



**Researcher  
Development  
Programme  
2016-17**

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# About Bournemouth University



## Welcome to Bournemouth University's Researcher Development Programme 2016-17 which outlines some of the ways we can support your research.

Our research shapes and changes the world around us, providing solutions to real-world problems and informing the education we deliver. Our students are a key part of the research we conduct, co-creating knowledge with us and playing a crucial role in everything we do.

### BU2018: Creating, Sharing, Inspiring

At the heart of BU is a powerful fusion of research, education and professional practice, creating a unique academic experience. To achieve this we combine inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge that stimulates new ideas, learning and thought leadership.

### Our approach to research

Working on impactful research projects is one of the cornerstones of our vision as a university and we are very proud of the research that is produced by our staff and students each year.

The quality of our research was recognised in the most recent Research Excellence Framework (REF) 2014, when 80% of our research was rated as internationally excellent or world leading. Within the South West, we were ranked fourth out of 11 universities for the world-leading impact of our research. In fact, over 70% of our research impact was deemed outstanding (4\*) or very considerable (3\*).

When you come to BU to undertake a postgraduate research degree, you will be joining a motivated, innovative and ambitious research community in which you can get involved with projects that make a real difference to people's lives and provide solutions to real-world problems.

Read more about the various research themes we focus on, as well as about our research environment and culture of innovation, at [www.bournemouth.ac.uk/research-themes-blog](http://www.bournemouth.ac.uk/research-themes-blog).

**We are here to provide a thriving and active postgraduate culture and community. The Graduate School has two key areas of responsibility: leading the development and delivery of the student experience for Postgraduate Researchers (PGRs) and overseeing the development, implementation and quality assurance of PGR provision.**

We are responsible for the development of the postgraduate research community and research environment here at BU. We ensure consistent academic excellence in research degree delivery and also support a distinctive BU postgraduate student experience in the 21st century. Our aim is to produce highly employable PGRs with high levels of professional and transferable skills, personal and social responsibility and global perspectives.

We work hard to create an inclusive, global community of postgraduate researchers, supporting PGRs to make connections and network with other students and academics here at BU and around the world. Our collaborative approach to research allows PGRs to break boundaries and to work alongside specialists in other disciplines to deliver projects that have a real-world impact.

One of our most important roles is in guiding your professional and personal development during your postgraduate research degree. We do this through our Researcher Development Programme, while your faculty will provide you with subject-specific support.

The Researcher Development Programme offers you flexibility to meet your development needs while at BU and also for your long-term career development. The programme aims to ensure that you are fully equipped with the skills and knowledge required to complete your research project and make a successful transition to your future career, whether in academia or further afield.

# About the programme



The RDF is structured into four domains and 12 sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards required to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. By using this framework you will be able to:



- Set aspirational goals
- Consider skills and experiences that will enhance your prospects of success in particular career areas
- Identify opportunities for further professional development
- Create a personal record of progress, backed up by evidence
- Develop an action plan
- Highlight, articulate and evidence the transferability of your skills for your CV, in job applications and during interviews
- Articulate your skills and attributes in a language employers inside and outside of academia will recognise and respect
- Prepare for one-to-one reviews with your supervisor in which you will be discussing PGR development
- Use the RDF to assist you when completing your annual monitoring on ResearchPAD.

## Programme domains

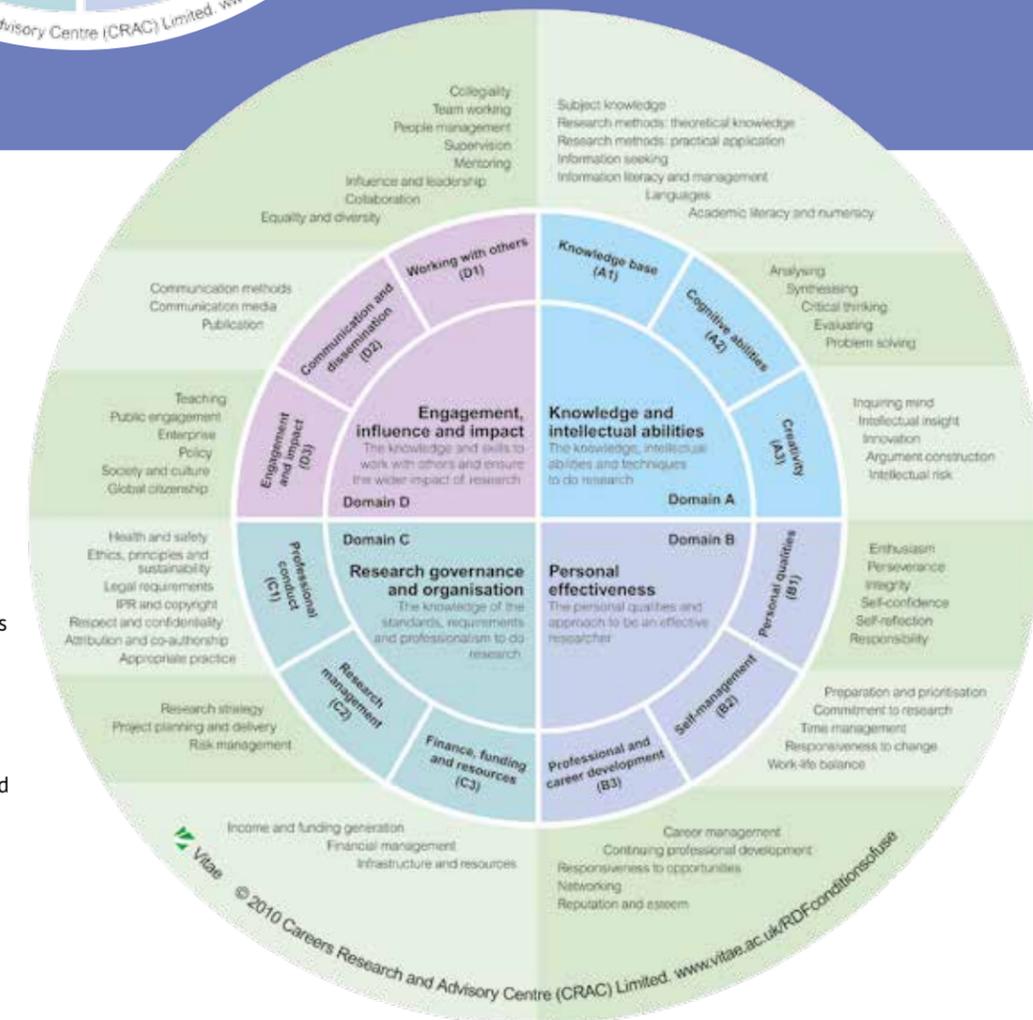
The Researcher Development Programme is aligned to the Researcher Development Framework (RDF) designed by VITAE. We recommend that postgraduate research students (PGRs) register with VITAE as they have an enormous amount of information available that PGRs will find helpful. Our programme is mapped on VITAE's four RDF domains. As you progress through your research degree, you will find that at the various stages of the process, different areas of the RDF will become important to you.

In July 2010, VITAE launched the Research Development Framework, a major new approach to researcher development, which aims to build the UK workforce and develop world-class researchers. The RDF has been adopted by higher education institutes (HEIs) throughout the UK and is now being implemented internationally, as it 'describes the knowledge, behaviour and attributes of successful researchers' (VITAE, 2016).



## VITAE Research Development Framework

This brochure mirrors the VITAE RDF and is broken down into the four main domains and sub-domains to guide you through your development. This brochure enables you to tailor your developmental journey. Workshops, online modules, video resources and podcasts (which are offered to help you fulfil each domain) are provided under each domain headings.



## Quick start guide

The Graduate School's role in enhancing the PGR student experience focuses on leading the development and delivery of a holistic BU postgraduate Researcher Development Programme. Key components include research skills training, professional and personal development planning and a globalised student experience.

### How to book a workshop

#### Step 1

Log on to myBU



#### Step 2

Enter The Graduate School community space



#### Step 3

Click on PGR Workshops on the left-hand side of the screen



#### Step 4

Once you have selected the workshop click on the **Book/ Register Now** tab and follow the Eventbrite instructions

Always remember to add the session to your Outlook calendar

### Workshops

All workshops will be published online on myBU twice a year (**in September for all workshops up to December 2016, and in January for all workshops up to July 2017**).

If a workshop you want to attend has not been published on myBU this will mean it will not be available to book straight away. While most sessions are repeated at least twice, some of our newer sessions may only be delivered once and so may only appear in the January-July 2017 workshops. Whenever the workshop is, early booking is advised to avoid disappointment.

Also, as changes to workshops do occur, please keep an eye open on myBU for any updates on changes to the dates and times of workshops, as well as room and facilitator alterations.

### What happens if the workshop is full?

If a workshop is full, add your name to the waiting list and you'll be automatically informed if places become available.

### What happens if I need to cancel my booking?

**Step 1:** Go to your booking and log on to Eventbrite to cancel your space on the workshop. **This is your responsibility.**

**Step 2:** To cancel the workshop go to 'manage order' and select cancel.

### Workshop etiquette

As over 100 workshops are offered it is important that you take responsibility for your own etiquette when booking or attending workshops. Please bear in mind the following:

- **Late attendance:** While in some circumstances arriving late to a workshop through unexpected circumstances cannot be avoided, bear in mind that late arrival can cause disruption for your fellow PGRs and the facilitator, so please ensure that you attend the workshops on time. Please note that unless prearranged, arriving at a workshop more than 15 minutes late is not acceptable.
- **Booking workshops and non-attendance:** If you have booked a workshop and then can no longer attend or have changed your mind, **cancel your space on the workshop**. Please respect fellow PGRs who may want to attend a workshop but cannot if all the spaces are full. Booking a session and then not attending without cancelling your space is not acceptable.
- **Attending workshops without booking:** Please book all workshops you want attend. Attending workshops without booking onto them can disrupt workshop preparation, as well as causing space issues.

## DOMAIN A

# Workshop information

### KNOWLEDGE AND INTELLECTUAL ABILITIES

This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.

- 10 Advanced NVivo: Analysing your data (A2)
- 10 Computer Skills: Microsoft Access (A1)
- 10 Computer Skills: Microsoft Excel (A1)
- 10 Computer Skills: Microsoft PowerPoint (A1)
- 11 Computer Skills: Microsoft Word (A1)
- 11 Creative thinking and problem solving (A3)
- 11 Critical appraisal of quantitative research papers (A2) **NEW**
- 11 Criticality in reflection, thinking and writing (A2)
- 12 Developing a search strategy and using researcher tools (A1)
- 12 Effective literature search for science and technology researchers (A1) **NEW**
- 12 Effective literature search for social science researchers (A1) **NEW**
- 12 Introduction to interdisciplinary research (A1) **NEW**
- 13 Introduction to NVivo: Setting up your qualitative database (A2)
- 13 Managing your citations using EndNote Desktop and Online (A1)
- 14 NVivo surgery (A2) **NEW**
- 14 Online Module: Innovation (A3)\* **NEW**
- 14 Online Module: Inquiring mind and intellectual insight (A3)\* **NEW**
- 14 Online Module: Introduction to research skills (A1)
- 14 Online Module: Research methods in arts and humanities (A1)
- 15 Online Module: Research methods in literature review (A1)
- 15 Online Module: Research methods in social sciences (A1)
- 16 Online Module: Research methods in the sciences (A1)
- 16 Online Module: The creative researcher (A3)
- 16 Research Design: Action research (A1)
- 16 Research Design: Case study research (A1)
- 17 Research Design: Mixed methods (A1)
- 17 Research Design: Practice research (A1)
- 17 Research development and global citizenship (A1) **NEW**
- 17 Research Methods: Experimental design and data analyses (A1) **NEW**
- 18 Research Methods: Focus groups (A1)
- 18 Research Methods: Interviewing in semi-structured interviews (A1)
- 18 Research Methods: Introduction to qualitative research methods (A1)
- 18 Research Methods: Introduction to quantitative research methods (A1)
- 19 Research Methods: Observation (social science method) (A1)
- 18 Research Methods: Surveys and questionnaire design in research projects (A1) **NEW**
- 19 Research Philosophy: Interpretivism, the world of multiple realities (A1) **NEW**
- 19 Research Philosophy: An introduction (A1)
- 20 Research Philosophy: Positivism, the appliance of science (A1) **NEW**
- 20 ResearchPAD: Online engagement tool for research degrees (A1) **NEW**
- 20 SPSS series (A1)
- 20 STATTA (A2) **NEW**
- 21 Summer school masterclass (A1) **NEW**
- 21 Systematic review of qualitative data (A2) **NEW**
- 21 Video Resource: BU profile tool BRIAN (A1) **NEW**
- 21 Video Resource: Developing a search strategy (A1) **NEW**

\* Available in previous academic year but aligned more closely to the new RDP



## Advanced NVivo: Analysing your data (A2)

### Audience

This workshop is suitable for PGRs who are about to enter the data collection phase or have just completed it. This is also good for those who would like a refresher.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the tools available in NVivo for data interrogation
- Understand the capabilities of NVivo in the context of coding, retrieval, analysis and reporting on primary research data.

\* Participants will then enjoy free and unlimited, on-line, one-to-one support for the life of your first project using NVivo, including PhD projects.



## Computer Skills: Microsoft Excel (A1)

### Audience

This workshop is suitable for PGRs who need to collect, manage, manipulate and present large amounts of data. You must have basic computer skills and be confident using the basic features of Excel.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Apply and use advanced formatting operations, conditional formatting and customised number formats
- Become proficient with formulas and functions, recognising good practice and efficiency
- Use absolute and relative addressing techniques
- Create and edit charts
- Work with tables and lists to analyse, filter and sort data.

## Computer Skills: Microsoft Word (A1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Create a professional looking thesis that meets specified guidelines
- Navigate quickly and efficiently around a large document
- Work with page breaks, sections and headers
- Work efficiently with referencing features like footnotes, endnotes and captions
- Understand page numbers and advanced numbering formats
- Create figures, tables and an automatic and updatable table of contents.



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## Critical appraisal of quantitative research papers (A2)

### Audience

This workshop is suitable for PGRs who are new to critically appraising quantitative research papers or who would like a refresher.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Understand the principles of critically appraising research papers
- Understand the general structure of a quantitative research paper and the importance of each section to the overall paper
- Appraise the quality of each section of a quantitative research paper in relation to the purpose of that section and evaluate the overall strengths and weaknesses of the paper
- Assess the relevance of research papers to your own research and literature reviews
- Access all resources available to you to assist your critical appraisal of the research paper, including open sources of data.

## Computer Skills: Microsoft Access (A1)

### Audience

This workshop is suitable for PGRs who need to understand key concepts of database design and development. You must have basic computer skills and be confident using the basic features of Access.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand database terminology and structure
- Understand Access objects and how they interact
- Create a relational database using advanced table creation features and complex relationships between tables
- Design and use queries to create a table, update, delete and append data. Refine queries using wildcards, parameters and calculations
- Use controls and sub forms to enhance forms and improve functionality
- Produce reports based on database queries.

## Computer Skills: Microsoft PowerPoint (A1)

### Audience

This workshop is suitable for PGRs who need to present complex research data to an audience. You must have basic computer skills and be confident using the basic features of PowerPoint.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand how target audience demography and knowledge of a subject impact on presentation structure and delivery
- Use PowerPoint to support a presentation, rather than PowerPoint becoming the presentation
- Use consistent design elements, slide masters and templates
- Use techniques that prevent the audience reading ahead
- Produce dynamic content with transitions and animations
- Embed movies, sounds, and links to external media content
- Import images, enhance image formatting and use smart art graphics to summarise and visualise information
- Manage audience and speaker notes
- Manage a presentation effectively and control a bespoke slideshow, use pen animations and other playback teaching techniques.

## Creative thinking and problem solving (A3)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- See that the first step to solving a problem is to ask the right question
- Use a range of techniques for stimulating creative processes
- Understand how learning styles and behaviour influence creative activity
- Develop techniques to generate ideas and select solutions
- Access resources for creative thinking, problem solving and decision making.



## Criticality in reflection, thinking and writing (A2)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Appreciate the range of critical thinking skills/attributes and how they apply to the research process
- Recognise different levels of criticality within thinking, reflection and written work
- Formulate evaluative questions to help develop critical judgement.

## Developing a search strategy and using researcher tools (A1)

### Audience

This workshop is suitable for all PGRs, including those who need a refresher on how to create a systematic search strategy.

### Intended learning outcomes

**By the end of this session (and independent learning) you should be able to:**

- Begin to develop a systematic search strategy
- Use and access library resources
- Know about visiting other libraries
- Know how to make Inter Library Requests
- Be able to set up citation alerts
- Use citations smartly
- Use analytical tools to aid publication and research.



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## Effective literature search for science and technology researchers (A1)

### Audience

This workshop is suitable for science and technology PGRs seeking to plan, prepare, revise or reflect upon the literature review component of their doctoral study.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Organise relevant literature effectively for review
- Structure an analytical outline to effectively present contributions to the field
- Reflect on ways to situate your own work and perspectives in relation to the framing provided by a literature review
- Identify styles and conventions in literature reviewing
- Reflect on discipline and interdisciplinary focus
- Consider readers, examiners and peers as you write
- Engage supervisors in the literature review process.

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## Effective literature search for social science researchers (A1)

### Audience

This workshop is suitable for social science PGRs seeking to plan, prepare, revise or reflect upon the literature review component of their doctoral study.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Organise relevant literature effectively for review
- Structure an analytical outline to effectively present contributions to the field
- Reflect on ways to situate your own work and perspectives in relation to the framing provided by a literature review
- Identify styles and conventions in literature reviewing
- Reflect on discipline and interdisciplinary focus
- Consider readers, examiners and peers as you write
- Engage supervisors in the literature review process.

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## Introduction to interdisciplinary research (A1)

### Audience

This workshop is suitable for all PGRs, especially those who have interests or plans to conduct interdisciplinary research in their respective academic areas.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Understand the need for, and significance of, interdisciplinary research
- Reposition skills and resources to address real-world problems
- Develop skills across academic areas and translate research from one discipline to another
- Establish links between research and its impacts
- Understand the links between academia, industry, community and stakeholders.

## Introduction to NVivo: Setting up your qualitative database (A2)

### Audience

This workshop is suitable for PGRs interested in qualitative analysis involving data in the form of words, language or image and for those who have a limited knowledge of qualitative analysis.

### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Understand the advantages and limitations of using a computer for qualitative data analysis
- Know how to set up a database
- Import data
- Code data
- Understand the potential of NVivo as a tool for organising, questioning and reporting on the data.

## Managing your citations using EndNote Desktop and Online (A1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

**By the end of this session (and independent learning) you should be able to:**

- Create an EndNote Desktop library
- Create an EndNote Online account
- Build an EndNote Online library
- Organise references by creating groups
- Sync Desktop and Online accounts
- Create citations and reference lists using Cite While You Write
- Use additional functions in EndNote Desktop.



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## NVivo surgery (A2)

### Audience

This workshop is suitable for PGRs with some knowledge of qualitative analysis approaches.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Confidently identify the main elements of the NVivo interface
- Open and create new NVivo projects
- Prepare and modify documents
- Create codes and code documents
- Rearrange the coding system
- Perform simple retrieval of coded documents
- Use annotation and linking tools.



## Online Module: Introduction to research skills (A1)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Develop your understanding of the importance of undertaking a skills training programme at the start of a PhD
- Understand the structure and features of the online research skills programme
- Identify which research skills courses are most relevant to you, according to your individual abilities and needs.



## Online Module: Research methods in literature review (A1)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand why a literature review is important
- Understand the structure and process of undertaking a literature review
- Understand the importance of identifying a review question to guide your literature review
- Develop your ability to identify different types of literature and work out if they are useful
- Develop your ability to search for literature
- Develop your ability to evaluate and select the relevant literature for review
- Understand how to write up a literature review.

## Online Module: Research methods in social sciences (A1)

### Audience

This online module is suitable for all PGRs from social science-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the difference between a positivist approach and an interpretative approach in research in the social sciences
- Understand why it is important to frame a good research question and how to go about developing a good question
- Understand of the personal values, priorities or contextual factors which might inform or influence your research study
- Understand of common research designs and be able to select the most appropriate design(s) for your study
- Identify and select appropriate data collection methods
- Describe the different approaches to data analysis in quantitative and qualitative methods
- Appreciate the different venues in which you might publish research.



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## Online Module: Innovation (A3)

This online resource identifies the key elements of innovation and discusses the importance of being innovative and also how to put innovation into practice.

## Online Module: Research methods in arts and humanities (A1)

### Audience

This online module is suitable for all PGRs from arts and humanities-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the meaning of research and research methodology in the humanities
- Understand the dynamic relationships between your chosen research questions and your research methodology
- Recognise different research methodologies and be able to select those relevant or appropriate for your research topic and questions
- Understand the need for appropriate research methodologies for different kinds of research material
- Understand the place of different research methodologies in multidisciplinary and interdisciplinary contexts
- Understand the difference between critical thinking and a theoretical approach.

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## Online Module: Inquiring mind and intellectual insight (A3)

This online resource discusses the importance of enquiry, especially in addressing your research questions.

## Online Module: Research methods in the sciences (A1)

### Audience

This online module is suitable for all PGRs from science-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the key concepts in scientific research
- Understand why it is important to formulate a good research question and how to do so
- Identify, evaluate and select appropriate experimental designs for your research
- Assess the type and quantity of data needed for your research project and how to analyse it
- Understand practical problems that can affect your research and be better able to respond to them.

## Research Design: Action research (A1)

### Audience

This workshop is suitable for PGRs new to the action research method or those who need a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Explore the different types of action research
- Understand the processes involved in action research
- Understand the different methods of data collection within action research
- Apply your own research question to an action research methodology
- Appreciate some published action research studies.



## Research Design: Mixed methods (A1)

### Audience

This workshop is suitable for PGRs thinking about using a mixed methods approach in their research.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Appreciate mixed methods as a research approach
- Understand some issues to consider when deciding if a mixed methods approach might be suitable for your research.



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## Research development and global citizenship (A1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the purpose and importance of research development
- Understand BU's codes of practice specific to research development
- Be confident in accessing research development opportunities
- Understand the Researcher Development Award
- Understand global citizenship and its importance.

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## Online Module: The creative researcher (A3)

This online resource (and podcast) will help you identify and develop the tools and techniques needed to unleash your creativity.

## Research Design: Case study research (A1)

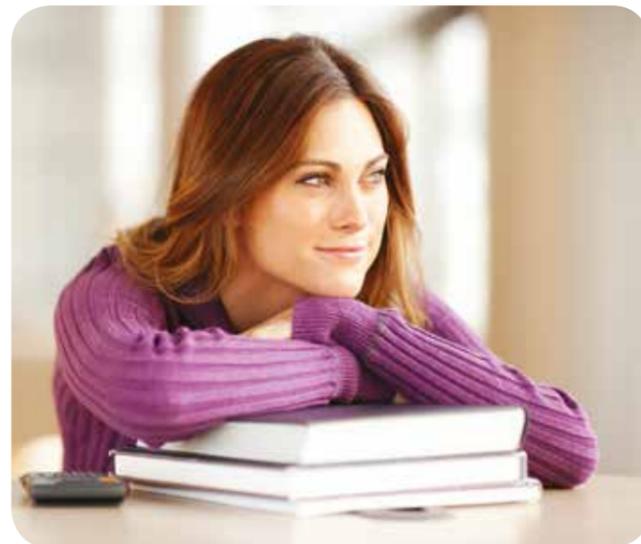
### Audience

This workshop is suitable for PGRs new to case study research or those who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Appreciate when case study research is appropriate
- Understand what characterises a convincing case study
- Understand the limitations of case study research and how these can be addressed.



## Research Design: Practice research (A1)

### Audience

This workshop is suitable for PGRs who are interested in the research methods that have developed in art and design and other creative arts disciplines.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Understand the history of the emergence of academic research methods in art and design praxis
- Engage in informed discussion of the controversies surrounding the development of academic research qualifications in art and design and other creative arts disciplines
- Determine whether practice-led or practice-based approaches may be of value in your own research.



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## Research Methods: Experimental design and data analyses (A1)

### Audience

This workshop is suitable for PGRs in the phases of developing the research question, study design and data analysis (including interpretation). The workshop may also act as a refresher to research design principles.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Apply the scientific method to your research topic and understand the requirement to revise your project according to hypothesis-testing
- Produce a research question and select the appropriate design-specific study/studies
- Discuss the advantages and disadvantages of different research designs in answering specific research questions
- Understand the relevance of sample sizes and effect sizes in the interpretation of data
- Calculate effect sizes and confidence intervals to draw evidence-based conclusions from data
- Recognise measures of centrality and dispersion.

## Research Methods: Focus groups (A1)

### Audience

This workshop is suitable for PGRs new to qualitative methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Outline the key differences between individual interviews and focus group discussions
- Outline the key skills of a focus group facilitator
- Identify when focus group discussions would be an appropriate research tool to help address your research question
- Identify the key ethical issues surrounding focus group discussions
- Highlight the strengths and weaknesses of using focus group discussions as a data collection tool
- Have an awareness of the place/role of focus group discussions in qualitative research.

## Research Methods: Introduction to qualitative research methods (A1)

### Audience

This workshop is suitable for PGRs new to qualitative methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Identify the key assumptions underpinning qualitative research
- Identify different methodologies which can be used in qualitative research
- Recognise the role of the researcher in qualitative research
- Have an awareness of the criteria for rigour in qualitative research.



## Research Methods: Observation (social science method) (A1)

### Audience

This workshop is suitable for PGRs new to qualitative methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Outline the key differences in structured and unstructured observations
- Outline the key differences in overt and covert observations
- Identify the key ethical issues surrounding qualitative observation methods
- Highlight the strengths and weaknesses of using observation as a data collection tool
- Have an awareness of the place/role of observations in qualitative research.



## Research Philosophy: An introduction (A1)

### Audience

This workshop is suitable for PGRs working in social sciences or humanities, for those unfamiliar with research philosophy and those with some background knowledge who may want a refresher discussion.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Understand the meanings of selected key terms in the philosophy of social science.
- Position your own research in relation to these terms and the debates around them.

## Research Methods: Interviewing in semi-structured interviews (A1)

### Audience

This workshop is suitable for PGRs new to qualitative methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Outline the key differences between structured and semi-structured interviews
- Outline the key skills of the interviewer
- Identify the key ethical issues surrounding qualitative interviews
- Highlight the strengths and weaknesses of using semi-structured interviews as a data collection tool
- Have an awareness of the place/role of semi-structured interviews in qualitative research.

## Research Methods: Introduction to quantitative research methods (A1)

### Audience

This workshop is suitable for PGRs new to quantitative methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Formulate a research question and understand the difference between aims and objectives
- Identify the main types of quantitative research design and appropriateness to answer research questions
- Recognise appropriate methods to present types of data
- Select an appropriate measure of average and spread
- Understand the stages in statistical testing and which tests are appropriate to use.



New for 2016-17

## Research Methods: Surveys and questionnaire design in research projects (A1)

### Audience

This workshop is suitable for PGRs new to surveys and questionnaire design or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Assess the main methods in sampling
- Understand sample size considerations
- Understand the key aspects in questionnaire design
- Utilise the Bristol Online Surveys system for online surveys.

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## Research Philosophy: Interpretivism, the world of multiple realities (A1)

### Audience

This workshop is suitable for PGRs who are new to interpretivism or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Discuss the historic and contemporary philosophical positioning of your work
- Explain the idea of a research paradigm
- Outline the nature of the interpretivist paradigm
- Explain some of the advantages and disadvantages of this world view for academic research.

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## Research Philosophy: Positivism, the appliance of science (A1)

### Audience

This workshop is suitable for PGRs who are new to positivism methods or who would like a refresher.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Discuss the historic and contemporary philosophical positioning of your work
- Explain the idea of a research paradigm
- Outline the nature of the positivist paradigm
- Explain some of the advantages and disadvantages of this world view for academic research.

## SPSS series (A1)

### Audience

These workshops are suitable for PGRs who are new to SPSS or for those who require expert training.

### Workshops include:

- Introduction to SPSS
- Managing and manipulating data in SPSS
- Normality testing and t-tests in SPSS
- ANOVA analysis in SPSS
- Correlation and regression analysis using SPSS
- SPSS and non-parametric testing
- Factor analysis: Principle component analysis
- Factor analysis: Discrimination function analysis
- Binomial/binary logic regression.



New for  
2016-17

## Summer school masterclass (A1)

### Audience

This workshop is aimed at international PGRs who remain on campus over the summer vacation, as well as those who would like a refresher on how to create a systematic search strategy, how to reference correctly, how to avoid plagiarism and how to manage citations using EndNote.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Develop a systematic search strategy
- Use and access library resources
- Understand why plagiarism is more common in postgraduate work
- Employ the BU Harvard-style of referencing
- Build an EndNote library
- Create citations and reference lists using Cite While You Write.

## Video Resource: BU profile tool: BRIAN (A1)

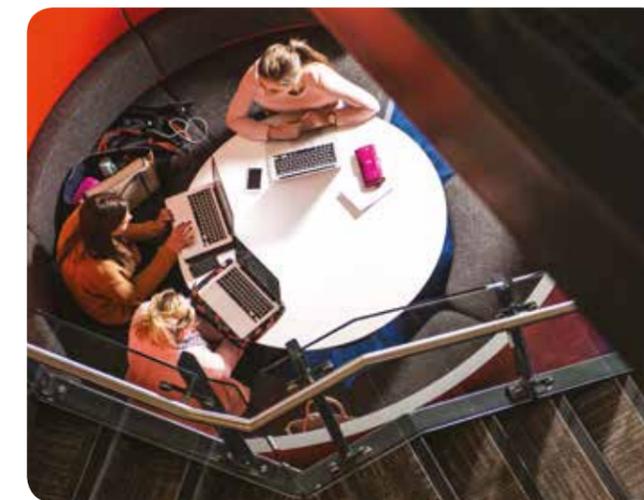
### Audience

This video learning resource is suitable for all PGRs.

### Intended learning outcomes

After watching this video you should be aware of the:

- Bournemouth University Research Information and Networking publication management system.



New for  
2016-17

## ResearchPAD: Online engagement tool for research degrees (A1)

### Audience

This workshop is suitable for all PGRs new to ResearchPAD or who would like a refresher.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the purpose of ResearchPAD
- Use ResearchPAD confidently.

New for  
2016-17

## STATA (A2)

### Audience

This workshop is suitable for PGRs who would like to use this software or would like a refresher.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Insert data into STATA in a usable form
- Perform basic operations, including data manipulation
- Create a command file.

New for  
2016-17

## Systematic review of qualitative data (A2)

### Audience

This workshop is suitable for PGRs new to systematic review and/or who want to learn more about constructing a qualitative literature review.

### Intended learning outcomes

By the end of this workshop (and independent learning) you should be able to:

- Read and select publications for systematic review with confidence
- Approach the literature review chapter of the PhD thesis with new tools
- Recognise that the methods of qualitative research include narrative, and that a good review of evidence, nonetheless, tells a good story.

New for  
2016-17

## Video Resource: Developing an effective search strategy and using researcher tools (A1)

### Audience

This video learning resource is suitable for all PGRs.

### Intended learning outcomes

After watching this video you should be able to:

- Begin to develop a systematic search strategy
- Use and access library resources
- Set up citation alerts
- Use citations smartly.



# DOMAIN B

## Workshop information

### PERSONAL EFFECTIVENESS

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

- 23 Career options for doctoral graduates in humanities and social sciences (B3) **NEW**
- 23 Effective job searching (B3) **NEW**
- 23 Emotional and physical wellbeing during your PhD (B2) **NEW**
- 23 Enhancing your employability (B3) **NEW**
- 24 LaTeX (B2) **NEW**
- 24 Leadership skills for researchers (B3) **NEW**
- 24 Managing your research project (B2)
- 24 Managing pressure positively (B2)
- 25 Marketing yourself in person (B3)
- 25 Marketing yourself on paper (B3)
- 25 Milestone preparation: The Initial Review (B2)
- 26 Milestone preparation: The Transfer examination (B2)
- 26 Milestone preparation: *Viva Voce* examination (B2)
- 26 Online Module: Career planning in arts and humanities (B3)
- 26 Online Module: Career planning in the sciences (B3)
- 27 Online Module: The balanced researcher (B1)\* **NEW**
- 27 Online Module: The career-wise researcher (B3)\* **NEW**
- 27 Online Module: The informed researcher (B1)\* **NEW**
- 27 Online Module: The leading researcher (B3)\* **NEW**
- 27 Online Module: The researcher on placement (B3)\* **NEW**
- 27 Saying 'no' positively (B2)
- 28 The effective researcher: First year (B1) **NEW**
- 28 The effective researcher: Second year (B1) **NEW**
- 28 The effective researcher: Third year (B1) **NEW**
- 28 Time management (B2)
- 29 Time management and planning for part-time PhDs (B2) **NEW**
- 29 Video Resource: Women in higher education (B3) **NEW**

\* Available in previous academic year but aligned more closely to the new RDP

New for 2016-17

### Career options for doctoral graduates in humanities and social sciences (B3)

#### Audience

This workshop is suitable for all humanities and social science PGRs.

#### Intended learning outcomes

By the end of this workshop you should be able to:

- Plan an academic career: what you need to succeed
- Plan an academic career: job search and application strategies
- Review your career: what else can I do?

New for 2016-17

### Emotional and physical wellbeing during your PhD (B2)

#### Audience

This workshop is suitable for all PGRs.

#### Intended learning outcomes

By the end of this workshop you should be able to:

- Use mindfulness and yoga techniques as a way to support emotional wellbeing
- Use yoga to support physical health and counteract the effects of desk working
- Understand the importance of relaxation and self-care on overall wellbeing.



New for 2016-17

### Effective job searching (B3)

#### Audience

This workshop is suitable for all PGRs but is especially relevant for those in their third year.

#### Intended learning outcomes

By the end of this workshop you should be able to:

- Demonstrate knowledge of general trends in employment and opportunities in your discipline
- Demonstrate understanding of the requirements of recruiters
- Demonstrate research-based knowledge of typical research-related career options and options in which you are interested.

New for 2016-17

### Enhancing your employability (B3)

#### Audience

This workshop is suitable for all PGRs but is especially relevant for those in their third year.

#### Intended learning outcomes

By the end of this workshop you should be able to:

- Identify knowledge, abilities and transferable skills developed by your postgraduate study
- Identify strengths, weaknesses and areas requiring further development
- Develop a self-reflective stance to academic work and other activities.

New for  
2016-17

## LaTeX (B2)

### Audience

This workshop is aimed at PGRs interested in using LaTeX for academic writing. It assumes no prior knowledge and provides only a basic practical introduction.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the benefits of using LaTeX
- Understand what a LaTeX editor is and how to make use of one on your own computer
- Understand the structure of a LaTeX document
- Understand the basics of formatting
- Access further LaTeX documentation, training and support.

## Managing my research project (B2)

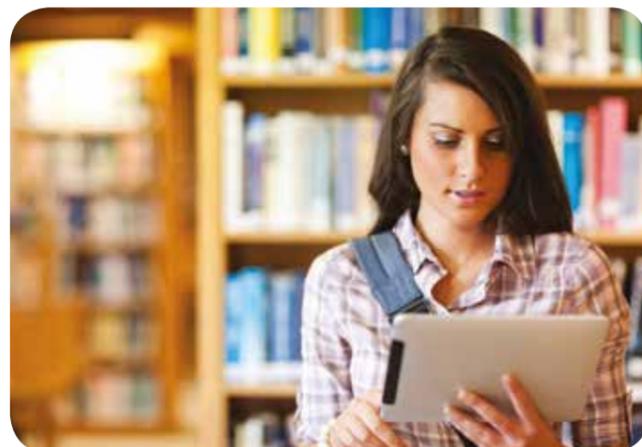
### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the structures and requirements of project management
- Identify risks, manage resources and plan tasks more efficiently
- Understand the importance of project management for your future career.



## Marketing yourself in person (B3)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the different types of interviews and interview questions and be aware of strategies for answering them
- Understand why preparation is key
- Know what employers are looking for
- Appreciate which exercises can be a part of assessment centres.



## Milestone preparation: The Initial Review (B2)

### Audience

This workshop is suitable for all PGRs approaching the Initial Review and those new to BU's *Code of Practice for Research Degrees* for PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the purpose of the Initial Review
- Understand BU's *Code of Practice for Research Degrees* specific to the Initial Review
- Have confidence in preparing for the Initial Review
- Have an understanding of the wider process in relation to your research.



New for  
2016-17

## Leadership skills for researchers (B3)

### Audience

This workshop is suitable for all PGRs interested in developing leadership skills.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Demonstrate qualities required to be an authentic leader
- Understand strategic leadership and the attributes required for this
- Understand the role of leadership within a research context.

## Managing pressure positively (B2)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the link between physical, emotional and social aspects of wellbeing
- Identify the signs and symptoms of stress and pressure
- Channel pressure to your best advantage
- Adopt quick wins for coping with change and improving wellbeing
- Consider effectiveness of fitness/lifestyle and work-life balance
- Know where to get further support if required.



## Marketing yourself on paper (B3)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand when to use a CV/application form
- Demonstrate the importance of preparing well before applying for jobs
- Appreciate the importance of tailoring your CV to a role
- Understand the importance of a covering letter
- Appreciate the content of a personal statement and have strategies for writing one.

## Milestone preparation: The Transfer examination (B2)

### Audience

This workshop is suitable for all PGRs approaching their Transfer *Viva Voce* examination and those new to BU's *Code of Practice for Research Degrees* for PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the purpose of the Transfer *Viva Voce* examination
- Understand BU's *Code of Practice for Research Degrees* specific to the Transfer *Viva Voce* examination process
- Have confidence in preparing for the *Viva Voce* examination
- Have an awareness of the role of the chair and examination team
- An appreciation of the role of the supervisory team in the process
- A post-*Viva Voce* research plan.

## Online Module: Career planning in arts and humanities (B3)

### Audience

This online module is suitable for all PGRs from arts, humanities and social science-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand key factors in career decision-making
- Evaluate the skills you have in addition to your research capabilities
- Know how to evaluate career routes within and outside of academia
- Understand the skills you have and how to market them to employers
- Begin developing a career plan.



## Milestone preparation: *Viva Voce* examination (B2)

### Audience

This workshop is suitable for all PGRs approaching their *Viva Voce* examination and those new to BU's *Code of Practice for Research Degrees* for PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Explain the purpose of a doctoral *Viva Voce* examination
- Describe the process for thesis submission, *Viva Voce* examination and completion (section 9, *Code of Practice for Research Degrees*)
- Compose your 'elevator speech'
- Plan the steps you might take in preparing for the *Viva Voce* examination
- Avoid plagiarism and know the issues around copyright with respect to your thesis and publications
- Understand the process of submitting your thesis
- Know how Open Access can achieve impact.

## Online Module: Career planning in the sciences (B3)

### Audience

This online module is suitable for all PGRs from science-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand key factors in career decision-making
- Understand the skills you have and the career options open to you
- Begin developing a career plan
- Recognise how to engage successfully with both academic and non-academic employers.



New for  
2016-17

## Online Module: The balanced researcher (B1)

This online resource (and podcast) will help you to identify and develop strategies for busy researchers.

New for  
2016-17

## The researcher on placement (B3)

This online resource provides a guide to gaining work experience outside academia.



New for  
2016-17

## Online Module: The career-wise researcher (B3)

This online resource will help you to develop career management skills to get the right job for you.

New for  
2016-17

## Online Module: The informed researcher (B1)

This online resource (and podcast) will help you to become an informed researcher 'because interacting with information is at the very heart of research' (VITAE).

## Saying 'no' positively (B2)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Communicate and influence more effectively
- Use strategies to deal with difficult situations
- Use tools to set and achieve goals
- Use verbal and non-verbal skills to build rapport
- Have greater confidence in your own abilities.

New for  
2016-17

## Online Module: The leading researcher (B3)

This online resource (and podcast) will help you to explore and develop your leadership potential.



New for  
2016-17

## The effective researcher: First year (B1)

### Audience

This workshop is suitable for first year PGRs.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Identify what is expected of first year PhD students at Bournemouth University
- Understand how successful PhD students approach the first year
- Recognise key PhD milestones
- Organise your time on a day-to-day basis with an aim towards effective completion
- Plan an operative timeline for the PhD
- Explore opportunities to contribute to the Bournemouth University research community.

New for  
2016-17

## The effective researcher: Third year (B1)

### Audience

This workshop is suitable for final year PGRs.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Recognise the wellbeing support available for Bournemouth University PGRs
- Identify the 'typical' PhD *Viva Voce* examination questions
- Prepare for a PhD *Viva Voce* examination and use pre-viva time effectively
- Appreciate the skills developed during your PhD
- Explore post PhD career options.

New for  
2016-17

## Time management and planning for part-time PhD (B2)

### Audience

This workshop is suitable for all part-time PGRs.

### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Define your own work-life balance
- Prioritise what you choose to do
- Understand the value of different approaches to deep and more shallow work
- Explore a variety of time management tools.

New for  
2016-17

## Video Resource: Women in higher education (B3)

### Audience

This video learning resource is suitable for all PGRs.

### Intended learning outcomes

**After watching this video you should be able to:**

- Understand the current status of women working within higher education environments.



New for  
2016-17

## The effective researcher: Second year (B1)

### Audience

This workshop is suitable for second year PGRs.

### Intended learning outcomes

**By the end of this workshop (and independent learning) you should be able to:**

- Recognise how you can take ownership of your PhD
- Devise a plan for ensuring you are on track for completion
- Understand the conference submission process
- Explore opportunities for teaching and CV development
- Develop a plan for publication during the PhD.

## Time management (B2)

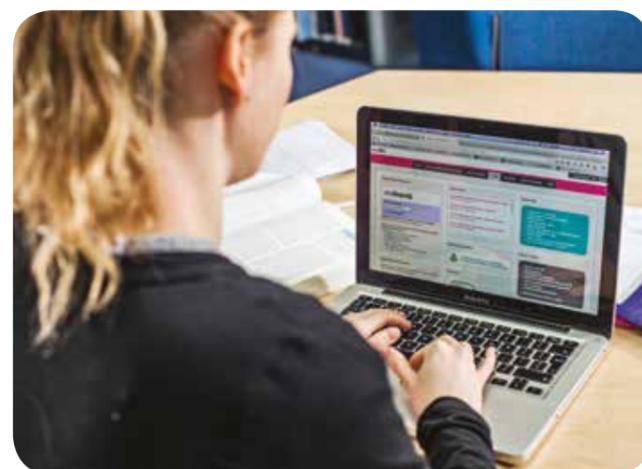
### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Identify the major drains on your time or energies
- Explore different tools to structure your use of time and resources
- Plan work more efficiently.



# DOMAIN C

## Workshop information

### RESEARCH GOVERNANCE AND ORGANISATION

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

- |  |  |
|--|--|
| <p><b>31</b> Applying for research funding and writing a proposal (C3)</p> <p><b>31</b> Ethics: Ethical value, practice and standards (C1)</p> <p><b>31</b> Intellectual property and copyright of publications (C1) <b>NEW</b></p> <p><b>31</b> Managing research data: Legal compliance and record management (C1) <b>NEW</b></p> <p><b>32</b> Online Module: Ethics 1 – Good research practice <b>Mandatory</b> (C1)</p> <p><b>32</b> Online Module: Ethics 2 – Working with human subjects <b>Mandatory</b> (C1)</p> | <p><b>32</b> Online Module: Intellectual property in the research context (C1)</p> <p><b>32</b> Online Module: Managing your research (C2)</p> <p><b>33</b> Originality and plagiarism (C1)</p> <p><b>33</b> Research ethics approval process at BU (C1) <b>NEW</b></p> <p><b>33</b> Video Resource: Research misconduct (C1) <b>NEW</b></p> |
|--|--|

\* Available in previous academic year but aligned more closely to the new RDP

### Applying for research funding and writing a proposal (C3)

#### Audience

This workshop is suitable for PGRs looking for funding to complement their PhD or for those looking to bid for funding following completion of their doctorate.

#### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Know about the different types and sources of research funding
- Find suitable funding options for your proposed project
- Have an awareness of the factors to be considered when developing a proposal for research funding
- Understand what a high quality research application looks like
- Have worked through examples of funding applications.



### Ethics: Ethical value, practice and standards (C1)

#### Audience

This workshop is suitable for all PGRs.

#### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Understand ethics and ethical conduct
- Understand the principles underlying the *Code of Ethical Conduct by the British Psychological Society* and the *Declaration of Helsinki*
- Understand the practical elements and procedures involved in ethical practice
- Understand key ethical concerns and issues, safeguarding and ethical risk reduction.

New for 2016-17

### Intellectual property and copyright of publications (C1)

#### Audience

This workshop is suitable for PGRs who want to understand the basics of intellectual property.

#### Intended learning outcomes

**By the end of this workshop you should be able to:**

- Understand the basic principles of intellectual property
- Understand how to protect intellectual property
- Understand BU's current approach to ownership of intellectual property rights arising from postgraduate research projects.

New for 2016-17

### Managing research data: Legal compliance and record management (C1)

#### Audience

This workshop is suitable for all PGRs, especially those doing research supported by external funders.

#### Intended learning outcomes

**By the end of this session (and independent learning) you should be able to:**

- Understand the fundamentals of research data management
- Create a data management plan - a requirement of external research funders
- Understand the importance of managing your active research data accurately, ethically and securely throughout the PGR journey
- Know how to prepare and deposit your archive research data at BU or for funder-required repositories.

## Online Module: Ethics 1 – Good research practice (C1)

### Audience

This online module is **mandatory** for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand and use ethical frameworks and basic tools in ethical research debates
- Explain and justify decisions about research ethics
- Know about resources for extending and updating your knowledge of ethics.



## Online Module: Ethics 2 – Working with human subjects (C1)

### Audience

This online module is suitable for all PGRs and **mandatory** for all PGRs undertaking research with human participants.

### Intended learning outcomes

After taking part in this module you should be able to:

- Define a human research participant, subject and object and the differences between them
- Appreciate the key laws and principles relating to research involving human beings
- Define four elements of valid consent
- Identify the main considerations when involving people directly or indirectly in research
- Identify the principles of good research practice that relate to your research.

## Online Module: Intellectual property in the research context (C1)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Identify which of the four main different types of intellectual property rights may be presented by an output
- Analyse an innovative or creative output in terms of intellectual property rights generated
- Discuss the appropriateness, or not, of registering an intellectual property right
- Apply the appropriate ownership rules to intellectual property you have been involved in creating
- Suggest ways of exploiting intellectual property rights created in your own work.

## Originality and plagiarism (C1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Understand why plagiarism is more common in postgraduate work
- Employ the BU Harvard-style of referencing
- Recognise the importance of copyright and permissions
- Understand why open access is vital to the PGR and early career researcher.



## Online Module: Managing your research (C2)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand basic project management terminology, techniques and frameworks and how to apply them within a research project
- Understand that project management techniques can be effectively applied to research projects in any discipline, from doctoral level onwards
- Understand the stages in a research project's lifecycle, from early-stage planning through to carrying out the project, external review and closing-down activities
- Identify the different individuals and groups involved in the project, the types of roles performed and the responsibilities associated with each role
- Understand how to construct a project plan to carry out your project and avoid/handle common stumbling blocks at any stage
- Understand the importance of clearly documenting the progress of a project and be aware of the many different forms documentation may take
- Be aware of strategies to assist you in managing your time and common project stumbling blocks
- Understand the importance of reviewing and revising your plan as the research project develops.

New for  
2016-17

## Research ethics approval process at Bournemouth University (C1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the process for gaining ethical approval
- Complete an online ethics checklist
- Make a good application.

New for  
2016-17

## Video Resource: Research misconduct (C1)

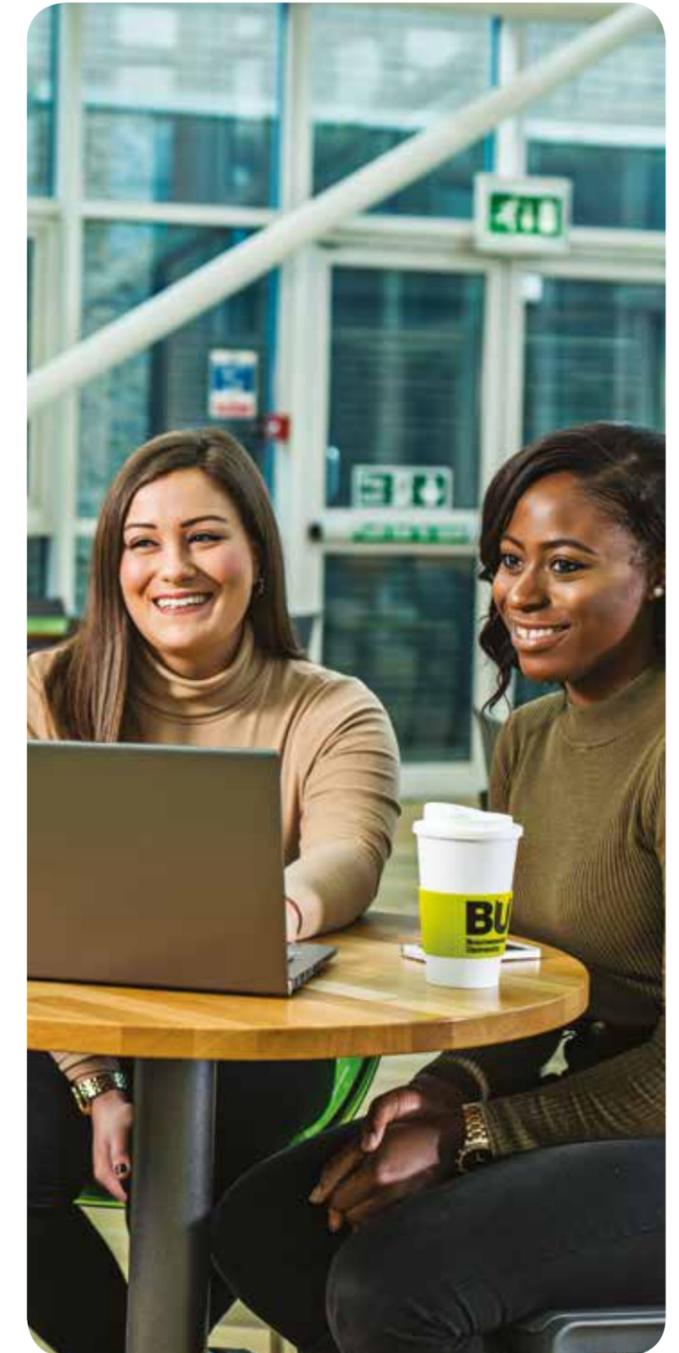
### Audience

This video learning resource is suitable for all PGRs.

### Intended learning outcomes

After watching this video you should be able to:

- Understand research misconduct
- Understand why misconduct is so important.



# DOMAIN D Workshop information

## ENGAGEMENT, INFLUENCE AND IMPACT

This domain relates to the knowledge, understanding and skills required to engage, influence and have impact on academic, social, cultural and economic contexts.

- 35 Academic writing (D2)
- 35 Creating an academic poster (D2)
- 35 Demonstrating research impact (D3) **NEW**
- 35 Developing researcher networks and collaboration (D1)
- 36 Enterprise and industry: Knowledge exchange, business engagement and innovation (D3) **NEW**
- 36 Introduction to education practice (D3) **NEW**
- 36 Online Module: Equality and diversity (D1)\* **NEW**
- 36 Online Module: Peer mentoring (D1)\* **NEW**
- 36 Online Module: Communication and dissemination (D2)\* **NEW**
- 37 Online Module: Entrepreneurship – are you an entrepreneur? (D3)
- 37 Online Module: Entrepreneurship – opportunity recognition, creation and evaluation (D3)
- 37 Online Module: Getting published in the arts (D2)
- 37 Online Module: Getting published in the sciences (D2)
- 38 Online Module: Managing your research supervisor or project investigator (D1)
- 38 Online Module: Selecting a conference, presenting and networking (D2) **NEW**
- 39 Online Module: Resources (people, teams and finances) (D3)
- 39 Online Module: The engaging researcher (D3)\* **NEW**
- 39 Online Module: The enterprising researcher (D3)\* **NEW**
- 39 Planning and writing a social science thesis (D2) **NEW**
- 39 Planning and writing a science and technology thesis (D2) **NEW**
- 40 Presentation skills (D2)
- 40 Publishing your research (D2) **NEW**
- 40 Using social media in research (D3) **NEW**
- 40 Video Resource: Public engagement **NEW**
- 41 Writing a literature review (social sciences) (D3) **NEW**
- 41 Writing a literature review (science and technology) (D2) **NEW**

\* Available in previous academic year but aligned more closely to the new RDP

## Academic writing (D2)

### Audience

This workshop is suitable for PGRs who wish to start publishing their academic work or want to develop their experience and skills in this area.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Understand the academic publication process and its importance
- Understand some of the challenges and joys of academic publishing including peer review
- Develop individual writing strategies and be able to tackle some of the basic writing blocks
- Possess insight into the art of journal selection and manuscript preparation/submission
- Feel able to make your steps towards academic publishing.

## Creating an academic poster (D2)

### Audience

This workshop is suitable for PGRs who wish to consider the design approach to creating an academic poster suitable for submission at a conference.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Design a poster which has a clear flow of information, layout and visual impact
- Understand the appropriate use of visual materials, including diagrams, tables and quotations
- Identify the main attributes of a poster design which make a strong impact on viewers
- Understand the underlying concepts behind design which leads viewers between the component parts of the poster
- Visually communicate a summarised account of the research concisely and attractively.

New for  
2016-17

## Demonstrating research impact (D3)

### Audience

This workshop is suitable for PGRs who are new to impact or want to further explore the scope of their research impact outside of academia.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand what is meant by impact and why it is an increasingly important part of a research career
- Gain insights into the perspective of research funders on impact
- Identify the different types of impact, through a series of concrete examples
- Explore the variety of pathways to achieving impact
- Think about planning an impact strategy, in the context of your own research.

## Developing researcher networks and collaboration (D1)

### Audience

This workshop is suitable for all PGRs.

### Intended learning outcomes

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

- Understand the power of networking for personal development
- Explore how collaboration can assist the co-creation of knowledge
- Explain communication channels and platforms
- Appreciate the art of storyfication
- Build on publications for further development.



New for  
2016-17

## Enterprise and industry: Knowledge exchange, business engagement and innovation (D3)

### Audience

This workshop is suitable for all PGRs, especially those in the latter stages of their PhD studies.

### Intended learning outcomes

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

- Understand the nature and potential benefits of innovation and knowledge exchange
- Understand the key knowledge exchange, innovation and business interaction activities undertaken across the university sector
- Understand the relevance of your own research to supporting the knowledge exchange, innovation and business interaction agendas.

New for  
2016-17

## Online Module: Equality and diversity (D1)

This online resource discusses the importance of equality and diversity and how you can improve your knowledge of this.

New for  
2016-17

## Online Module: Peer mentoring (D1)

This online resource supports you to develop strategies to empower and develop others.

New for  
2016-17

## Introduction to education practice (D3)

### Audience

This workshop is suitable for all PGRs, but especially relevant for those who are or will be supporting teaching and learning activities

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Articulate components of the student learning experience in the UK higher education context
  - Outline a variety of techniques within teaching and learning methods, including planning and assessment for learning
  - Apply your knowledge on planning and execution of teaching sessions while exploring the potential of learning technologies.
- \* Successful completion of this workshop will support PGRs in applying for Associate Fellowship of the Higher Education Authority via TeachBU.

New for  
2016-17

## Online Module: Communication and dissemination (D2)

This online resource discusses the attributes of a good communicator and tips for communication methods.



## Online Module: Entrepreneurship – are you an entrepreneur? (D3)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the stages of an entrepreneurial journey, including common challenges faced by technology entrepreneurs
- Recognise entrepreneurial characteristics, including whether entrepreneurs are 'born' or 'made'
- Understand what motivates scientists to participate in commercialisation activities
- Know the options for commercialising academic innovations
- Understand some of the rewards of entrepreneurship available to stakeholders and participants
- Appreciate the importance of networks in entrepreneurial activity
- Understand how role and identity affect academic entrepreneurship, including whether entrepreneurship is at odds with academic values
- Recognise some of the skills and capacities generally required for entrepreneurial activity.

## Online Module: Getting published in the arts (D2)

### Audience

This online module is suitable for all PGRs in arts-based disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Plan an appropriate publication strategy for your early academic career
- Understand how technology and the open access movement are changing the academic publishing landscape
- Identify and prepare a suitable piece of work for academic publication in a journal or as a monograph
- Identify, assess and approach appropriate print and online journals and publishers in your academic discipline
- Understand the process of peer review and revision.



## Online Module: Entrepreneurship – opportunity recognition, creation and evaluation (D3)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Describe different types of opportunities enabled by university research
- Understand the link between meeting human needs and entrepreneurial opportunity
- Understand why people identify some opportunities but not others
- Appreciate that some innovations and opportunities have more commercial potential (are more attractive) than others
- Describe the process of assessing the commercial attractiveness of an opportunity
- Understand the basics of developing a business plan for a new venture
- Understand why it is important to think about what will happen to a venture in the long run.

## Online Module: Getting published in the sciences (D2)

### Audience

This online module is suitable for all PGRs within the science disciplines.

### Intended learning outcomes

After taking part in this module you should be able to:

- Gain an overview of the changing landscape of academic science publishing
- Develop your ability to plan an appropriate publication strategy for an early academic career
- Develop awareness of key intellectual property issues surrounding academic publications
- Develop the ability to structure, write and submit a scientific paper to an academic journal
- Increase your understanding of the editorial processes involved in scientific publishing
- Develop the ability to respond effectively in the event that your scientific paper is rejected.

## Online Module: Managing your research supervisor or project investigator (D1)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the expectations of the student-supervisor relationship
- Build a positive and professional relationship with your supervisor
- Develop critical skills in relationship-building
- Recognise and resolve potential issues relating to your supervisor
- Develop and maintain a proactive attitude in your relationship with your supervisor.

## Online Module: Selecting a conference, presenting and networking (D2)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Recognise the benefits of attending conferences
- Plan a strategy for presenting your research at conferences
- Understand how to submit a conference paper
- Understand how to give an effective presentation
- Understand the key aspects of organising an academic conference
- Feel confident in establishing and maintaining productive professional (and social) contacts
- Reflect on your experience and be better equipped, organised and prepared for your next conference.



## Online Module: Resources (people, teams and finances) (D3)

### Audience

This online module is suitable for all PGRs.

### Intended learning outcomes

After taking part in this module you should be able to:

- Understand the various types of resources required to launch a new venture
- Understand the pros and cons of starting a venture based on 'lean' principles
- Understand the role of social capital in entrepreneurial activity
- Appreciate the benefits and challenges associated with building an effective entrepreneurial team
- Be aware of basic financial capital issues for technology ventures
- Appreciate the basic aspects of venture fundraising for university spin-outs
- Understand some of the challenges in determining equity or ownership in a university spin-out
- Understand some of the basic concepts and challenges associated with valuing a new venture.

New for  
2016-17

## Planning and writing a social science thesis (D2)

### Audience

This workshop is suitable for all PGRs from social science disciplines.

### Intended learning outcomes

By the end of the session you should be aware of:

- Understand what examiners will be asked to consider when they evaluate a thesis
- Understand the generic 'logical' structure of a thesis document
- Understand the potential content of each of the components (chapters) of the structure
- Appreciate the differences in the structure and content of theses arising from different types of social science research
- Know how the style of the writing of theses differs according to the type of research
- Know the importance of getting feedback from supervisors
- Know what to consider when deciding whether a thesis is ready for submission.

New for  
2016-17

## Online Module: The engaging researcher (D3)

This online resource (and podcast) will help you to inspire others to engage with your research.

New for  
2016-17

## Planning and writing a science and technology thesis (D2)

### Audience

This workshop is suitable for all PGRs from science and technology disciplines.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Recognise the different forms that a research degree thesis might take
- Understand the requirements for the award of a higher degree examined by thesis and *Viva Voce* examination
- Understand how to plan a thesis and take a logical approach to thesis writing
- Recognise the importance of organising the communication and feedback from supervisors
- Be aware of the importance of presentation quality and style
- Be confident that the submitted thesis is ready for examination.

New for  
2016-17

## Online Module: The enterprising researcher (D3)

This online resource will help you to analyse and develop your enterprising abilities.

## Presentation skills (D2)

### Audience

This workshop is suitable for all PGRs but is specifically relevant for those who are, or will be, presenting at conferences.

### Intended learning outcomes

By the end of this workshop you should be able to:

- Understand the contributions of words, voice and body language
- Know four essential questions to answer when planning for a meeting
- Have structures to plan the content of a presentation
- Be clear about strategies to hold the attention of your audience
- Be prepared for dealing with questions
- Have strategies to deal with presentation stress.

New for  
2016-17

## Publishing your research (D2)

### Audience

This workshop is suitable for PGRs who are new to publishing their material.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Formulate an idea and question for developing a publishable paper/monograph that addresses gaps or adds to current knowledge
- Identify the core journals and publication outlets for your work
- Recognise appropriate methods of writing for publication
- Select appropriate elements of a thesis for publication
- Adhere to ethical publication guidelines on authorship.

New for  
2016-17

## Writing a literature review in social sciences (D2)

### Audience

This workshop is suitable for first and second year social science PGRs or those who would like a refresher.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Place the literature review in context as part of your research
- Explore the ways of searching for literature and recording what you have read
- Understand how to write your literature review in terms of structure and style
- Use practical tips to assist you throughout the literature review process.

New for  
2016-17

## Writing a literature review in science and technology (D2)

### Audience

This workshop is suitable for first and second year science and technology PGRs or those who would like a refresher.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Understand the rationale and expectations of a literature review within a PhD thesis
- Identify the research focus and literature review structure
- Have an awareness of the type and sources of research output available for referencing.

New for  
2016-17

## Using social media in research (D3)

### Audience

This workshop is suitable for PGRs new to using social media for research or looking to improve their social media research skills.

### Intended learning outcomes

By the end of this session (and independent learning) you should be able to:

- Identify the key benefits and challenges of using different social media platforms for research and research promotion
- Identify the basic features and techniques of digital storytelling across different social media forms and platforms
- Relate principles of social media communication to your own research area and professional objectives
- Select the appropriate social media platform for different research and professional goals
- Understand the basics of managing privacy and security online
- Display an awareness of social media metrics and how they can be used to improve networking and public engagement.

New for  
2016-17

## Video Resource: Public engagement (D3)

### Audience

This video learning resource is suitable for all PGRs.

### Intended learning outcomes

After watching this video you should be able to:

- Understand what public engagement is
- Appreciate why public engagement matters
- Know who the public is and how to identify your stakeholders.



