be explained, including study design and dealing with problems such as protocol violators and missing data. Philosophical issues such as regression to the mean will also be covered.





## Organisational Development Courses

Courses offered by Organisational Development are not available to postgraduate students, only to Research Staff. Courses available are listed on the website at:

[Organisational Development](#)

### How to Book

For details on how to book these courses, please refer to the Organisational Development web page:

[Booking Information](#)

Important: Please note that if you have registered for one of the courses and should you either fail to attend or make a last minute cancellation, you will be liable for the payment of a cancellation fee.

# ALL OTHER COURSES

(pages 23 – 41)

Credits for courses on these pages can be made through MyGlasgow by raising a support call - please go to the following web site for information: [www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/pgrstudentforms/](http://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/pgrstudentforms/)

If these courses have references starting with RSD... e.g. RSDC6023 - you do not need to supply evidence of participation because these courses are listed on your My Campus record.

For every other course you must supply evidence of participation such as a programme timetable, event flyer, email from course presenter etc as proof of participation where formal proof of registration is not available.



University  
of Glasgow

## Student Enterprise

# Helping enterprising students start up and run their own business

Self-employment is an option which more and more of our students are considering, whether that involves starting their own business, working freelance or becoming a sole trader. Here at the University of Glasgow, we are keen to provide the help and support our enterprising and entrepreneurial students

need in order to turn their dreams into reality, for instance, by helping them test out their ideas through 1-2-1 mentoring and competitions, or assisting during the actual business start-up process and beyond.

### Support available includes:

- Practical business start-up workshops
- Assistance with legal structures and set-up
- 1-2-1 business advice clinics
- Mentoring Programme
- Help with business and financial planning
- Summer StartUp Workshop Programme (June - end Aug)
- Summer Company Programme (competitive/£2.5K grant funding)

### Competition Support:

Business Competitions, of which there are many, can play a key role in providing the initial finance required to get started in business. Some successful examples being Young Alumni of the Year 2017, Susanne Mitschke and Patrick Renner, who founded Citrus Labs, based in California while studying at Glasgow and went on to be joint winners of Converge Challenge 2016. Corien Staels of wheelAIR® has also reaped the rewards of engaging in competitions whilst at Glasgow winning the Converge Challenge Design and Creativity Award in 2017, a £100,000 award from Scottish EDGE Round 10 and becoming a Royal Society of Edinburgh Enterprise Fellow.

Joan Kangro, Kingdom Technologies, gained a place on the RSE Unlocking Ambition Enterprise Fellowship in 2018, successfully closed a £400K funding round in 2020 and is just about to close another funding round, for the development of his robotic lawnmower.

- StartUp Visa support and endorsement (final year students recent graduates)
- Support in perfecting your business plan
- Advice on pitching
- Advice on how to secure funding
- Connections to professional advisers including external business support agencies, solicitors, accountants and IP specialists
- Guidance through the process of launching your business
- Ongoing support when your venture is up and running

We regularly have finalists in most of the business start-up competitions such as Scottish Edge and Converge Challenge. In 2019 Pooja Katara, founder of SENSEcity, won the Creative Converge Challenge and Marwa Ebrahim, founder of Atypical Cosmetics, won the runner up award in the same category. Pooja went on to win an Unlocking Ambition Enterprise Fellowship and has subsequently landed lucrative contracts with Historic Environment Scotland for her Historiscope, and Marwa was recently awarded £75,000 in Round 19 of Scottish Edge.

Many of our students, both undergraduate and postgraduate, have started up and run their own ventures whilst studying here over the years. They have come from a variety of disciplines from across the University and often we see students who only have a vague idea for a business that they may want to pursue in the future.

As of 2022, Student Enterprise now has a new home in the Enterprise Suite of the Advanced Research Centre (ARC). This will be the base for our entrepreneurial community thrive and grow at Glasgow and offers fixed desk and hot desking opportunities for our budding entrepreneurs in addition to our workshop and events programmes.

For more information or to make an appointment please contact our Student Enterprise Manager, Marion Anderson: [marion.anderson@glasgow.ac.uk](mailto:marion.anderson@glasgow.ac.uk) [studententerprise@glasgow.ac.uk](mailto:studententerprise@glasgow.ac.uk) [www.gla.ac.uk/myglasgow/students/enterprise/](http://www.gla.ac.uk/myglasgow/students/enterprise/)

## Researcher Development Courses

The following courses are available to PGRs and are organised by the Researcher Development Team ([researcher-development@glasgow.ac.uk](mailto:researcher-development@glasgow.ac.uk)) within Research & Innovation Services. **There are also a number of online courses and hybrid courses that include self-paced and live components. Information on all of these courses can be found here: : [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment)**

### How to Book:

**Enrolment for mandatory courses** is via Moodle ([www.moodle.gla.ac.uk](http://www.moodle.gla.ac.uk)). Follow the link in the course description, or find the course using the Moodle search bar.

**Enrolment or cancellation for other courses** is via MyCampus unless otherwise stated in the course description.

1. Search to enrol for courses using MyCampus (under Self Service - Student Centre / Enrolment / Add by Search / Course Career: PG Research).
2. In the 'Search for Classes' Page' under the 'Course Catalogue' section, add the 4-digit number at the end of the **course code**, for example, RDSA 6006 (remove letters and add numbers only). Select 'Postgraduate Research' from the drop-down menu - select search.
3. Select your preferred Course and Date, which will be added to 'your choices'.
4. Click on the 'my choices' tab. Select the courses from the table view and then click on 'Enrol' to complete enrolment on the course/workshop.

### Finding your course:

Information on how to find your course venue or webinar link can be found on your UofG Life App ([www.gla.ac.uk/apps/uofglife/](http://www.gla.ac.uk/apps/uofglife/)) and will be sent by email in advance of the training. For online training you will need a screen and microphone. Identify yourself using your student number and full name so that your attendance can be correctly recorded. Leave enough time before the course to ensure that the software is working for you. At face-to-face events remember to sign the class register so that your attendance can be correctly recorded.

Please note that in order to encourage active learning and protect participant and trainer privacy, training is generally NOT recorded. You are welcome to review the course materials, which are stored on the Researcher Development Moodle.

### One-to-one appointments for academic writing or careers advice:

One-to-one sessions by zoom can be booked with our academic writing adviser, Dr Jennifer Boyle ([jennifer.boyle@glasgow.ac.uk](mailto:jennifer.boyle@glasgow.ac.uk)) and our Researcher Careers adviser, Katrina Gardner ([katrina.gardner@glasgow.ac.uk](mailto:katrina.gardner@glasgow.ac.uk)) using the appointment booking system on MyGlasgow (GUID required).

## Competitions

### 3 Minute Thesis

A thesis may be up to 80,000 words long and would take 10 hours to explain. Think you can do it in just 3 minutes to an audience of non-specialists using a single, static PowerPoint slide? The 3 Minute Thesis is a friendly academic competition that enables you to hone your communication and presentation skills, receive specialist training, and have the chance to win a £1000 travel grant. Heat winners go through to a UofG final, and the university winner is put forward for the national Vitae competition. More information on how to participate can be found at [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment)

## Mandatory Courses for New PGRs:

(NB: These are the courses run by researcher development. Please check with the PGR strategy team to confirm which courses are mandatory)

### Research Integrity

Complete this course on Moodle

RDF Domain: C1-2

Speaker: Research Integrity Specialist and UofG staff

Duration: Hybrid course: online training + 1 hour webinar/workshop

Target Group: All PGRs. **Mandatory** for all new Year 1 PGRs.

Description: This course introduces expectations for all researchers regarding good research practice and the support available at the University of Glasgow. It explores issues relating to research, collaborations, publication and innovation, including good research conduct (referring to the University's own policies and national developments, such as the Concordat for Research Integrity); authorship, conflicts of interest and peer review; plagiarism and self-plagiarism; data management; open research; and research misconduct and whistle blowing.

The self-paced materials give a baseline knowledge of expectations and challenges in the wider research environment, including potential pitfalls or grey areas that may be encountered. This is followed by a seminar to apply the knowledge in practice. It is expected that the course will lead on to further discussions with your supervisor and colleagues in your subject area. The link to access the course through Moodle can be found here: <https://moodle.gla.ac.uk/course/view.php?id=21594>

### Introduction to Research Data Management

Complete this course on Moodle

RDF Domain: C1-2

Speaker: Research Data Management Service

Target Group: All PGRs. **Mandatory** for new Year 1 PGRs in MVLS and COSE.

Duration: Online training + optional 1 hour webinar

Description: Publicly funded research is a public good. When data are created as part of academic research, they should be carefully stored, managed and, wherever possible, shared. This course introduces researchers to examples of good research data practice, illustrated with real-life examples. Topics include the data lifecycle; funder compliance; and what should happen to your data when you graduate.

The course is designed for researchers in their first year of postgraduate study but is also suitable for researchers in other years who have not received training in research data management. This course will also help researchers to prepare their data management plans, which are now a mandatory component of the first Annual Progress Review. The link to access the course through Moodle can be found here: <https://moodle.gla.ac.uk/enrol/index.php?id=13007>

### Equality and Diversity Essentials

RDF Domain: D1

Target Group: All postgraduate researchers. **Mandatory** for new first year postgraduate researchers.

Duration: Online training

Description: The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. All staff and postgraduate researchers need to be aware of our individual and collective responsibility in relation to equality following the introduction of the Equality Act 2010. This module should be completed by ALL postgraduate researchers in first year. It outlines the nine protected characteristics covered under the Equality Act 2010, definitions such as the different forms of discrimination (direct, indirect etc), what constitutes bullying or harassment, and provides a brief overview on cultural awareness.

You can work through the course at your own speed. You can also stop the courses at any point and resume later from that same point. The link to access the course through Moodle can be found here:

<https://moodle.gla.ac.uk/course/view.php?id=1944>

### Information Security Awareness

RDF Domain: C1-2

Target Group: All postgraduate researchers. **Mandatory** for new first year postgraduate researchers.

Duration: Online training

Description: IT systems and the information they hold have become critical to the operation of the University, as well as many other aspects of everyday life. At the same time, there are multiple risks to their security, threatening the confidentiality, integrity, privacy and availability of information and systems. The more you are aware of these risks, the more you can do to keep everyone's data safe. You can also avoid falling victim to scams designed to steal your personal data and, in some cases, your money. UofG have developed a free online course for all students and staff, highlighting current threats and providing practical advice on how to avoid them.

The course takes about an hour to complete and is divided into short sections so you can spread it over several days if you prefer. The link to access the course through Moodle can be found here:

<https://www.gla.ac.uk/myglasgow/it/informationsecurity/awarenessmodule/>

### Introduction to GDPR

Complete this course on Moodle

RDF Domain: C1-2

Format: Online self-paced training

Target Group: All researchers.

**Mandatory** for researchers using sensitive personal data (check with your supervisor and/or Graduate School for advice)

Description: This course gives a basic overview of the main provisions of the General Data Protection Regulation (GDPR), which came into force on 25 May 2018. It debunks some of the myths surrounding the Regulation and give researchers who are using sensitive personal data a comprehensive understanding of their and the University's obligations under the GDPR.

The link to access the course through Moodle can be found here:

<https://moodle.gla.ac.uk/course/view.php?id=13069>





## OPTIONAL COURSES

### Career Directions

#### Introduction to Postgraduate Leadership

**Course Code:** RSDB 6107

**RDF Domain:** B1-3, D1

**Speaker:** MY Consultants

**Target Group:** All PGRs, particularly those starting Year 1

**Duration:** 1 day

**Description:** As a researcher you will have leadership responsibilities that come from managing your own projects, collaborating with researchers and mentoring other students and team members. This day workshop is designed for those in the early stages of their research project. It will highlight the importance of these leadership skills and equip you with confidence and tools to become a co-ordinated, mindful and useful leader throughout your future in research. These skills that are worth cultivating from the beginning of your career, however, the course is suitable for anyone hoping to build on their own leadership skills. It is a co-designed course between My Consultants, and current PhD students who completed the full-length Leadership Programme and wanted to pass on the valuable skills they learned to early PGRs.

#### Postgraduate Leadership Programme

See [www.gla.ac.uk/pgdevelopment](http://www.gla.ac.uk/pgdevelopment) for how to book.

**RDF Domain:** B1-3, C2, D1

**Speaker:** MY Consultants

**Target Group:** PGRs at least 6 months into their research

**Duration:** 4 days equivalent, spread over 2 months

**Description:** This course is for researchers who are curious about leadership and want to make a difference. You may be exploring leadership through mentoring others, or managing relationships and projects with collaborators, sponsors or your supervisor. Or you may be thinking longer term, aspiring to use leadership to inspire and motivate others in your future career. We'll help you understand your strengths and development areas, and focus on who you are, and what you do as a leader. The course covers many aspects of leadership, from strategy and decision making, to problem solving, dealing with difficulty and asking great questions. Combining tools, techniques and theory with your natural strengths and personal values it will help you find a style of leadership that suits you best.

The programme is a combination of online workshops with self-paced learning. You must be available to attend all sessions, as well as participating in the group project and your own personal development (3-4 hr work between sessions). We recognise this is a large time commitment and therefore you will be asked to provide evidence that you discussed your plans to attend this course with your supervisor.

#### Networking for Researchers

**Course Code:** RSDB 6108

**RDF Domain:** B1-2

**Speaker:** Rachel Herries, Researcher Development

**Target Group:** All PGRs

**Description:** Creating and maintaining worthwhile networks is an invaluable activity for any researcher. In this session, our Researcher Development Specialist Dr Rachel Herries runs through vital tips and advice on how to get your connections started, and how to get the most from your existing networks.

## Building your Digital Research Presence

**Course Code:** RSDB6113

**RDF Domain:** B3, C3

**Target Group:** All Researchers

**Formats:** 2.5 hours online OR 3 hour on campus

**Description:** This workshop is designed specifically for researchers who are looking to develop their online presence and boost their career prospects through social media. There are now numerous channels available that can be used to amplify your research, promote an enterprising project and attract future employers. In addition, social networks can act as a valuable source of information and a personally tailored news feed. We will explore different types of content that researchers can experiment with. What engages people? What should you post and what should you avoid? How should you manage your time on social media and optimise your engagement? In addition to designing an individual social media strategy, the workshop will include a section on legal considerations, privacy and openness. The workshop is designed to cover a selection of mainstream social media tools that can be used to build your online profile.

## Policymakers and Your Research

**Course Code:** RSDC 6032

**RDF Domain:** B3, C1-2, D1-3

**Speaker:** SPRE and Policy Scotland

**Target Group:** All PGRs

**Duration:** 1 day

**Description:** This day-long event sets out to demystify the processes behind providing policymakers with accessible, balanced and independent analysis of public policy issues related to your research. You will learn about the policy cycle and landscapes, as well as how to identify, approach, and write for different kinds of policymakers. You will be encouraged to think about the wider scope of policymakers, beyond just government, in order to target your research in the places that will have the most impact. This is a highly interactive workshop, where you will work in a small team on a case study to draft up and receive feedback on a policy briefing.

## Connection and Belonging

### Parenting and Academia: Managing the Mental Load

**Course Code:** RSDB 6067

**RDF Domain:** B1-2

**Target Group:** Researchers who are parents or carers

**Format:** 1 hour online

**Description:** How do we juggle work-life balance when “life” comes with such a huge mental load? When the family to-do list is three times as long as the work to-do list and it seems you are always the one that has to remember everything? The thinking part of having children is permanent and it is exhausting. How can we thrive at work while navigating the worry and guilt of managing a family at home? How do we learn to share the planning and management of our homes effectively instead of just delegating tasks? It is possible.

In this webinar we will:

- explore what mental load is, how it manifests in our daily lives, and why it's harmful
- learn to check in with our expectations
- learn to decontaminate our time so that we can be more effective in our work and more present at home
- identify worry and self-doubt loops and how to stop them
- learn to zoom out to fit everything in
- explore mindfulness and self-compassion as tools to help us be present

## Navigating Uncertainty in Research

**Course Code:** RSDB 6110

**RDF Domain:** B1-2, C2-3

**Target Group:** All researchers

**Format:** 1 hour online

**Description:** Academic life is a precarious one for many. Contracts are short-term, mobility is expected, and the future feels outside of our control. We are forever facing new challenges and constant change. Arguably, that is part of what we love most about academia. But over time, the uncertainty and instability of the situation can take a toll. Worry, doubt and fear can begin to settle in.

In this webinar, we will explore how to:

- give yourself permission (to be where you are and feel what you feel!)
- make micro-changes to maintain a solid emotional and mental foundation
- navigate uncertainty and worry
- recognise the controllable from the uncontrollable and learn where to spend your emotional and mental energy
- fill your bucket when life is constantly emptying it

## Burnout and Wellbeing

**Course Code:** RSDB 6111

**RDF Domain:** B1-2

**Target Group:** All researchers

**Format:** 1 hour online

**Description:** Burnout is more than exhaustion. Burnout is mental, physical and emotional and it leaves us feeling overwhelmed, hopeless, unmotivated. Unfortunately, burnout is something academics are experiencing in high numbers currently.

In this webinar, we will learn:

- what burnout is (and isn't)
- why it happens, the key triggers
- what to do if you find yourself burnt-out
- what we can do to avoid it if you think you're getting close
- how to put the necessary fail-safes in place so that it doesn't happen to you

## Filling your Bucket

**Course Code:** RSDB 6112

**RDF Domain:** B1-2

**Target Group:** All researchers

**Format:** 1 hour online

**Description:** A simple phrase that signifies that we needed help/time/support/a lifeline: “my bucket is empty”. It captures the constant pouring of ourselves into our work and projects. But we cannot pour from an empty bucket. And our buckets do empty.

In this webinar we explore:

- the many ways that we drain our bucket day-to-day. The physical, the emotional, the mental, the social drains that we often don't acknowledge
- the cost of trying to achieve and excel with an empty bucket
- key tools that help you fill that bucket – from the micro-changes that help you to keep going, to the bigger shifts that allow your bucket to truly fill
- finding your 'why' in order to drive meaningful changes
- setting your bottom line and protecting it

## This PhD Life

See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) for how to book

**RDF Domain:** B1-B2

**Speaker:** Current PGRs and Postdocs

**Target Group:** All PGRs, particularly those starting Year 1.

**Duration:** 1 day

**Description:** Looking for insider knowledge on what the PhD experience is really like? How to find a healthy work/life balance? What it's like to do a part-time PhD? How to manage your methodology? How to build an academic profile online? How to have a happy relationship with your supervisor? Then, this one-day symposium is for you. This biannual conference is aimed at those just starting their research, with talks from current PGRs and Postdocs about their real-life experience of doing their doctorate. Alternatively, if you are in year 2+ and have experience you would like share, please drop us an email at [researcher-development@glasgow.ac.uk](mailto:researcher-development@glasgow.ac.uk)

## Researcher Integrity

### Excel Working with Data

**Course Code:** RSDA 6202

**RDF Domain:** A1-2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 3 hours

**Description:** Learn how to use spreadsheets and manipulate spreadsheet data, build and revise formulae, sort and print data and much more using Microsoft Excel. Familiarity of the Windows environment is recommended.

### Introduction to Endnote

**Course Code:** RSDA 6201

**RDF Domain:** A1, B2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 3 hours

**Description:** EndNote is the reference manager supported by the University. This course will show you how to use EndNote Desktop. You will learn how to create a Library, insert references, manage references and produce a bibliography. You must have downloaded EndNote Desktop onto your computer before the course. Basic computing skills and a knowledge of Word are also required

### Introduction to NVivo

**Course Code:** RSDA 6206

**RDF Domain:** A2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 2 hours

**Description:** NVivo is a qualitative data analysis (QDA) computer software package. This workshop will introduce you to the main features of the software which allows users to classify, sort and arrange thousands of pieces of information; examine complex relationships in the data; and combine subtle analysis with linking, shaping, searching and modelling. Instructions on how to access NVivo will be sent in advance of the workshop. You will be expected to ensure you have access before attending.

## Introduction to OneNote

**Course Code:** RSDA 6210

**RDF Domain:** A2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Description:** OneNote is a free-form note taking and information management application supplied as part of Microsoft's Office 365 suite of applications. It is a highly effective tool used to aid study, research and teaching. This course aims to provide a basic introduction to its use. On successful completion of this course participants will be able to:

- Add content to notes, including screen clippings, images, audio, and video
- Search notes quickly and efficiently
- Use tags to structure note taking
- Organise notes using sections, pages and subpages
- Convert images to searchable text
- Use templates to create well structured notes

## Introduction to Project Management

**Course Code:** RSDC 6001

**RDF Domain:** B1-2, C1-2, D1

**Speaker:** MY Consultants

**Target Group:** All PGRs

**Duration:** 6 hours, over 2 sessions

**Description:** This course provides a basic introduction to project management techniques that will help you with the planning your PhD. It includes how to develop a clear and detailed scope for your research project; how to manage yourself and your time; how to monitor progress and managing risks in your PhD; and how to manage interaction with your supervisor and other project partners.

The course runs over two live webinar sessions, spaced a few days apart. In between the webinars you will complete self-paced tasks on PhD planning, working with your supervisor and time management

## Introduction to Python Programming

**Course Code:** RSDA 6205

**RDF Domain:** A2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 9 hours, over 3 sessions

**Description:** This course is an introduction to simple programming in Python for non-programmers. The course which will enable you to write simple programs to manipulate and analyse data. By the end you will be able to:

- Understand what a computer program is
- Use the IDLE Shell and Editor windows
- Write a simple print script
- Run a Python script from the command prompt
- Include comments in Python scripts
- Assign values to variables Use arithmetic operators in Python
- Use If statements in Python
- Use For and While Loops in Python
- Manipulate text using Python Open
- Save text based files within a Python script

Instructions on how to access Python will be sent in advance of the workshop. You will be expected to ensure you have access before attending.



## Introduction to SPSS

**Course Code:** RSDA 6207

**RDF Domain:** A2, C2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 2 hours

**Description:** SPSS is a statistical package particularly suited to evaluating social science and survey data. In this course you will learn about the variety of user interfaces, data and command files, graphical representation of data and the philosophy behind the package. A familiarity of computing and statistical procedures is advised. Instructions on how to access SPSS will be sent in advance of the workshop. You will be expected to ensure you have access before attending.

## Word: Creating a Thesis

**Course Code:** RSDA 6203

**RDF Domain:** A3, D2

**Speaker:** University of Glasgow IT Training

**Target Group:** All PGRs

**Duration:** 6 hours, over 2 sessions

**Description:** This course is designed for all of those that need to prepare lengthy, complex documents such as a thesis or dissertation. The course covers in depth the tools within Word 2016 that automate the creation of high quality documents. Delegates will learn how to set up and use templates based on university guidelines, create automatic tables (such as tables of contents/figures/tables) and create and apply styles.

## Writing a Data Management Plan with DMPOnline

**Course Code:** RSDC 6030

**RDF Domain:** B1-2, C1-2

**Speaker:** Research Data Management Service

**Target Group:** Year 2+ PGRs.

**Duration:** 2 hours

**Description:** The University and most funding bodies now require researchers who collect data of some sort as part of their work to write a Data Management Plan (DMP). Plans typically state what data will be created and how, and outline the plans for sharing and preservation, noting what is appropriate given the nature of the data and any restrictions that may need to be applied. We recommend that researchers use DMPonline, a flexible web-based tool, to create DMPs. The course will provide guidance on using DMPonline and an introduction to data management planning. You will have an opportunity to draft a DMP with support from instructors. This course is intended for researchers who are at a stage of their projects where they are ready to produce a Data Management Plan. It is recommended that you first complete the online training here:

<https://moodle.gla.ac.uk/enrol/index.php?id=13007>

## Preparing for Research Fieldwork

Complete this course online

**RDF Domain:** B2, C2

**Target Group:** PGRs undertaking fieldwork

**Description:** This course is for researchers undertaking independent fieldwork or research-related travel in the UK or abroad. It covers risk assessments, and physical and emotional wellbeing, as part of the fieldwork process.

It aims:

- To raise awareness of some of the challenges - physical and emotional- that you might be faced with during fieldwork and provide information to help you plan a safe, happy and productive trip;
- To guide you through University support, policies, resources and training which can help you in the planning stages (such as writing a risk assessment), as well as during your trip and on your return.

All fieldwork experiences are unique. This resource won't answer all of your questions but should give you enough guidance to get started with planning a safe and successful trip. On completion you may realise you need additional training or support to ensure your safety. For some topics you will need to seek guidance from your college or school, or from disciplinary peers. The course flags up how to access other support such as personal safety or fragile environment training, which are supported by the UofG Security Teams.

The link to access the course can be found here:

<https://rise.articulate.com/share/wMiS7AGDCCAhAY6tZQSDH1L1ZXNgz85Y#/>

**Format:** Online self-paced training

## Engaged Communication

### Establishing a Writing Practice (Sciences)

**Course Code:** RSDA 6082

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** Year 1 MVLS and COSE PGRs

**Description:** This workshop is intended to allow you to reflect on your writing habits and offer strategies to help you establish a productive writing practice.

The session will cover topics such as:

- What level of writing is expected of you.
- How to structure your writing time.
- How to become more comfortable in your writing.
- How to get the most out of supervisory meetings.

### Effective Writing 1 (Sciences)

**Course Code:** RSDA 6086

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** All MVLS and COSE PGRs

**Description:** This workshop is intended to encourage you to look at your own writing habits, identify strategies that work for you, and think more generally about academic writing.

The session will cover topics such as:

- Assessing your writing practice.
- Process and product writing.
- Using critical reading to inform your writing style.

### Effective Writing 2 (Sciences)

**Course Code:** RSDA 6087

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** Postgraduate researchers in any year of study

**Description:** This workshop is intended to give you an overview of the grammar skills you will need to produce concise, coherent writing.

The session will cover topics such as:

- A general overview of punctuation.
- Most common errors in academic writing.
- How to effectively use sentence structure to convey meaning.
- Proofreading and editing.

### The Literature Review (Sciences)

**Course Code:** RSDA 6083

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** All MVLS and COSE PGRs

**Description:** The workshop is intended to give you an understanding of the purpose of the literature review, and tips and techniques on how to manage the writing of the review.

The session will cover topics such as:

- What role the literature review plays.
- The relationship between your work and existing research.
- Different structural approaches.
- How to talk about other people's work.
- Using the literature review to hone your thinking.



## Structuring Your Dissertation (Sciences)

**Course Code:** RSDA 6085

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** All MVLS and COSE PGRs

**Description:** This workshop is intended to give you a range of tools to deal with the structuring of your dissertation.

The session will cover topics such as:

- Thinking about chapter structure
- Paragraph building methods
- Editing and proofreading techniques for coherence and concision

## Writing for Publication (Sciences)

**Course Code:** RSDA 6088

**RDF Domain:** A1-3, B1, D2

**Speaker:** Jennifer Boyle, Academic Writing Adviser

**Duration:** 1.5 hours

**Target Group:** All MVLS and COSE PGRs

**Description:** This workshop is intended to provide you with a general overview of writing for publication.

The session will cover topics such as:

- The publication process.
- Types of journal articles.
- Making time for writing for publications.
- Dealing with feedback.

## Academic Posters

**Course Code:** RSDD 6081

**RDF Domains:** D2

**Speaker:** Vivomotion

**Target Group:** All PGRs

**Duration:** 3 hours

**Description:** Sharing your research findings on a poster is common during the course of postgraduate study, whether at conferences or within your own department. This workshop introduces the principles of good design, such as layout, structure, colour, font, and content selection, that enhance the quality of academic posters. It also introduces the new, and increasingly popular, academic poster layout pioneered by Mike Morrison, and explains how you can use and adapt this format.

## Convincing Conference Presentations

**Course Code:** RSDD 6097

**RDF Domain:** B1, B3, D2-3

**Speaker:** Jamie Gallagher, Skillfluence

**Target Group:** All PGRs

**Duration:** 3 hours

**Description:** The conference experience is an essential part of academic, but are you making the most of the opportunity? This interactive online workshop will show you how to make an impact at a conference taking you through how to plan and deliver an attention-grabbing presentation. Discover how to break your research into memorable and sharable segments, build rapport with your audience and learn the secrets of movement and voice to hold audience focus. The session will also show you how to use call to actions to find collaborators, solve problems and build connections. The session is led by Dr Jamie Gallagher an international award-winning presenter who has helped thousands of researchers around the world to share their work in the most interesting and engaging ways possible.

## PowerPoint Essentials

**Course Code:** RSDD 6004

**RDF Domain:** A3, D2-3

**Target Group:** All PGRs

**Format:** 2 hours online

**Description:** A great slide deck can help you be a more confident and compelling public speaker. Whether at conferences, seminars, interviews, or teaching, this workshop aims to banish ugly and confusing PowerPoints! There will be help with slide structure and design, as well as ways to make your slides more accessible and use PowerPoint to work on your delivery with rehearsal coach. The workshop is interactive, and you will be working on slides in your university Office 365.

This course was previously called PowerPoint Power-Up: for 2022-23 PowerPoint PowerUp has been redesigned as a more advanced course.

## PowerPoint Power-Up

**Course Code:** RSDD 6096

**RDF Domain:** A3, D2-3

**Speaker:** Joanna Royle, Researcher Development

**Target Group:** All PGRs

**Duration:** 2.5 hours

**Description:** A great slide deck can help you be a more confident and compelling public speaker. Whether at conferences, seminars, interviews, or teaching, this workshop aims to banish ugly and confusing PowerPoints! There will be help with slide structure and design, plus a chance to try out less well-known tools such as live captioning, inter-slide hyperlinking, and the rehearsal coach. The workshop is interactive, and you will be working on slides in your university Office 365.

## Writing Freely: Blogging About Your Research

**Course Code:** RSDD 6074

**RDF Domain:** A3, D2-3

**Speaker:** Mimo Caenepeel

**Target Group:** All PGRs

**Description:** Blogging is turning into a popular format for communicating research processes and results to different audiences. It may seem straightforward compared to other academic writing platforms, but taking the leap into publishing blogposts can be daunting. If you would like to start blogging or blog more frequently, this workshop is for you. We will explore what blogging can add to your academic practice; how to use it to support your research; and what will get (and keep) your readers interested.

## Polishing your Presentation Skills

**Course Code:** RSDD 6094

**RDF Domain:** B1, D2-3

**Speaker:** Jamie Gallagher, Skillfluence

**Target Group:** All PGRs

**Duration:** 2 hours

**Description:** This workshop will help you get ready to give a memorable and confident presentation. This is a highly interactive session for researchers where you'll examine and practise the skills required to give an impactful talk. You will gain an overview of the key presentation skills for both in person and online delivery and learn about the key stages of preparing to present and how to create your own delivery style to maximise the impact of your talk. You'll emerge more confident, energised and ready to deliver your next presentation. The session is led by Dr Jamie Gallagher an international award-winning presenter who has helped thousands of researchers around the world to share their work in the most interesting and engaging ways possible.

## Communicating Visually

**Course Code:** RSDD 6076

**RDF Domain:** A3, D2-3

**Target Group:** All researchers

**Format:** 1 day on campus

**Description:** Various aspects of research require visuals to aid communication. This full-day in-person masterclass will get you thinking and creating in the visual storytelling space. In the morning you will explore creating props and visuals for public engagement, as well as novel ways to display your data such as infographics. After lunch attention turns from static to moving visuals, exploring animation for research dissemination. Come ready to do some hands-on activities that reimagine your own research communication.

## Theatre Techniques for Presenters

**Course Code:** RSDD 6104

**RDF Domain:** B1, B3, D2-3

**Speaker:** VoiceBusiness

**Target Group:** All PGRs

**Duration:** 1.5 hours

**Description:** This session from VoiceBusiness will explore the physical skills needed to present effectively and with the maximum impact. We will be looking at practical ways to develop your vocal technique, enabling you to talk with power, clarity, and confidence, and how to ensure that your body language works for you rather than against you. You should leave the session knowing how to calm down nerves, use your voice effectively, project confidence through your body language and command an audience, whether online or in person. Prepare to be on your feet and make some noise (housemates and pets be warned!)

## Lasting Impressions for 3MT (Sciences)

**Course Code:** RSDD 6105

**RDF Domain:** B1, B3, D2-3

**Target Group:** COSE and MVLS PGRs planning to enter the 3MT competition

**Format:** 3 hours online

**Description:** A thesis may be up to 80,000 words long and would take 10 hours to explain. Think you can do it in just 3 minutes to an audience of non-specialists using a single, static PowerPoint slide? The 3 Minute Thesis is a friendly academic competition that enables you to hone your communication and presentation skills. This one-off training for researchers in the Colleges of Science and Engineering and MVLS will help you to find the story in your research, shape, reframe and deliver it for a popular audience.

## Constructive Conversations

### Working with your Supervisor (Sciences)

**Course Code:** RSDD 6046

**RDF Domain:** B1-2, C1-2

**Target Group:** MVLS and COSE PGRs

**Format:** 3 hours online OR 3 hour on campus

**Description:** The relationship between research student and supervisor is critical to your PhD, so it is important to develop an effective working partnership from the start. This session, for researchers in the Colleges of Science and Engineering and MVLS, will look at the likely roles and responsibilities of supervisor and researcher. We will discuss the research cycle and the changing demands on students as the PhD progresses; the Code of Practice for Research Students, so you are aware of the responsibilities of supervisor, school and institution; and good practice for developing a professional relationship.



## Mind Your Mate

**Course Code:** RSDB 6095

**RDF Domain:** B1, D2

**Speaker:** University of Glasgow SRC

**Target Group:** All PGRs

**Duration:** 3 hours

**Description:** The University offers the 'Mind Your Mate' training programme to help empower everyone at UofG to support themselves and each other. This interactive workshop covers basic mental health awareness and suicide prevention skills. The overall aim of Mind Your Mate is to reduce the barriers preventing people from accessing the help they need, provide participants with the confidence and skills to help someone in crisis and reduce the stigma around discussing mental health and suicide.

## Motivation and Procrastination

See [www.gla.ac.uk/pgdevelopment](http://www.gla.ac.uk/pgdevelopment) for how to book

**RDF Domain:** B1-B2

**Speaker:** Desiree Dickerson

**Target Group:** All PGRs

**Duration:** 1 hour

**Description:** Procrastination is a way of easing discomfort. Discomfort because the task is too hard, too boring, too big, too scary. The difficulty with procrastinating is that it makes you feel better for a moment, which makes it very reinforcing, but it does not fix the reason the task feels uncomfortable to begin with. So, the cycle repeats.

We discuss ways to:

- identify these procrastination loops when they start to unfold
- identify some of the thoughts underlying the discomfort and reframe them
- employ alternative strategies that alleviate the discomfort AND make the task achievable
- explore drivers of our motivation.

## Overcoming Imposter Syndrome

See [www.gla.ac.uk/pgdevelopment](http://www.gla.ac.uk/pgdevelopment) for how to book

**RDF Domain:** B1-B2

**Speaker:** Wellbeing Team, CAPS

**Target Group:** All PGRs

**Duration:** 4 hours, over 2 sessions

**Description:** Have you ever had the feeling that you're out of your depth and it's only a matter of time before you're found out? Don't worry, most of us have! While a certain amount of self-doubt is normal, and probably helpful, persistent imposter feelings of not being good enough or measuring up to others - despite evidence to the contrary - can hold us back from pursuing our goals and negatively impact our mental health. This two-part psychoeducational workshop will develop our understanding of imposter syndrome and help us begin to build our own toolkit to manage and overcome our imposter feelings.

Please note, while sessions are designed to be an interactive and safe space where participants may wish to share some of their own experiences, they are educational in format and not intended to be group therapy.

## Overcoming Perfectionism

See [www.gla.ac.uk/pgdevelopment](http://www.gla.ac.uk/pgdevelopment) for how to book

**RDF Domain:** B1-B2

**Speaker:** Wellbeing Team, CAPS

**Target Group:** All PGRs

**Duration:** 4 hours, over 2 sessions

**Description:** Many of us believe perfectionism helps us to excel, however we often don't consider how our unrelenting high standards can negatively impact our lives. This two-part psychoeducational workshop will develop our understanding of perfectionism, how to recognise perfectionism within ourselves and help us begin to build our own toolkit to manage and overcome our perfectionism.

Please note, while sessions are designed to be an interactive and safe space where participants may wish to share some of their own experiences, they are educational in format and not intended to be group therapy.

## Taming the Inner Critic

See [www.gla.ac.uk/pgdevelopment](http://www.gla.ac.uk/pgdevelopment) for how to book

**RDF Domain:** B1-B2

**Speaker:** Desiree Dickerson

**Target Group:** All PGRs

**Duration:** 1 hour

**Description:** We all have an inner voice in our heads. It is essential part of what makes us human. This voice is designed to help you navigate the world and to keep you safe. Problem is, in order to keep you safe it focuses on the negatives, the perceived threats, and all the possible ways that you might mess up, fall down, or embarrass yourself. And that is where we spend a LOT of our time.

We explore:

- how to address this inner voice that drives self-doubt and sabotage
- how to rewrite it to create more mental space and energy to think, create, be present, & thrive.

## Innovative Ideas

### StartUp Something Good

**Course Code:** RSDD 6032

**RDF Domains:** A2-3, B3, D1, D3

**Target Group:** PGRs interested in social enterprise, charities, or local action

**Format:** 1 day on campus

**Description:** From community potteries to veg box delivery services, Scotland is full of social enterprises that make a difference to people and communities. This one-day in person workshop gives an insight into what it takes to set up a social enterprise, charity or social action group, and the distinctive nature of values-based business. There will be inspirational guest speakers alongside advice around practicalities such as funding, strategy and getting the right team. This is a hand-on day, which will get you working with others to develop and pitch solutions to real life problems, and get a feel for the teamwork and leadership that underpins starting up something good.

# UNIVERSITY OF GLASGOW

## PGR BLOG AND SOCIAL MEDIA



<https://uofgpgrblog.com/>

Written for and by UofG postgraduate researchers, the PGR Blog is here to help you navigate PGR life, whether you're just starting out, or contemplating what lies beyond the viva.

Established in 2016, the blog has hundreds of posts ranging from personal PGR experiences, to writing advice, to the annual Loveletter To Your Thesis competition. The blog is maintained by a dedicated team, but is always looking for guest posts. This is your place to share hints, tips and strategies for getting through your research degree successful and enjoying yourself along the way.

Follow us on Twitter @UofGPGRs and Instagram @uofg\_pgrs



## Glasgow Clinical Research Facility

The Education Team are integral to the Glasgow Clinical Research Facility and provides both an extensive portfolio of courses and practice development support to the local and national research community.

The Education team works closely with our partners in the NHS, Higher Education Institutes and Research & Development departments to provide a service that is tailored to meet the needs of researchers and associated staff.

The Education Team collaborates with education staff in CRFs across the UK and with colleagues at the NIHR to ensure a cohesive and standardised programme of education opportunities are available to researchers.

The following courses are available via the Glasgow Clinical Research Facility.

### How to book

Courses offered by the Glasgow Clinical Research Facility can be booked via their website:

<https://nrs.org.uk/GlasgowCRF>

**Please ensure that you always apply for a credit by completing a Skills Credit Form found through MyGlasgow and supplying evidence of attendance (SEOA) to the Graduate School. Evidence can be for example, a certificate or a copy of the class register.**

## Courses Currently Available

### NRS Introduction to Good Clinical Practice (Full day)

#### Domain A1/C1

This one day course is designed either for those who have not studied Good Clinical Practice (GCP) before or those who have studied it more than two years ago. It is presented as a practical introduction to the subject and consists of a mixture of short lectures interspersed with practical activities, culminating in a monitoring workshop. The monitoring workshop allows the more abstract concepts that have been discussed throughout the day to be brought to life.

While the principles of GCP that are covered in the course are common to a wide range of different types of clinical research the course does focus on the drug trial specific legislation. However, it also promotes the 'GCP-mindset' needed to satisfy inspectors and auditors, and would therefore be useful for all clinical researchers.

This ICH E6 GCP Investigator Site Training meets the Minimum Criteria for ICH GCP Investigator Site Personnel Training identified by TransCelerate BioPharma, Inc. as necessary to enable mutual recognition of GCP training among trial sponsors.

### NRS GCP Update (Half-day)

#### Domain A1/C1

This course is relevant for those who are conducting or supporting Clinical Trials of an Investigational Medicinal Products (CTIMPs) and who have previously undertaken a GCP course. It is suitable for those who require an update to provide evidence of having maintained and updated their knowledge of GCP. Attendance at the half day update course requires you to have undertaken GCP training within the past two years. The course is compliant with TransCelerate requirements.

Topics include:

- UK legislation – Statutory Instrument
- What's new in regulations and frameworks
- Quality Systems
- Record Keeping
- Safety Reporting
- Computer System Validation
- Principles of GCP.

This ICH E6 GCP Investigator Site Training meets the Minimum Criteria for ICH GCP Investigator Site Personnel Training identified by TransCelerate BioPharma, Inc. as necessary to enable mutual recognition of GCP training among trial sponsors.

## Good Research Practice (Non-Drug Trials) (Half-day)

### Domain A1/C1

Good Research Practice (Non-drug Trials) This half-day course is appropriate for anyone conducting or supporting clinical research that does not involve a 'drug'. The course will provide research staff with the knowledge to undertake quality research in accordance with the UK Policy Framework for Health and Social Care Research, recognising the responsibilities and requirements to conduct safe high-quality clinical research.

Topics include:

- History of Research Governance
- Informed Consent
- Roles & Responsibilities
- Approvals
- Documentation
- Data Management.

## Clinical Trial of an Investigational Medicinal Product (CTIMP) Workshop (Full day)

### Domain A1/C1

The aim of this workshop is to equip clinical research staff with an understanding of the key elements involved in conducting a clinical trial of an investigational medicinal product (CTIMP). The workshop will consist of a mixture of presentations, case studies and practical exercises. It is relevant to those who are new to research and for those who would like to improve their understanding of clinical trials involving an investigational medicinal product

After the Workshop, each Participant will:

- Understand relevant CTIMP terminology and the requirements for CTIMPs including permissions and approvals
- Demonstrate the use of a protocol in setting up a CTIMP and planning a study visit
- Describe the key issues that impact on recruitment and retention
- Describe the key elements relating to the management of the investigational medicinal product (IMP)
- Recognise the importance of accurate documentation throughout all trial-related activities
- Understand the importance of safety measures and parameters in CTIMPs and the responsibilities of the research team in monitoring these.

## Informed Consent – Adults Ethical, legal & practical aspects in clinical research

### Domain A1/C1

Informed consent is the foundation of all clinical research. This workshop will focus on the legal and practical issues around obtaining informed consent from adults participating in clinical research, including vulnerable groups who require additional safeguards. It will also cover consent issues relating to the use of human tissue and data in research. The workshop will consist of a mixture of short presentations and activities. It is designed for anyone who is involved in the informed consent process in clinical research.

## Paediatric consent: The Practicalities and Legalities in Taking Consent for Paediatric Trials (Full day)

- will be run in 2021 due to COVID-19

### Domain A1/C1

This course, delivered by solicitors from the Scottish Child Law Centre alongside experienced clinical researchers, examines the ethical, legal and practical considerations of obtaining consent for paediatric clinical trials. Using case studies, participants will be introduced to a variety of scenarios to facilitate discussion around the challenges and potential complexities faced during the consent process. During the course, participants will have the opportunity to relate theory to practice in small discussion groups.

Suitable for all those involved in paediatric trials, the aim of the course is to provide participants with an improved knowledge of the subject and the confidence to apply best practice within their own work areas.

## Early Phase Clinical Trials Workshop (Half-day)

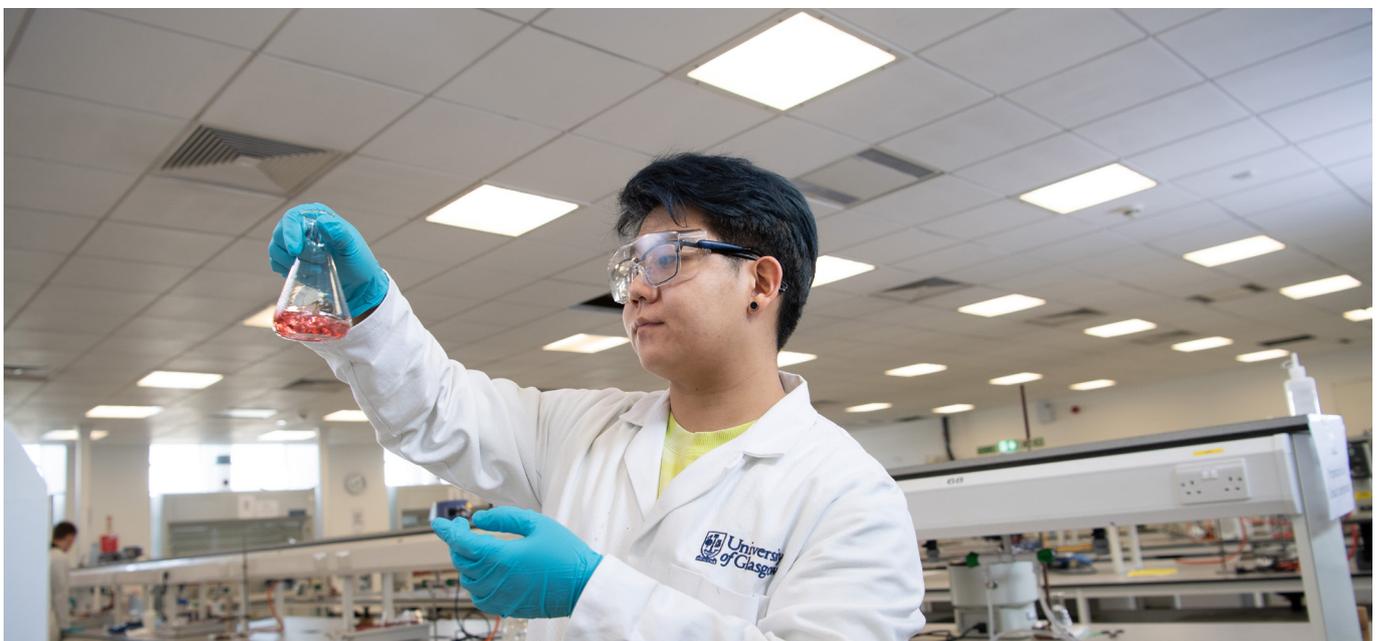
- will be run in 2021 due to COVID-19

### Domain A1/C1

The aim of this workshop is to equip clinical research staff with an understanding of the key elements involved in conducting an early phase clinical trial of an investigational medicinal product (CTIMP). The workshop will consist of a mixture of presentations, case studies and practical exercises. It is relevant to those who those who would like to improve their understanding of early phase clinical trials.

After the Workshop, each Participant will:

- be familiar with the phases of clinical trials
- have an understanding of pharmacokinetics and pharmacodynamics and the practical implications of obtaining these measurements accurately
- understand risk assessment in early phase trials and procedures to mitigate risk
- understand of safety reporting in clinical trials.





## Laboratory Workshop for Research Staff (Full-day)

### Domain A1/C1

This workshop follows the UKCRF Network guidelines for Laboratory skills training. The aim of the workshop is to equip staff with the knowledge and practical skills necessary to carry out sample handling and processing with particular emphasis on samples for research studies. The workshop is relevant to those who are new to research or to sample processing.

After the workshop each participant will:

- Demonstrate knowledge of laboratory legislation, regulation and risk assessment
- Describe the safety precautions to be observed in a laboratory setting
- Explain the term pre-analytics
- Operate a centrifuge safely
- Demonstrate safe handling, processing and storage of samples
- Understand the regulations surrounding the transport and packaging of dangerous goods

## Research, GDPR and Confidentiality (Half-day)

### Domain A1/C1

The session will last 3 hours and will cover many of the practical aspects of information law likely to be encountered by health and social care researchers in the UK. It will comprise of a series of short didactic sessions, intermixed with workshop activities to help consolidate learning. All workshops will be based on 'real-life' examples. Workshops will be tailored to ensure relevance to different audiences. Attendees will be encouraged to ask questions.

Target Audience:

- Any researcher or research support staff who collects, manages, handles or accesses information about people to support research activities
- It may also be relevant / of interest to Research and other governance managers. But it will not directly address all of their specific learning needs
- Members of research ethics committees may find the content interesting, but again this training will not directly address their specific learning needs.

## Poster Design and Presenting Skills Workshop (Half-day)

### Domain D2

Whatever your role in research we are often required to present our work that can be in a variety of formats including posters at a conference or delivering a formal presentation.

This workshop is in two parts:

- Designing a Poster  
This session will familiarise you with the basic rules of poster design, including the use of pictures and words and white space. You will examine the features of good and bad poster design.
- Developing & Delivering an Effective Presentation  
This session will provide you with an understanding of how to make slides clear and visually appealing. The workshop will cover the basic rules of giving/delivering a clear, effective and informative presentation and will cover how to deal with questions and challenging members of the audience.

## **IT Training**

### **BOOKING A COURSE**

Due to the impact of COVID-19 we are continuing to deliver our courses online, however we hope to return to face-to-face training delivery very soon. To register your interest in any of our IT training courses please: [Complete the IT Training Courses Form](#)

Once a course has been scheduled we will get in touch by email with the details. For further information, please contact [training@glasgow.ac.uk](mailto:training@glasgow.ac.uk)

See also

[LinkedIn Learning](#)

[Training upskilling and CPD](#)

[Microsoft Office 365](#)



# Additional Skills Training Activities

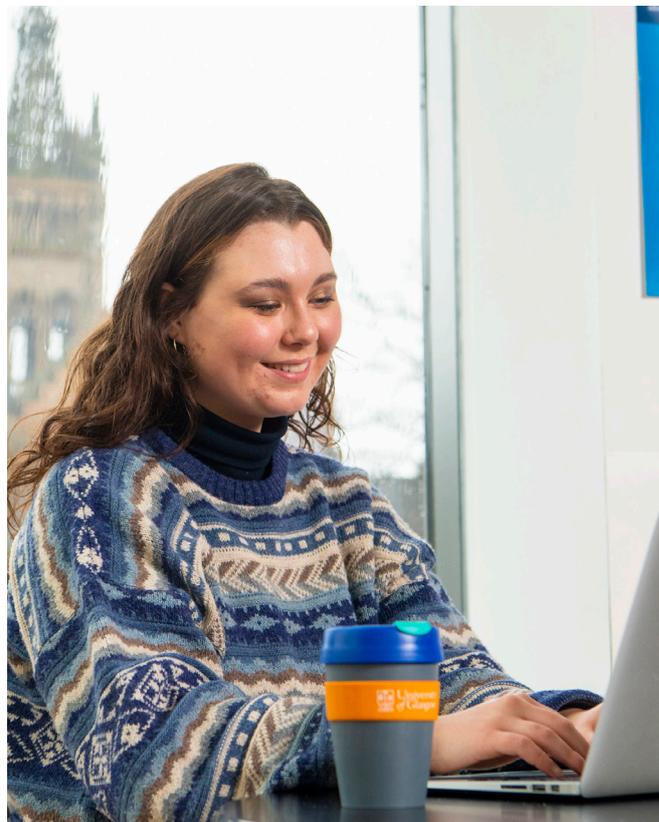
Credits can also be obtained from a range of activities not covered by the courses listed in this brochure.

The list below gives examples but is not exhaustive. Complete a Skills Credit Application Form found through MyGlasgow and clearly state in which of the RDF skill domains you gained training.

[www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/pgrstudentforms/](http://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/pgrstudentforms/)

Attach evidence that you have undertaken the training and request that the credit be added to your training record.

**1 credit will be given for each participation or attendance but not if you do the same activity more than once. For example, you can do one poster presentation not three. You should have gained the appropriate skills from the first time.**



Training	Researcher Development Skill Domain
<b>Co-ordinating / Convening a Seminar Series, Workshop or Conference</b> Co-ordinating / Convening a Conference or Workshop Co-ordinating / Convening a Seminar series	D1.2, C3.1 - 3.3, B3.1 - 3.5
<b>Conferences</b> Conference - attendance Conference - oral presentation Conference - poster presentation Conference - preparation of paper for inclusion in conference publication	B3.4 B3.4, D2.1, D2.2 B3.4, D2.1, D2.2 D2.1 - 3
<b>Institute/School Seminar</b> Giving Institute/School Seminar - per presentation	B3.4, D2.1, D2.2
<b>External Seminar</b> Presentation at an External Seminar - per presentation	B3.4, D2.1, D2.2
<b>International Training Workshops</b> Attendance at international training workshop	B3.2, B3.3, D3.6
<b>Research Council Training Course</b> Research council training course - per day	A, B, C, D
<b>Journals</b> Writing a paper for submission to and accepted by a Journal Writing an article which is accepted for a non-scientific publication	C1.6, D2.1 - 3 D2.1 - 3, D3.2

<b>Research Group Journal Club</b> Journal club presentation	A2.3, D2.1 - 3
<b>Staff / Student Committees</b> Being a postgraduate representative on University committee	B3.4, D1.6, D2.1
<b>Teaching / Demonstrating</b> Laboratory demonstrating (1 credit per year) Facilitating PBL sessions (1 credit per year)	D3.1  D3.1
<b>Public Engagement Activities</b> Ambassador role eg. STEM Ambassador, NCCPE Ambassador etc. Presentation eg. at Cafe Scientifique, public lecture or talk in school Participation in PE activity designed and organised by someone else eg. schools outreach, science festival Design/organisation of own PE activity PE via conventional/social media eg newspaper article, TV/radio interview, blogging, facebook twitter ect. Participation in PE scheme eg. I'm a scientist, get me out of here, Bright Club, Fame Lab	D1.5 D2.2  D2.1 D2.2  D1.5 D3.2  D1.2 D1.3 D3.2 D1.6 D2.1 D2.2  D2.6 D2.1 D2.2
<b>Student Union Roles</b> Club and society office	B3.4, D1.2, D1.6, D2.1

## University of Glasgow Careers Service Courses

The following courses are offered by the Careers Service.

### How to Book

All courses provided as part of the Research and Development Training Programme can be booked online via MyCampus unless otherwise stated in the course description.

1. Search to enrol for courses using MyCampus (under Self Service - Student Centre / Enrollment / Add by Search / Course Career: PG Research).
2. When in the 'Search for Classes' page under the 'Course Catalogue' section, please add the 4 digit number at the end of the course code, for example, RSDA6006 (remove letters and add numbers only). Select 'Postgraduate research' from the drop down menu – select 'Search'.
3. Select your preferred Course and Date which will be added to 'your choices' .
4. Make sure that you click on the 'my choices' tab then select the courses from the table view and then click on 'Enrol' to complete enrolment on the course/workshop.

You will receive an automated email within 24 hours, confirming that you have booked a place on this course. Course venues will be entered onto MyCampus but may be subject to change between the point of booking and the date of the course. You will receive an automated reminder, on the Friday prior to the event, letting you know the venue of the course.

### Each course carries 1 credit

**Please ensure that you always apply for a credit by completing a Skills Credit Application Form and supplying evidence of attendance (SEOA) to the Graduate School. Evidence can be for example, a certificate or a copy of the class register.**

### Reviewing Your Career

**Course Code:** RSDB 6036

**RDF Domain:** B1.4-1.6, B3.1-3.3

**Speaker:** Mrs Katrina Gardner, Careers Service

**Target Group:** PhD students, MSc(R) Students and Early Career Researchers

**Description:** This workshop will be useful to you if you are actively considering your career options including those of you who are thinking of moving out of academia. It will help you to have greater awareness of your transferable skills, to reflect on what is important to you as you develop your career, and to be aware of the resources available to support you.

(SEOA)

### Job Hunting and Successful Applications

**Course Code:** RSDB 6034

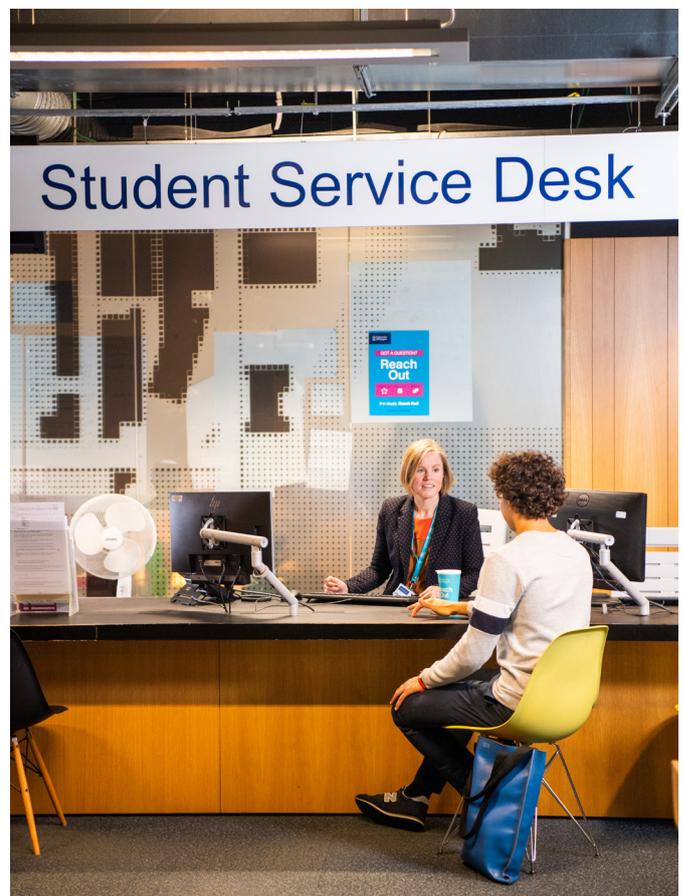
**RDF Domain:** B1.4-1.6, B3.1-3.4

**Speaker:** Mrs Katrina Gardner, Careers Service

**Target Group:** PhD students, MSc(R) Students and Early Career Researchers

**Description:** Postgraduate research develops a huge range of skills and experience valued by employers across every sector. Getting the right message across to a potential employer on paper is key to being shortlisted for interview. This session looks at making sure you market yourself effectively through CVs, Cover Letters and application forms. It will also look at how to find opportunities in the labour market, including vacancies and more direct approaches to employers.

(SEOA)



## Performing Well in Job Interviews

**Course Code:** RSDB 6039

**RDF Domain:** B1.4-1.6, B3.1-3.3

**Speaker:** Mrs Katrina Gardner, Careers Service

**Target Group:** PhD students, MSc(R) Students and early Career Researchers

**Description:** Job interviews can be very daunting experiences and it is natural to feel anxious. Doing as much preparation as possible can help you keep those interview nerves under control and make you aware of your strengths as well as your weaknesses. This session will help you to identify what recruiters are looking for and prepare you to tackle those awkward questions.

The Careers Service offers a full service to all postgraduate researchers and early career researchers. They can help you with your career planning, whether you aim to progress your career in academia or are considering moving into one of the many other careers open to you. Equally, they can help you if you just can't make up your mind on which route to take. And they can support you in finding the right job, from looking for opportunities through to making applications and going for interviews.

Careers Advisers work closely with MVLS staff and students delivering workshops to students at all levels across the College and embedding employability. Careers advisers are responsible for the following:

Medicine and Dentistry - Fiona Stubbs

Veterinary, postgraduate research students and research staff – Katrina Gardner

The Careers Service is centrally located in the Fraser Building, Hillhead Street off University Avenue and is open Monday to Friday 9am – 5pm during term times please see Careers Service website for opening times during the summer vacation at

[www.glasgow.ac.uk/services/careers/](http://www.glasgow.ac.uk/services/careers/)  
(SEOA)



## Other training opportunities and useful contacts

### English Language Courses

Students whose first language is not English can improve their English language skills by attending courses run by the 'English for Academic Study Unit' which is part of the University's Language Centre. The Unit offers a range of courses, including language support for registered, international students.

This programme is called 'English for Study & Communication'. Students can register for these classes at the EFL Unit office in the Hetherington Building. Further details are available on their web site at [www.glasgow.ac.uk/services/languagecentre](http://www.glasgow.ac.uk/services/languagecentre) or you may contact them at the following address:

**English for Academic Study**  
**Hetherington Building**  
**Bute Gardens**  
**Phone: +44 (0)141 330 6521**

### Stem Ambassadors

The STEM Ambassadors scheme is another way in which graduate students can become involved in promoting science to school pupils and in the wider community. Ambassadors are trained and vetted before going into schools to help teachers promote science in a stimulating and exciting way. Getting involved with this programme is an ideal way of developing your communication skills and building confidence. Typical projects include:

- Clyde in the Classroom
- Junior Engineer for Britain – K'NEX Challenge
- Young Engineer for Britain Competition
- Careers Scotland Makelt Roadshow
- Crest Awards
- National Science Week
- Community Science Fairs
- School Requests

Further information and application forms are available on the web at: [www.stemambassadors.scot/](http://www.stemambassadors.scot/)

### Glasgow Science Festival

[www.glasgowsciencefestival.org.uk](http://www.glasgowsciencefestival.org.uk)

Also see page 18

### Biotechnology Young Entrepreneurs Scheme (BIOTECH YES)

This is a national competition, organised by the BBSRC. Teams benefit from entrepreneurial awareness training and present their plans for hypothetical businesses to real entrepreneurs, financiers and industrialists.

So far, over 2000 postgraduate and postdoctoral researchers have benefited from the mentoring, practical workshops and advice from this competition.

The competition is supported by a large number of companies and co-organised by BBSRC and UNIEI.

### NERC Public engagement training

Are you a NERC-funded student or do we fund your scientific research? If so, you are eligible for free training to develop your science communication and public engagement skills. This is a great way to learn how to promote your research findings and ideas to different audiences.

[www.ukri.org/about-us/nerc](http://www.ukri.org/about-us/nerc)

## Managing your training

### Researcher Development Log

All postgraduate research students are required to maintain a Researcher Development Log as part of their training programme. The form is included in this brochure and is available for download in Word format from the Graduate School website at <https://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/pgrstudentforms/>

Your Researcher Development Log should be used to record the training courses attended and other skills training activities undertaken along with the respective skills domains for each course or activity as detailed in Appendix 1. **The Researcher Development Log will form part of the Progress Review and must be submitted in conjunction with your Progress Review Form and your Scientific Report for review by your assessment panel.**

### Meetings with supervisors

Contact with your supervisor(s) will often be on a daily basis. However, you should hold regular, more formal meetings with your supervisor(s) to discuss progress and the results obtained so far and to plan the next stage of your research. These meetings should also include a discussion of your skills training needs and how the skills are to be acquired. The Researcher Development Log can be used as the basis for discussions about skills training with your supervisor(s). Initially, supervisory meetings should take place weekly or (at least) once a fortnight. As your studies progress, you and your supervisor(s) may decide to hold these more formal meetings slightly less frequently if the work appears to be progressing well.

Sometimes these meetings can be quite long because there may be a lot to discuss. It is recommended, therefore, that you take notes on the discussion. It is also helpful for both you and your supervisor(s) if a record is made of any agreed actions that need to be undertaken. It is good practice to send a copy of these notes to your supervisor(s) so that there are no misunderstandings about what has been agreed. Updating your Personal Development Plan after these meetings is advised.

### Recording your professional development

The Researcher Development Statement (RDS) is endorsed by University of Glasgow as well as by national organisations and funding bodies. It sets out the knowledge, behaviours and attributes of effective and highly skilled researchers. The RDS is structured into four domains, as in the diagram below. Each area is considered to be a key component of a research career and it is expected that you will develop your skills and knowledge in each of these throughout the course of your PhD. A detailed explanation of each area can be found in Appendix 1.

### Research Student Skills and Career Development Training Needs Analysis Template

[www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/skillstraining/](http://www.gla.ac.uk/colleges/mvls/graduateschool/currentpgrstudentinformation/skillstraining/)

See over.

# Research Student Skills and Career Development Training Needs Analysis Template

Research Student's Details	
Full name, <i>in capital letters</i>	
Research Institute/School	Date of Completion of Form

At the start of their research degree, PGR students should undertake a 'Training Needs Analysis' and develop a training plan. Current skills levels should be assessed to indicate gaps – a current skill level of 5 indicates you are confident in that area; research students should examine the following areas/questions and give an honest appraisal of their skills in each area. Development needs should then be rated by priority as low (not needed immediately), medium (needed this year), or high (needed in next few months); this stage should take place in consultation with your supervisor team.

Details of training completed and planned should be included into your Researcher Development Log.

The sub-themed headings below may not be relevant for all students; these are designed to stimulate your thinking about your development within these generic skills training areas. Please read in conjunction with the Vitae-Researcher Development Framework document, available from the graduate school web site. We recognise that not all of these questions/areas are relevant to all students. These are intended to stimulate your thinking about your training and are not prescriptive.

## Domain A – Knowledge and Intellectual Abilities (Knowledge Base)

This area concerns your knowledge base of your subject, from theoretical to practical, and covers your ability to both use and acquire knowledge. Consider your skills honestly and objectively under the following broad headings:	Current Skill Level					Priority		
	1	2	3	4	5	Low	Med	High
Subject Knowledge								
Theoretical Knowledge								
Practical application								
Information acquisition and understanding								
Information literacy								
Literacy and Numeracy skills								
Critical analytical ability								
Critical thinking								
Evaluation skills								
Creativity								

## Domain B – Personal Effectiveness

Here, you should examine your skills in areas relating to personal qualities and self-management skills that underpin any successful career. How would you rate your ability in the following broad areas?	Current Skill Level					Priority		
	1	2	3	4	5	Low	Med	High
Self-confidence/self-reliance/responsibility								
Priority setting, time-management								
Networking skills								
Understands standards of good research practice in the institution and/or research area								
Makes time to reflect on practice and experience								
Demonstrates self-awareness and the ability to identify own development needs								
Appreciates the need for and shows commitment to continuing professional development								

## Domain C – Research Governance and Organisation

This domain contains the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research. Do you...	Current Skill Level					Priority		
	1	2	3	4	5	Low	Med	High
Understand relevant health and safety issues and demonstrates responsible working practices?								
Understand and apply the relevant codes of conduct and guidelines for the ethical conduct of research?								
Demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research?								
Have a basic understanding of legal requirements surrounding research – e.g., Data Protection Act, Freedom of Information Act, Equality Act, and equivalent legislation in other parts of the UK?								
Understand the concept of attribution and applies it consistently and fairly to appropriately recognise contributions and co-authorship; seeks advice on local codes of conduct?								
Understand and adheres to the rules and regulations concerning academic malpractice in the institution in which based and of professional body and funder if appropriate?								
Are you aware of how own research aligns with the research strategy of the institution and strategic focus of the research area?								
Do you apply effective project management through the setting of research goals, intermediate milestones, and prioritisation of activities?								
Understand the processes for funding and evaluation of research?								
Understand the basic principles of financial management?								
Have some commercial awareness?								

## Domain D – Engagement, Influence, and Impact

This domain considers the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural and economic context.	Current Skill Level					Priority		
	1	2	3	4	5	Low	Med	High
Effectively supports the learning of others when involved in teaching, mentoring, demonstrating, or other research activities								
Recognises the importance of mentorship and receiving mentoring								
Recognises implications of own research for real life contexts								
Understands the concept of research impact and can apply this to their research by identifying relevant communities of research users, the mechanisms necessary to engage with them, and the means to evidence any impacts generated.								
Understands equality and diversity requirements of institution								
Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally, through a variety of techniques								
Develops skills in a range of communication means – such as face-to-face interaction, using interactive technologies, and/or textual and visual media								
Uses audio-visual aids effectively in presentations								
Understands the processes of publication and academic exploitation of research results								
Participates in research meetings (seminars, workshops, conferences, etc.); has a developing awareness of the ways research influences/interacts with teaching								
Understands the process of commercial exploitation of research results								
Learns of the value to academia of establishing relationships in business/commercial contexts								
Shows a broad understanding of the context in which own research takes place, at the national and international level								
Do you intend/have you explored possibilities for Graduate Teaching Assistant roles?								

## Subject-specific skills training.

Elements of subject-specific training will be compulsory for different programs (e.g. 'Introduction to the Omics' for CMVLS studentships; subject-specific tutorial sessions for BBSRC cohorts, etc.). These should be noted below.

You need to discuss with your supervisor what subject-specific skills training you require and identify sources for this training. This may include skills training elements offered by CMVLS, training courses elsewhere in the University of external courses, conferences, workshops or study visits. These additional training elements should be detailed below, with an approximate indication of when you will undertake these.

# Researcher Development Log

Name:

Student ID:

Institute/School:

Year of Study:

You should regularly update this log to record when and what type of training you have undertaken. It is expected that you will have recorded training and/or practical experience in each of the four areas of the RDS by the time you complete your studies.

RDS Domain	Training/professional development activity
<p><b>Domain A: Knowledge and intellectual abilities</b> This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.</p>	<p>Please list any training courses undertaken in this area</p>
	<p>Please list any practical experience undertaken in this area and comment on how it has helped you develop specific skills in this domain (see Appendix 1)</p>
<p><b>Domain B: Personal effectiveness</b> This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.</p>	<p>Please list any training courses undertaken in this area</p>
	<p>Please list any practical experience undertaken in this area and comment on how it has helped you develop specific skills in this domain (see Appendix 1)</p>
<p><b>Domain C: Research governance and organisation</b> This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.</p>	<p>Please list any training courses undertaken in this area</p>
	<p>Please list any practical experience undertaken in this area and comment on how it has helped you develop specific skills in this domain (see Appendix 1)</p>
<p><b>Domain D: Engagement, influence and impact</b> This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.</p>	<p>Please list any training courses undertaken in this area</p>
	<p>Please list any practical experience undertaken in this area and comment on how it has helped you develop specific skills in this domain (see Appendix 1)</p>

Signature:.....

Date:.....

## Appendix 1. Researcher Development Framework Skills Domains

Domain A: Knowledge and intellectual abilities		
This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.		
Sub-domain	Sub-domain summary	
<b>1. Knowledge base</b> <ol style="list-style-type: none"> <li>1. Subject knowledge</li> <li>2. Research methods – theoretical knowledge</li> <li>3. Research methods – practical application</li> <li>4. Information seeking</li> <li>5. Information literacy and management</li> <li>6. Languages</li> <li>7. Academic literacy and numeracy</li> </ol>	<b>Knowledge of:</b> The area of research, the advances within it and its relationships with other research areas The methods and experimental techniques appropriate for research design Sources of information, bibliographic software and other information technologies Literacy and numeracy skills and language abilities appropriate for research  <b>Behaviour:</b> Makes original contributions to knowledge Identifies, applies and develops methods and experimental techniques appropriate for research projects Conducts effective and comprehensive information searches Records, manages and handles information/data using appropriate bibliographic software and other information Technologies	
<b>2. Cognitive abilities</b> <ol style="list-style-type: none"> <li>1. Analysing</li> <li>2. Synthesising</li> <li>3. Critical thinking</li> <li>4. Evaluating</li> <li>5. Problem solving</li> </ol>	<b>Behaviour:</b> Analyses and evaluates findings using appropriate methods Thinks originally, independently and critically; develops theoretical concepts Critically synthesises information from diverse sources Evaluates progress, impact and outcomes of research Recognises and validates problems; formulates and applies solutions to a range of research problems  <b>Attitude:</b> Willing to give and receive constructive criticism	
<b>3. Creativity</b> <ol style="list-style-type: none"> <li>1. Inquiring mind</li> <li>2. Intellectual insight</li> <li>3. Innovation</li> <li>4. Argument construction</li> <li>5. Intellectual risk</li> </ol>	<b>Behaviour:</b> Develops new ways of working; has novel ideas and realises their potential Identifies new trends; creates new opportunities Develops convincing and persuasive arguments to defend research Takes intellectual risks; challenges the status quo  <b>Attitude:</b> Takes a creative, imaginative and inquiring approach to research Is open to new sources of ideas	

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<b>Domain B: Personal effectiveness</b>		
This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.		
<b>Sub-domain</b>	<b>Sub-domain summary</b>	<b>JSS</b>
<b>1. Personal qualities</b> <ol style="list-style-type: none"> <li>1. Enthusiasm</li> <li>2. Perseverance</li> <li>3. Integrity</li> <li>4. Self-confidence</li> <li>5. Self-reflection</li> <li>6. Responsibility</li> </ol>	<b>Attitude:</b> Approaches research with enthusiasm, passion and confidence Is resilient and perseveres in the face of obstacles Is self-reflective; seeks ways to improve performance and strives for research excellence Is pro-active, independent, self-reliant and takes responsibility for self and others Shows integrity	B3 D5 D6 D7*
<b>2. Self-management</b> <ol style="list-style-type: none"> <li>1. Preparation and prioritisation</li> <li>2. Commitment to research</li> <li>3. Time management</li> <li>4. Responsiveness to change</li> <li>5. Work-life balance</li> </ol>	<b>Behaviour:</b> Anticipates and responds to directions and trends in research Plans, prioritises and conducts research in proactive way Delivers research projects and results on time and effectively Develops awareness of, and helps to achieve, work-life balance for self and colleagues  <b>Attitude:</b> Has a strategic approach to research Has focus, commitment and ambition Is flexible and responsive to change	
<b>3. Professional and career development</b> <ol style="list-style-type: none"> <li>1. Career management</li> <li>2. Continuing professional development</li> <li>3. Responsiveness to opportunities</li> <li>4. Networking</li> <li>5. Reputation and esteem</li> </ol>	<b>Knowledge of:</b> Career and employment opportunities inside and outside academia  <b>Behaviour:</b> Takes ownership of and manages professional development Shows commitment to continuing professional development and enhancing employability Maintains and develops relevant skills set and experience in preparation for a wide range of opportunities within and outside academia Actively networks for professional and career purposes and seeks to enhance research reputation and esteem	D4 F1 G1 G2 G3

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<b>Domain C: Research governance and organisation</b>		
This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.		
<b>Sub-domain</b>	<b>Sub-domain summary</b>	
<b>1. Professional conduct</b> <ol style="list-style-type: none"> <li>1. Health and safety</li> <li>2. Ethics and principles and sustainability</li> <li>3. Legal requirements</li> <li>4. IPR and copyright</li> <li>5. Respect and confidentiality</li> <li>6. Attribution and co-authorship</li> <li>7. Appropriate practice</li> </ol>	<b>Knowledge of:</b> Health and safety issues, confidentiality and ethical requirements of his/her research field The legal requirements and regulations relating to the area of research and the research environment The principles of intellectual property rights (IPR) and copyright issues, as they relate to research, its commercialisation and dissemination Organisational and professional requirements and environmental impact of research The concept of corporate social responsibility  <b>Behaviour:</b> Respects, acknowledges and attributes the contribution of others Seeks to protect, where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings Acts with professional integrity in all aspects of research governance Uses institutional/organisational resources responsibly and appropriately Seeks ways of working in a sustainable manner  <b>Attitude:</b> Respects, upholds and meets professional standards and requirements	B2 B4
<b>2. Research management</b> <ol style="list-style-type: none"> <li>1. Research strategy</li> <li>2. Project planning and delivery</li> <li>3. Risk management</li> </ol>	<b>Knowledge of:</b> The contribution of research to the health of disciplines and institutional missions Project management tools and techniques  <b>Behaviour:</b> Applies appropriate project management tools and techniques Sets goals and plans and manages resources to deliver results Effectively assesses and manages risks	C1
<b>3. Finance, funding and resources</b> <ol style="list-style-type: none"> <li>1. Income and funding generation</li> <li>2. Financial management</li> <li>3. Infrastructure and resources</li> </ol>	<b>Knowledge of:</b> The requirement for research income generation and financial management Mechanisms for funding, the range of funding sources and the processes for making applications Local administrative systems, reporting procedures and infrastructure processes  <b>Behaviour:</b> Responsibly manages finances, resources and infrastructures related to research	B5

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<b>Domain D: Engagement, influence and impact</b>		
This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.		
<b>Sub-domain</b>	<b>Sub-domain summary</b>	
<b>1. Working with others</b> <ol style="list-style-type: none"> <li>1. Collegiality</li> <li>2. Team working</li> <li>3. People management</li> <li>4. Supervision</li> <li>5. Mentoring</li> <li>6. Influence and leadership</li> <li>7. Collaboration</li> <li>8. Equality and diversity</li> </ol>	<p><b>Behaviour:</b> Actively works in an inclusive, respectful and constructive way with colleagues, stakeholders and research users Recognises and acknowledges the contribution of others and own part in team success Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict Supervises, mentors and develops the potential of less experienced researchers and colleagues through support and advice Leads, motivates and influences where appropriate; persuades through listening and convincing discussion Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research</p> <p><b>Attitude:</b> Respects the inclusive and collegial manner in which researchers conduct relationships within and beyond academia Recognises the potential for working in sustained partnerships with a range of stakeholders to generate new ideas, insights and maximise the potential for wider societal and economic impact Respects individual difference and diversity</p>	E5 F2 F3
<b>2. Communication and dissemination</b> <ol style="list-style-type: none"> <li>1. Communication methods</li> <li>2. Communication media</li> <li>3. Publication</li> </ol>	<p><b>Knowledge of:</b> Appropriate communication and dissemination mechanisms for different audiences The importance of engaging in the processes of publication and dissemination of research results and impacts</p> <p><b>Behaviour:</b> Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media Actively engages in publication and dissemination of research results and impacts</p>	E2
<b>3. Engagement and impact</b> <ol style="list-style-type: none"> <li>1. Teaching</li> <li>2. Public engagement</li> <li>3. Enterprise</li> <li>4. Policy</li> <li>5. Society and culture</li> <li>6. Global citizenship</li> </ol>	<p><b>Knowledge of:</b> Global, organisational, cultural, economic, and environmental contexts, and the wider impact of research The social and ethical implications of research, and public attitudes to these issues The range of mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts</p> <p><b>Behaviour:</b> Engages with and shares research through research-informed and student-focused teaching Contributes to increasing public awareness, engagement and understanding of research and associated impacts Identifies innovative trends, ideas and applications; is enterprising and entrepreneurial within and beyond academia Works collaboratively with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy; seeks new outlets and promotes the application of research in innovative ways Appreciates and works with diversity and difference in research and education</p> <p><b>Attitude:</b> Values the contribution of research to teaching and teaching to research Recognises the importance of accountability of research with regard to social and economic impacts, internationalisation and global Citizenship</p>	B1 B7 E4

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