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Welcome

Welcome to the 2021-2022 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.

Photographs in this brochure were taken before social distancing measures were in place.

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. Due to Covid-19 as many courses as possible will be run via on-line. This programme will, as a result of the ongoing situation, inevitably have last minute changes.

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 due to Covid-19 this programme will be on-line from the 4th to 8th October 2021. 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/

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 (depending on Covid-19 restrictions) 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/
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 subdomains 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: www.vitae.ac.uk/rdf 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

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 24 hours, confirming that you have booked a place on this course. You will receive a zoom link or 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

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.

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 2021/22 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.
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/currentpgstudentinformation/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 zoom session. 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. 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.
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 Induction Course will be an on-line event in 2021-2022, 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 ‘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. You will receive a zoom link or notification of the venue a few days prior to the course date.

Developing Rigour and Validity in Literature Searches
Course code: RSDA6096P
Speaker: Mr Paul Cannon, University Library
Target Group: All new students (1 session for each student)
Credit: 1
Description: 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.

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, Institute of Infection, Immunity and Inflammation
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: Mr Chris Patterson, MRC/CSO Social & Public Health Sciences Unit, IH&W
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.

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**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.

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**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.

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**Programming for Biologists**

**Course code:** RSDA6005  
**RDF Domain:** A1.3, A1.5, A1.7  
**Speaker:** Mrs Karen Lennie and Mr Euan Fulton, IT Services  
**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.

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**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  
**Description:** 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.

For the academic year 2021/2022 this course will only be available as an online Moodle course, the course will be assessed by a) computer marked multiple choice series of question and b) three essay type questions which will be marked by a member of the RPS team. Both sections must be passed before a certificate will be issued.

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

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**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 Life Sciences  
**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, Institute of Cardiovascular & Medical Sciences  
**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:** Dr Pawel Herzyk, Dr Richard Burchmore, Gavin Blackburn, Ronan Daly, Graham Hamilton  
**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
Fieldwork Safety
Course code: RSDA6004
RDF Domain: A1.1, A1.2, C1.1
Speaker: Dr Stewart White, School of Life Sciences
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.

Understanding Research Designs in Observational and Randomised Clinical Research
Course code: RSDA 6065P
RDF Domain: A1
Speaker: Dr Alex McMahon
Target Group: 1-4
Credit: 1
Description: The course will cover the philosophy, design, and application of observational research designs such as the case-control study and the cohort study. It will be explained how the clinical trial, i.e. the randomised controlled trial (RCT), has some parallels with observational designs but also important differences. 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. Relevant parts of the development of the RCT will be explained, including regression to the mean, how to handle protocol violators, and the concept of the pragmatic trial.

R for Research
Course code: RSDA6184
RDF Domain: A1.1, A1.2
Speaker: Dr Jesus Rodriguez Perez, Public Health, IH&W
Target Group: Anyone on a research related role utilising R as the main analysis language.
Credit: 3
Description: This course will cover the necessary material to effectively use the R programming language and related packages towards producing quality research. The course will begin with an introduction to standard R for those unfamiliar with the scripting language and most commonly used libraries. Furthermore, we will learn about version control, and how to effectively keep and organise snapshots of your work through time in semi-automated manner.

Subsequently, students will learn about streamlining the creation of quality research papers utilising Rmarkdown. Amongst other benefits, Rmarkdown helps bringing data into documents in a semi-automated way. Finally, students will also learn about creating simple dynamic web applications where to present their research results utilising RShiny.

Students with any level of programming proficiency are encouraged to join the course, as we will be very light in terms of coding and focus on basic understanding of the tools available. The only requirement is to have an interest in the R ecosystem and the ways it can enhance their research. In exchange you will be empowered with a set of tools, that will make your future work more reproducible, organised, and interactive.

We will reserve time every session for questions, and assistance in completing and understanding the exercises, and making sure people get a valuable and useful experience out of this course.

Systematic Reviews: From Protocol to Publication
Course code: RSDA6185
Speaker: Ms Valerie Wells and Dr Hilary Thomson
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.
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?

***

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.
- Take advantage of **specialist coaching**.
- **Receive 2 skills training credits for participating**.
- Find out about the **exciting research** conducted by other PGRs across the University.

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

@3MTUofG @UofG_PGRblog
Design and Analysis of Comparative Experiments
Course code: RSDA6099P
RDF Domain: A1
Speaker: Dr Paul Johnson
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.

Screening from Early Stage Drug Discovery to Academic Specialty
Course code: RSDA6119
RDF Domain: Lead Domain is A. Includes B1, B3, C1, D1, D2, D3
Speaker: Dr Eric Kalkman, 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.

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 Wheadeon, Institute 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.
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
Keep updated on all MVLS engagement news @UofGMVLS-Engage and by joining MVLS Engage Yammer group, or contact: 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/
HOW CAN I ENGAGE THE PUBLIC WITH MY 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/

**Glasgow Science Festival**
An annual festival showcasing 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.uk/](https://curiousabout.glasgowsciencecentre.org.uk/) or contact public-engagement@gsc.org.uk for more information.

**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

**Pint of Science - Glasgow**
This annual festival brings researchers to a local pub (or online) to present their scientific discoveries.
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/

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.

**Explorathon**
The EU celebrates research and researchers with huge public engagement events held annually in late September. Explorathon is Scotland’s Festival where the public get up close and hands on with our research through a mixture of live and online events.
www.explorathon.co.uk/
www.gla.ac.uk/myglasgow/publicengagement/explorathon%202020/

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

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www.explorathon.co.uk/
www.gla.ac.uk/myglasgow/publicengagement/explorathon%202020/
Analysing Qualitative Data
Course code: RSDA6159
RDF Domain: A1
Speaker: Professor Susan Jamieson, School of Medicine, Dentistry and Nursing
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, Institute of Cardiovascular & Medical Sciences
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 Life Sciences
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.

Formulating a research question: true, new and important!
Course code: RSDA6697P
RDF Domain: A1, A2, A3, B1
Speaker: Dr Antony Workman, ICAMS
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.

Qualitative Research
Course code: RSDA 6041
RDF Domain: A1.1, A1.6, A2.1
Speaker: Dr Jacqueline Reilly, Institute of Health and Wellbeing
Target Group:1-4
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.
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, Head, Medical Illustration Services, NHSGGC
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 6038
RDF Domain: A1.1, A1.6, A2.1
Speaker: Professor Jim Lewsey, Professor of Medical Statistics
Target Group: PG&T 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 SPSS and R output (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: PG&T 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 SPSS and R output (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: PG&T 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 SPSS and R output (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
Target Group: PG&T 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: Mr Darian Brookes, 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 Life Sciences
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: Miss Kirsty Wetherall, 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, Dr Vickie Curtis and Dr Claire Donald, Institute of Infection, Immunity and Inflammation MVLS
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 – who, why 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, Dr Vickie Curtis and Dr Claire Donald, Institute of Infection, Immunity and Inflammation MVLS
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 2022. 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 2022.

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 eight 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 2022. Please visit www.glaswosciencefestival.org.uk in early February 2022 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
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.

Introduction to Experimental Design
RDF Domain: A2.5 (Cognitive abilities – Problem solving), B1.3 (Personal qualities – Integrity), B2.1 (Self-management – Preparation and prioritisation), C2.2 (Research management – Project planning and delivery), D1.7 (Working with other – Collaboration), D2.3 (Communication and dissemination – Publication.
Speaker: Dr Matthew Neilson, Senior Informatician, Beatson Institute
Target Group: Year 1 PhD students
Credit: 1
Description: This course provides an introduction to experimental design, with an emphasis on topics such as objective-setting, reproducibility, variability, and the use of suitable controls and randomisation to reduce bias. We also outline the recommended experimental design process at the Beatson. The course comprises one lecture, four parallel small-group practical sessions, and a discussion session. On completion of the course, participants should be able to explain why experimental design is important, describe the key components of a well-designed experiment, and identify potential confounding factors in an experiment. Contact: Crispin.Miller@glasgow.ac.uk for booking.
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/

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.
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.

In 2019 we have had finalists in most of the business start up competitions such as Scottish Edge and Converge Challenge with Pooja Katara, founder of SENSEcity, winning the Creative

Converge Challenge and Marwa Ebrahim, founder of Atypical Cosmetics, winning the runner up award in the same category.

We reached the finals of the Santander Universities Entrepreneurship Awards in 2019 with SE|ME, a social enterprise helping homeless peopleand Marwa Ebrahim, founder of Atypical Cosmetics, won the People’s Choice Award in 2020 in the regional final.

2020 was a difficult year for many of our start ups as lockdowns and restrictions hampered their efforts. They have shown great resilience through all of this and many have moved to online trading and e-commerce platforms as a means of moving forward.

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 future. With the right help and guidance, Student Enterprise could bring out the entrepreneur in you.

For more information or to make an appointment please contact our Student Enterprise Manager, Marion Anderson:

studententerprise@glasgow.ac.uk  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) within Research & Innovation Services. During Semester 1 all live courses will run as online webinars, using the Zoom platform. It is hoped that face-to-face courses will resume in semester 2. 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

How to Book:
Enrolment for mandatory courses is via Moodle (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/uoflife/) 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) and our Researcher Careers adviser, Katrina Gardner (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

Visualise Your Thesis
Fancy yourself as a short filmmaker? Think you could capture the story of your thesis in just one minute of animation or video? Visualise Your Thesis is an international competition to create an original film for a public audience. Along the way, there’s a chance to develop skills in storyboarding, video creation and editing, and public engagement, as well as get 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 international competition. More information on how to participate can be found at 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/
OPTIONAL COURSES

Writing Courses

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.

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

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.

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.
IT Skills

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.

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.

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.

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 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 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.

Writing a Data Management Plan with DMPOnline
Course Code: RSDD 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
Communication Skills

Introduction to Research Impact
Course Code: RSDD 6071
RDF Domains: D2-3
Speaker: Bhoomi Gor, Research Impact Officer
Target Group: PGRs at least 6 months into their research
Duration: 2 hours
Description: In today’s evolving research environment, research impact has become a significant part of academia. Understanding how your research potentially affects or benefits wider society (what we call ‘impact’) can be helpful in shaping your research. Working towards the potential impacts arising from your research can help you build new transferrable skills and strengthen your academic career. This workshop introduces the concept of research impact, points to impact opportunities, and provides frameworks for designing an impact plan.

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.

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 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.

Blogging About Your Research
Course Code: RSDD 6074
RDF Domain: A3, D2-3
Speaker: Mimo Caenepeel
Target Group: All PGRs
Duration: 3 hours
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.

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!)
**Academic Posters**

Course Code: RSDD 6081  
RDF Domain: 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.

**Data Visualisation and Infographics**

Course Code: RSDD 6082  
RDF Domain: D2  
Speaker: Vivomotion  
Target Group: All PGRs  
Duration: 3 hours  
Description: This workshop introduces the vast field of data visualisation. Designing communications that appeal on an aesthetic level is important no matter what discipline you work in. Highlighting on-line tools, you will learn how to tell stories with your data, including designing and presenting graphs and charts to maximise their impact and designing infographics for your research topics. Examples of unique data visualisation projects will be shown for inspiration. Note that whilst a range of visualisation software options will be discussed during the workshop, this is not a software-training course.

**Animations for Research**

Course Code: RSDD 6076  
RDF Domain: D2  
Speaker: Vivomotion  
Target Group: All PGRs  
Duration: 3 hours  
Description: Animation is a fun and accessible way to maximise the impact of your presentations. This course will show examples of impactful research animations, as well as covering script writing, storyboarding and animation production. Sparkol video animation software will be demonstrated as an accessible application that offers a free-trial period. This course is also a useful introduction if you are interested in participating in the Visualise Your Thesis competition.
Leadership and Management

Working productively at the start of your research
Course Code: RSDB 6103
RDF Domain: B1-B2
Speaker: MY Consultants
Target Group: All PGRs, particularly those starting Year 1.
Duration: 1.5 hours
Description: Setting up effective work routines and starting to build good working relationships with your supervisors are key tasks to work through during the early stages of your PhD to enable you to succeed in your research. This workshop, aimed at new start PhD students, will provide you with practical, workable, productivity and planning tools and advice to help you be as effective as you can in the early stages of your PhD.

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 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 is 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 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 you supervisor.
Business and Innovation

Future Innovators
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) for how to book
RDF Domain: A3, B1-3, D3
Speaker: Skillfluence
Target Group: All PGRs
Duration: 3 days equivalent, spread over 6 weeks
Description: Future Innovators is for researchers who wants to refine their creative thinking and problem-solving skills, build confidence to lead, facilitate, and enable innovation, and to make a difference. Through 6 engaging, interactive and fun practical sessions, you will learn how to clearly define problems, create and select from possible solutions, quickly develop ideas, design in ways that manage financial and organisational risk, and persuasively pitch ideas to management. This programme welcomes imaginative researchers from all disciplinary fields. If you are interested in refining your toolkit of skills and confidence, with an eye to being innovative in your research and your future career, it might be the programme for you! 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.

Policymakers and Your PhD
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.

Business Beyond the Bottom Line
Course Code: RSDD 6032
RDF Domains: A2-3, B3, D1, D3
Speaker: Firstport
Target Group: All PGRs interested in social enterprise
Duration: 1 day
Description: This course looks at how to set up a social enterprise, and is intended for people who want to think about making a living that is aligned with their personal motivations. Not the pinstripe suit or Dragon’s Den side of running a business, instead we will look at the distinctive nature of values-based businesses with environmental or societal benefits, as well as the challenges and benefits of running your own business. The day will include inspirational examples alongside practical advice around core business functions, such as finance and funding, strategy and getting the right team. If you are working in a technology-based area and looking to design an actual product you may find the course Research Ventures (RSDD 6006) is more suited to you. Much of the content of these two courses is similar but the approach is from a different angle.

Risky Business
Course Code: RSDD 6001
RDF Domains: A2-3, B3, D1, D3
Speaker: Catenion
Target Group: PGRs in scientific, medical, business or legal disciplines
Duration: 1 day
Description: Sharpen your commercial awareness and learn about risk taking and strategic thinking through an interactive board game which sees you taking on the role of a pharmaceutical executive team. Pharma companies make some of the biggest gambles of any industry: multimillion, even multibillion, dollar investments on a new drug. These investments can take more than a decade to play out. Scientific and technical barriers produce a high failure rate: only one in ten new Phase I drugs make it to the market. This workshop gives researchers the chance to:
- Gain an insight into R&D and business development Processes.
- Experience the highs and lows of working in a team to negotiate deals and licensing agreements.
- Consider how projects and deals can be evaluated against industry benchmarks and how this information can form part of the strategic planning process.

Research Ventures
Course Code: RSDD 6006
RDF Domains: A3, C1-3, D1-3
Speaker: Researcher Development team
Target Group: All PGRs, particularly those in scientific disciplines
Duration: 2 days
Description: However big, however small your ideas, Research Ventures is about finding out how you can develop them into a business that matters for you. This two-day course, aimed primarily at scientists and engineers, covers the areas you would expect from an entrepreneurship course, and more. You’ll learn about research commercialisation, protecting your ideas, and different business models, meet some inspirational people, and come away with new ideas, friends and collaborators, as well as a better understanding of what motivates you and how to transform your ideas into reality.

Intellectual Property for STEM researchers
Course Code: RSDC 6043
RDF Domains: C1
Speaker: Darian Brookes, IP and Innovation Manager
Target Group: MVLS and COSE PGRs
Duration: 2 hours
Description: Do you want to learn more about protecting your intellectual property from your research? The University of Glasgow can support you. This workshop is intended for researchers looking to understand the basic fundamentals of intellectual property, specifically with STEM projects. The content will include:
- An introduction to IP, and why IP is important
- A discussion of IP Rights (primarily patents, copyright, and design rights)
- The institution’s approach to IP, the role of the IP & Innovation team, and their support for research projects
Wellbeing

**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"

**Overcoming Perfectionism**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) 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."

**Overcoming Imposter Syndrome**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) 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."

**Motivation and Procrastination**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) 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."

**Isolation and Belonging**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) for how to book
Speaker: Desiree Dickerson
Target Group: All PGRs
Duration: 1 hour
Description: "Academic life can be an isolating experience for many people. For many, the role requires you to live far from home and those you love; for many, the workload demands can impact significantly on your ability to socialise and maintain relationships. We explore: • some of the many sources of isolation and loneliness that are inherent in our system • why it is so bad for us? The answer to which lies with our sense of belonging and identity • how we can begin to change it – to increase our sense of belonging within the academic and local community through creating a sense of safety, connection and common threads"

**Tackling the Inner Critic**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) 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."

**PhD and Sleep**
See [www.gla.ac.uk/pgrdevelopment](http://www.gla.ac.uk/pgrdevelopment) for how to book
RDF Domain: B2-3
Speaker: Maria Gardiani
Target Group: All PGRs
Duration: 1 hour
Description: "New city, new routine, thesis-writing, job-hunting, anxiety... There are lots of reasons why, as a research student, you might be experiencing difficulties with either getting to sleep or staying asleep. In our sleep workshops you will learn about the science behind sleep, as well as practi-cal strategies for overcoming common problems. If you are unable to attend but are interested in the topic, you might find this online resource useful: [www.mentalhealth.org.uk/publications/how-sleep-better](http://www.mentalhealth.org.uk/publications/how-sleep-better). It is based on C. A. Espie, Overcoming Insomnia and Sleep Problems: A Self-help Guide (London, 2010) available in the UofG library."
Mind Your Mate
Course Code: RSDB 6095
RDF Domain: B1, D2
Speaker: University of Glasgow SRC
Target Group: All PGRs
Duration: 1 day (not offered as online course)
Description: This course introduces the support that is available to PGRs in the areas of inclusivity, mental health, neurodiversity and disability. You will find out what support is available, how to access it, and have the opportunity to ask questions.

Preparing for Research Fieldwork
Complete this course online
RDF Domain: B2, C2
Target Group: PGRs undertaking fieldwork
Duration: Online training
Description: This course is for researchers undertaking independent fieldwork or research-related travel in the UK or abroad. It covers risk assessments, taking into account 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 you 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 discipline or School/Institute specific guidance. The course flags up how to access other support such as personal safety or fragile environment training, which are supported by the UoG Security Teams. Access the course here: https://rise.articulate.com/share/wMIS7AGDCCAhAy6iZQSD1ILXNgz8SY/

Personal Safety for PGRs
See www.gla.ac.uk/pgrdevelopment for how to book
RDF Domain: B2, C1
Speaker: Gary Stephen, Security Team
Target Group: All PGRs
Duration: 1 hour
Description: This personal safety webinar will help you to understand and recognise triggers of aggressive behaviour and the stages of conflict. It will equip you with techniques to avoid, reduce and manage risks to your own safety, using dynamic risk assessment models to stay safe in different situations.

Managing Conflict and Trauma in Qualitative Research
Course Code: RSDB 6041
RDF Domain: B1-2, C1-2
Speaker: Erin Jessee, Senior Lecturer, History
Target Group: PGRs undertaking qualitative research
Duration: 1 day (not offered as online course)
Description: This one-day workshop provides researchers with an opportunity to explore the challenges that surround qualitative research in/on contexts where conflict and trauma have shaped people’s experiences and memories. Oral historian Erin Jessee will guide workshop participants through a critical evaluation of the ‘best practices’ and potential pitfalls that surround applying qualitative theory and methods to your area of study. The workshop will include opportunities for class discussion and practical exercises to ensure workshop participants have opportunities to think through the specific challenges that they might encounter in their own research projects.

GRAD on the Island
See www.gla.ac.uk/pgrdevelopment for how to book
RDF Domain: A3, B1-2, D1-2
Speaker: Various
Target Group: Year 2 and 3 PGRs
Duration: 4 days (not offered as an online course)
Description: This course takes PGRs into a new environment. Based in a remote corner of the Isle of Mull, it gives you the chance to take a step back from your research to consider your own skills, strengths, motivations and career aspirations. Over the four days, you will take part in group activities, have space for quiet reflection and new ideas and soak up the atmosphere of the West Coast, while keeping an eye out for dolphins and sea-eagles!

The themes of the programme are:
- Personal and career development
- Collaboration and partnership working
- Engaging the community with your research
- Creative thinking

Based in old quartermen’s cottages in a remote bay, 20 mins walk from the nearest road, the accommodation is basic. We think this is part of what makes the trip unique and the time spent in an unfamiliar environment, away from ordinary routines, will give you space for fresh thinking on your PhD, yourself and your career. Attendance is free: we will cover all costs of your accommodation, food and transport. The event also provides some voluntary outdoor activities, such as kayaking, rock-climbing, and abseiling with fully trained instructors.
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 Services Courses

Due to the impact of COVID-19, we are replacing our face-to-face IT training courses with remote learning sessions until further notice. To register your interest in one of these online sessions please complete the IT Training Courses form: www.gla.ac.uk/myglasgow/it/training

Here you will be able to add a ‘note of interest’ on any of the course titles listed - once IT Services have enough interest to run these resourcefully, they will get back in touch with students by email to confirm dates and times. Maximum number no longer applies to the sessions and time durations will vary.

FOR THESE COURSES, YOU MUST APPLY TO THE GRADUATE SCHOOL FOR SKILLS TRAINING CREDITS (see page 7)
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/

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

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<thead>
<tr>
<th>Training</th>
<th>Researcher Development Skill Domain</th>
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<tbody>
<tr>
<td>Co-ordinating / Convening a Seminar Series, Workshop or Conference</td>
<td>D1.2, C3.1 - 3.3, B3.1 - 3.5</td>
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<td>Co-ordinating / Convening a Conference or Workshop</td>
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<td>Co-ordinating / Convening a Seminar series</td>
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<td>Conferences</td>
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<td>Conference - attendance</td>
<td>B3.4</td>
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<td>Conference - oral presentation</td>
<td>B3.4, D2.1, D2.2</td>
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<td>Conference - poster presentation</td>
<td>B3.4, D2.1, D2.2</td>
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<tr>
<td>Conference - preparation of paper for inclusion in conference publication</td>
<td>D2.1 - 3</td>
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<tr>
<td>Institute/School Seminar</td>
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<tr>
<td>Giving Institute/School Seminar - per presentation</td>
<td>B3.4, D2.1, D2.2</td>
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<tr>
<td>External Seminar</td>
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<tr>
<td>Presentation at an External Seminar - per presentation</td>
<td>B3.4, D2.1, D2.2</td>
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<tr>
<td>International Training Workshops</td>
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<td>Attendance at international training workshop</td>
<td>B3.2, B3.3, D3.6</td>
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<tr>
<td>Research Council Training Course</td>
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<td>Research council training course - per day</td>
<td>A, B, C, D</td>
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<td>Journals</td>
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<td>Writing a paper for submission to a Journal - per paper</td>
<td>C1.6, D2.1 - 3</td>
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<td>Writing an article for a non-scientific publication</td>
<td>D2.1 - 3, D3.2</td>
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<td>Research Group Journal Club</td>
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<td>Journal club presentation</td>
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<td>Being a postgraduate representative on University committee</td>
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<tr>
<th>Teaching / Demonstrating</th>
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<tr>
<td>Laboratory demonstrating</td>
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<tr>
<td>(1 credit per year)</td>
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<tr>
<td>Facilitating PBL sessions</td>
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<td>(1 credit per year)</td>
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<th>Public Engagement Activities</th>
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<td>Ambassador role eg. STEM Ambassador, NCCPE Ambassador etc.</td>
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<tr>
<td>Presentation eg. at Cafe Scientifique, public lecture or talk in school</td>
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<td>Participation in PE activity designed and organised by someone else eg. schools outreach, science festival</td>
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<tr>
<td>Design/organisation of own PE activity</td>
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<td>PE via conventional/social media eg newspaper article, TV/radio interview, blogging, facebook twitter etc.</td>
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<td>Participation in PE scheme eg. I’m a scientist, get me out of here, Bright Club, Fame Lab</td>
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<th>Student Union Roles</th>
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<td>Club and society office</td>
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<th>References</th>
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<td>B3.4, D1.6, D2.1</td>
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<td>D3.1</td>
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<td>B3.4, D1.2, D1.6, D2.1</td>
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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. Covid-19 restrictions will apply.

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
- Life Sciences – Archie Roy

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/ (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 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: http://urlm.co.uk/www.stemscotland.com

Glasgow Science Festival
www.glasgowscientificfestival.org.uk/events/sciencefestival/getinvolved

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.

https://nerc.ukri.org/about/whatwedo/engage/public/

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/

See over.
Research Student Skills and Career Development Training Needs Analysis Template

<table>
<thead>
<tr>
<th>Research Student’s Details</th>
<th>Full name, in capital letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Institute/School</td>
<td>Date of Completion of Form</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Subject Knowledge</th>
<th>Current Skill Level</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Knowledge</td>
<td>1 2 3 4 5</td>
<td>Low Med High</td>
</tr>
<tr>
<td>Practical application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information acquisition and understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy and Numeracy skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analytical ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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?

<table>
<thead>
<tr>
<th>Self-confidence/self-reliance/responsibility</th>
<th>Current Skill Level</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority setting, time-management</td>
<td>1 2 3 4 5</td>
<td>Low Med High</td>
</tr>
<tr>
<td>Networking skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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...

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand relevant health and safety issues and demonstrates responsible working practices?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Understand and apply the relevant codes of conduct and guidelines for the ethical conduct of research?</td>
<td></td>
</tr>
<tr>
<td>Demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>Are you aware of how own research aligns with the research strategy of the institution and strategic focus of the research area?</td>
<td></td>
</tr>
<tr>
<td>Do you apply effective project management through the setting of research goals, intermediate milestones, and prioritisation of activities?</td>
<td></td>
</tr>
<tr>
<td>Understand the processes for funding and evaluation of research?</td>
<td></td>
</tr>
<tr>
<td>Understand the basic principles of financial management?</td>
<td></td>
</tr>
<tr>
<td>Have some commercial awareness?</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Effectively supports the learning of others when involved in teaching, mentoring, demonstrating, or other research activities</th>
<th>Current Skill Level</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises the importance of mentorship and receiving mentoring</td>
<td>1 2 3 4 5</td>
<td>Low Med High</td>
</tr>
<tr>
<td>Recognises implications of own research for real life contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands equality and diversity requirements of institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally, through a variety of techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops skills in a range of communication means – such as face-to-face interaction, using interactive technologies, and/or textual and visual media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses audio-visual aids effectively in presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the processes of publication and academic exploitation of research results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in research meetings (seminars, workshops, conferences, etc.) has a developing awareness of the ways research influences interacts with teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the process of commercial exploitation of research results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learns of the value to academia of establishing relationships in business/commercial contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a broad understanding of the context in which own research takes place, at the national and international level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you intend/have you explored possibilities for Graduate Teaching Assistant roles?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
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.

<table>
<thead>
<tr>
<th>RDS Domain</th>
<th>Training/professional development activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain A: Knowledge and intellectual abilities</strong></td>
<td>Please list any training courses undertaken in this area</td>
</tr>
<tr>
<td>This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Domain B: Personal effectiveness</strong></td>
<td>Please list any training courses undertaken in this area</td>
</tr>
<tr>
<td>This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Domain C: Research governance and organisation</strong></td>
<td>Please list any training courses undertaken in this area</td>
</tr>
<tr>
<td>This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Domain D: Engagement, influence and impact</strong></td>
<td>Please list any training courses undertaken in this area</td>
</tr>
<tr>
<td>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.</td>
<td>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)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Sub-domain summary</th>
</tr>
</thead>
</table>
| **1. Knowledge base** | Knowledge of:  
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  
**Behaviour:**  
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 |
| 1. Subject knowledge |  |
| 2. Research methods – theoretical knowledge |  |
| 3. Research methods – practical application |  |
| 4. Information seeking |  |
| 5. Information literacy and management |  |
| 6. Languages |  |
| 7. Academic literacy and numeracy |  |
| **2. Cognitive abilities** | Behaviour:  
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  
**Attitude:**  
Willing to give and receive constructive criticism |
| 1. Analysing |  |
| 2. Synthesising |  |
| 3. Critical thinking |  |
| 4. Evaluating |  |
| 5. Problem solving |  |
| **3. Creativity** | Behaviour:  
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  
**Attitude:**  
Takes a creative, imaginative and inquiring approach to research  
Is open to new sources of ideas |
| 1. Inquiring mind |  |
| 2. Intellectual insight |  |
| 3. Innovation |  |
| 4. Argument construction |  |
| 5. Intellectual risk |  |

*Denotes where a Joint Skills Statement (JSS) descriptor has been incorporated into different descriptors within the RDF*
**Domain B: Personal effectiveness**

This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Sub-domain summary</th>
<th>JSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Personal qualities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Enthusiasm</td>
<td>Attitude: Approaches research with enthusiasm, passion and confidence</td>
<td>B3</td>
</tr>
<tr>
<td>2. Perseverance</td>
<td>Is resilient and perseveres in the face of obstacles</td>
<td>D5</td>
</tr>
<tr>
<td>3. Integrity</td>
<td>Is self-reflective; seeks ways to improve performance and strives for research excellence</td>
<td>D6</td>
</tr>
<tr>
<td>4. Self-confidence</td>
<td>Is pro-active, independent, self-reliant and takes responsibility for self and others</td>
<td>D7*</td>
</tr>
<tr>
<td>5. Self-reflection</td>
<td>Shows integrity</td>
<td></td>
</tr>
<tr>
<td>6. Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Self-management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Preparation and prioritisation</td>
<td>Behaviour: Anticipates and responds to directions and trends in research</td>
<td></td>
</tr>
<tr>
<td>2. Commitment to research</td>
<td>Plans, prioritises and conducts research in proactive way</td>
<td></td>
</tr>
<tr>
<td>3. Time management</td>
<td>Delivers research projects and results on time and effectively</td>
<td></td>
</tr>
<tr>
<td>4. Responsiveness to change</td>
<td>Develops awareness of, and helps to achieve, work-life balance for self and colleagues</td>
<td></td>
</tr>
<tr>
<td>5. Work-life balance</td>
<td>Attitude: Has a strategic approach to research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has focus, commitment and ambition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is flexible and responsive to change</td>
<td></td>
</tr>
<tr>
<td>**3. Professional and career</td>
<td>Knowledge of: Career and employment opportunities inside and outside academia</td>
<td></td>
</tr>
<tr>
<td>development**</td>
<td>Behaviour: Takes ownership of and manages professional development</td>
<td></td>
</tr>
<tr>
<td>1. Career management</td>
<td>Shows commitment to continuing professional development and enhancing employability</td>
<td></td>
</tr>
<tr>
<td>2. Continuing professional development</td>
<td>Maintains and develops relevant skills set and experience in preparation for a wide range of opportunities within and outside academia</td>
<td></td>
</tr>
<tr>
<td>3. Responsiveness to opportunities</td>
<td>Actively networks for professional and career purposes and seeks to enhance research reputation and esteem</td>
<td></td>
</tr>
<tr>
<td>4. Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reputation and esteem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Domain C: Research governance and organisation

This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.

### Sub-domain summary

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Knowledge of:</th>
<th>Behaviour:</th>
<th>Attitude:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional conduct</strong></td>
<td><strong>Health and safety issues, confidentiality and ethical requirements of his/her research field</strong></td>
<td>Respects, acknowledges and attributes the contribution of others</td>
<td>Respects, upholds and meets professional standards and requirements</td>
</tr>
<tr>
<td></td>
<td><strong>The legal requirements and regulations relating to the area of research and the research environment</strong></td>
<td>Seeks to protect, where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The principles of intellectual property rights (IPR) and copyright issues, as they relate to research, its commercialisation and dissemination</strong></td>
<td>Acts with professional integrity in all aspects of research governance</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Organisational and professional requirements and environmental impact of research</strong></td>
<td>Uses institutional/organisational resources responsibly and appropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The concept of corporate social responsibility</strong></td>
<td>Seeks ways of working in a sustainable manner</td>
<td></td>
</tr>
<tr>
<td><strong>2. Research management</strong></td>
<td><strong>The contribution of research to the health of disciplines and institutional missions</strong></td>
<td>Applies appropriate project management tools and techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project management tools and techniques</strong></td>
<td>Sets goals and plans and manages resources to deliver results</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Effectively assesses and manages risks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Finance, funding and resources</strong></td>
<td><strong>The requirement for research income generation and financial management</strong></td>
<td>Responsibly manages finances, resources and infrastructures related to research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mechanisms for funding, the range of funding sources and the processes for making applications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Local administrative systems, reporting procedures and infrastructure processes</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Denotes where a Joint Skills Statement (JSS) descriptor has been incorporated into different descriptors within the RDF*
## Domain D: Engagement, influence and impact
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.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Sub-domain summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Working with others</strong></td>
<td><strong>Behaviour:</strong> 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; approaches and interacts constructively with others; manages expectations and resolves conflict. Supervises, mentors and develops 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. <strong>Attitude:</strong> 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.</td>
</tr>
<tr>
<td>1. Collegiality</td>
<td><strong>E5</strong></td>
</tr>
<tr>
<td>2. Team working</td>
<td><strong>F2</strong></td>
</tr>
<tr>
<td>3. People management</td>
<td><strong>F3</strong></td>
</tr>
<tr>
<td>4. Supervision</td>
<td></td>
</tr>
<tr>
<td>5. Mentoring</td>
<td></td>
</tr>
<tr>
<td>6. Influence and leadership</td>
<td></td>
</tr>
<tr>
<td>7. Collaboration</td>
<td></td>
</tr>
<tr>
<td>8. Equality and diversity</td>
<td></td>
</tr>
<tr>
<td><strong>2. Communication and dissemination</strong></td>
<td><strong>Knowledge of:</strong> Appropriate communication and dissemination mechanisms for different audiences. The importance of engaging in the processes of publication and dissemination of research results and impacts. <strong>Behaviour:</strong> 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. <strong>Attitude:</strong></td>
</tr>
<tr>
<td>1. Communication methods</td>
<td><strong>E2</strong></td>
</tr>
<tr>
<td>2. Communication media</td>
<td></td>
</tr>
<tr>
<td>3. Publication</td>
<td></td>
</tr>
<tr>
<td><strong>3. Engagement and impact</strong></td>
<td><strong>Knowledge of:</strong> 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. <strong>Behaviour:</strong> 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. <strong>Attitude:</strong> 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.</td>
</tr>
<tr>
<td>1. Teaching</td>
<td><strong>B1</strong></td>
</tr>
<tr>
<td>2. Public engagement</td>
<td><strong>B7</strong></td>
</tr>
<tr>
<td>3. Enterprise</td>
<td><strong>E4</strong></td>
</tr>
<tr>
<td>4. Policy</td>
<td></td>
</tr>
<tr>
<td>5. Society and culture</td>
<td></td>
</tr>
<tr>
<td>6. Global citizenship</td>
<td></td>
</tr>
</tbody>
</table>

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