Professional Development and Researcher Training Programme

2019 - 20
Contents

Professional Development and Researcher Training Programme (PDRT) at Northumbria .... 2
What is Skills Development? ............................................................................................................... 3
What are the training requirements? ................................................................................................... 3
Planning your Development ................................................................................................................. 4
English Language Information and Support for International PGR Students ................................. 4
Tools to help you plan your development .......................................................................................... 4
Researcher Development at Northumbria – eLearning Portal ........................................................... 5
Professional Development and Research Training Programme ......................................................... 8
Compulsory Sessions (A-Z) .................................................................................................................. 8
Optional Sessions (A-Z) ...................................................................................................................... 10
PDRT Housekeeping ............................................................................................................................. 24
How to register for an event .................................................................................................................... 24
Opportunities for Involvement .............................................................................................................. 24
Other Resources .................................................................................................................................... 25
Researcher Development Personal Planner ....................................................................................... 30

Please use the most up-to-date version of this document, which is available on our Researcher Development webpages here: northumbria.ac.uk/PGRResearcherDevelopment
Professional Development and Researcher Training Programme (PDRT) at Northumbria

All postgraduate researchers (PGRs) have access to a **flexible researcher development programme**, organised at University level to provide the skills needed to successfully complete their doctorate. The PDRT is mapped against the *Vitae* Researcher Development Framework and supports PGRs in four key areas:

- Knowledge and intellectual abilities
- Personal effectiveness
- Research governance and organisation
- Engagement, influence and impact

At the end of their doctorates, we aim to have supported PGRs to deepen the research and transferrable skills that will not only make them successful independent researchers, but also widen their options for future employment.

To view the programme and register for an event please click here: [http://rbscalendar.northumbria.ac.uk/calendar/pdrt](http://rbscalendar.northumbria.ac.uk/calendar/pdrt)
What is Skills Development?

This programme has been designed specifically to meet the needs of Northumbria’s PGR community. It provides a range of opportunities for PGRs throughout the duration of their research degree to continue their personal and professional development. The programme offers PGRs the opportunity to:

- Enhance their individual personal and professional competencies
- Identify their personal training route
- Help them to a timely and successful completion and to thrive in a competitive job market
- Enhance their time and experience at Northumbria University through an interdisciplinary, cohort model of support

It can be useful to think of skills development at the University as being divided into two distinct areas, ‘discipline specific’ and ‘transferable’ (sometimes called ‘generic’) research skills.

Discipline specific training is normally delivered at Faculty/Departmental level, whilst Research and Innovation Services focus on transferable skills which are relevant to PGRs in all Faculties, creating an interdisciplinary environment for research training to take place. Research and Innovation Services concentrates on delivering transferable skills sessions focusing on the personal and professional development of researchers and the processes and procedures that are involved in completing a research degree. Faculties and academic departments focus on delivering discipline specific training and providing a rich academic environment for PGRs. You will develop your own training programme through a combination of these and any external opportunities such as conferences, workshops and publishing.

What are the training requirements?

At the end of your research degree, you will need to be able to think about your research, write about your research, talk about your research and plan what you are going to do after your research. You must consider which training to attend and when would be best for you to attend during your doctoral journey; attending all the training on offer here will not get you your research degree, you also develop your research skills through discussions with your peers and attendance at research seminars and conferences. By participating in the wider research culture of Northumbria and taking advantage of the networks that exist within your discipline you will be able to exploit more opportunities and develop your career as a researcher.

Compulsory Training Sessions
You must attend these training programmes (timescales indicated):

1. **Faculty Induction** (attendance by project approval submission)
2. **Ethics Training** (to be completed before the start of your active research and by Annual Progression Year One)
3. **Annual Progression: Preparing for the Panel** (attendance by submission of Annual progression Two)
4. **Preparing for the Viva** (attendance before your viva voce, recommended to attend before submission of your thesis)
Planning your Development

**There is no set training programme for any PGR.** It is your responsibility to access courses and other opportunities as they arise and in fitting with the stage of your research degree. Some training courses are designed to meet different needs at different times of your research degree. You should make sure that your chosen course is correct for your stage and you should not try to complete big chunks of training at the same time.

**Assessing your Skills**
Before booking onto any training courses you will need to evaluate your training needs with your Principal Supervisor. This should be at least an annual process and will be formally reviewed as part of your annual progression.

**English Language Information and Support for International PGR Students**
Northumbria University provides information and support here: https://www.northumbria.ac.uk/international/international-admissions/english-language-requirements/

This includes access to the **English and Study Skills (including Summer School)**, details of which can be accessed here: https://www.northumbria.ac.uk/study-at-northumbria/courses/english-and-study-skills-including-summer-school-ft-dofell4/#get-updates

**Tools to help you plan your development**

**Online Training Needs Analysis**
The PDRT helps PGRs progress through their doctorate by identifying their existing skills and providing opportunities to further develop their skills and experience. Undertaken annually with the support of their supervisor, and recorded online, this process helps PGRs identify their strengths and areas to develop for the future.
Researcher Development at Northumbria – eLearning Portal

Our eLearning Portal on the University’s Blackboard site houses a large selection of online interactive courses, as well as all compulsory training, guidance and videos. To access the content from the Student Portal, follow the guidance below.

How to access Blackboard from the Student Portal

[Instructions and diagrams on accessing Blackboard]

---

[Image of Blackboard navigation steps]

Click on the Blackboard link. You will be redirected to the Blackboard site.
How to self-enrol onto the eLP organisation site

Access Blackboard and click on the Institution Page tab

Scroll down and choose the ‘Student Organisation Self-Enrol’ option

A new page will appear. Click on the ‘search for organisations’ button

Type in ‘RDN0001’ into the search criteria and click ‘Go’.

Select the organisation by clicking the radio button. The option will now be highlighted in yellow. Click the ‘submit’ button to proceed. A new page will appear informing you that you have been added to the organisation site.
How to navigate to site once enrolled

Click on the Organisations tab

Click on the Researcher Development at Northumbria link.
Professional Development and Research Training Programme
Compulsory Sessions

Annual Progression: Preparing for the Panel

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Research Management (C2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-management (B2)</td>
</tr>
<tr>
<td></td>
<td>Knowledge base (A1)</td>
</tr>
</tbody>
</table>

Who the session is for: Postgraduate research students in their second year
Delivery: Instructor-led
Slides available via the Researcher Development eLearning Portal

Each year students undergo annual progression to monitor their progress. For full time students their second year AP consists of a panel and report submission. This session covers what is required and how students can use the Panel as preparation for their viva. This course is compulsory – all second year students should attend.

Aims and Objectives:
- Explore what is required to complete annual progression
- Plan the final year before the Viva voce
- Understand the requirements for a research degree at Northumbria

Faculty Induction

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Research Management (C2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional conduct (C1)</td>
</tr>
</tbody>
</table>

Who the session is for: Postgraduate research students in their first year
Delivery: Instructor-led

The session will provide an overview of what resources and support is available to postgraduate students within the Faculty - as well as what expectations the Faculty will have of them.

Arts, Design and Social Sciences
Business and Law
Engineering and Environment
Health and Life Sciences (City Campus)
Health and Life Sciences (Coach Lane)

Aims and Objectives
- Receive an introduction to the Faculty
- Learn about policies and procedures in both the Faculty and the University
- Meet key staff in the Faculty and other new students
Preparing for the Viva: The end is in sight

**RDF Domain(s):** Creativity (A3)  
Professional conduct (C1)  
Knowledge base (A1)

**Who the session is for:** Postgraduate research students in their final year

**Delivery:** Instructor-led  
Online – via the Researcher Development eLearning Portal

Don’t know your word count limit? Unsure what a viva involves and who will be there? This half day workshop will provide practical advice and information about university procedures around the viva and submitting your thesis. You will have the opportunity to hear from experienced examiners on what viva experiences have been like. It will demystify the process for you so that you feel confident entering the exam room.

**Aims and Objectives:**
- Gain an understanding of the University procedures involved in submitting their thesis and arranging their viva
- Gain an understanding of what to expect from the viva and how to prepare for it

---

Research Ethics Training

**RDF Domain(s):** Professional conduct (C1)

**Who the session is for:** Postgraduate research students in their first year

**Delivery:** Online – via the Researcher Development eLearning Portal

This training session is designed to be used as an overview of research ethics and the ethics review procedure to be followed by academic staff and students to ensure that research is carried out to the highest ethical standards. It will cover general principles of research ethics and governance, research ethics approval procedure, and guidance sources.

**Aims and Objectives**
- understand the principles of Informed Consent
- consider the safety and wellbeing of all participants (including the researcher)
- consider the rights of the research participants and the obligations of the researcher
- consider anonymity, confidentiality, data protection and records management
Professional Development and Research Training Programme
Optional Sessions

3 Minute Thesis® Competition

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Engagement and Impact (D3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal Qualities (B1)</td>
</tr>
<tr>
<td></td>
<td>Knowledge Base (A1)</td>
</tr>
<tr>
<td></td>
<td>Communication &amp; Dissemination (D2)</td>
</tr>
</tbody>
</table>

**Who the session is for:** Postgraduate research students in their second/third year

**Delivery:** Instructor-led

Information available via the Researcher Development eLearning Portal

The Three Minute Thesis (3MT®) is an academic competition developed by The University of Queensland (UQ), Australia for research students. Three Minute Thesis (3MT®) celebrates the exciting research conducted by PhD students. The exercise cultivates students’ academic, presentation, and research communication skills. The competition supports their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience.

This session will provide an overview of the requirements of the competition and how you can apply to take part.

**Aims and Objectives:**
- Developing research communication skills
- Developing public engagement awareness

An Introduction to Academic Publishing

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Communication and Dissemination (D2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge Base (A1)</td>
</tr>
<tr>
<td></td>
<td>Self-management (B2)</td>
</tr>
<tr>
<td></td>
<td>Personal Qualities (B1)</td>
</tr>
</tbody>
</table>

**Who the session is for:** Postgraduate research students at any stage

**Delivery:** Online – via the Researcher Development eLearning Portal

Writing and getting published are staple activities in academic life. The phrase “publish or perish” has become well known. The aim is to help you get your work published – and to do so as successfully as possible. We will focus on journal articles and hear from experienced academic writers and journal editors who can support you in developing a publication plan.

**Aims and Objectives:**
- Gain a critical understanding of where and how to publish their work
- Develop a publication plan and considered which Journals to publish in
- Understand what processes are involved in getting published? Who does what, when?
An Introduction to Research Impact

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Engagement and Impact (D3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who the session is for:</td>
<td>Postgraduate research students at any stage</td>
</tr>
<tr>
<td>Delivery:</td>
<td>Instructor-led</td>
</tr>
<tr>
<td></td>
<td>Online – via the Researcher Development eLearning Portal</td>
</tr>
</tbody>
</table>

What is research impact and why is it important? How could you make a difference to society or the economy from your research in the future? From REF to research funding, building your career to making a difference in the world, find out more about research impact.

Aims and Objectives

- Explain what research impact is and why it is important in higher education
- Access resources to further develop your knowledge of research impact
- Develop your own ideas about how to create impact from your research

An introduction to Research Management for Postgraduate Researchers

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Self-management (B2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Management (C2)</td>
</tr>
<tr>
<td></td>
<td>Professional Conduct (C1)</td>
</tr>
<tr>
<td></td>
<td>Cognitive Abilities (A2)</td>
</tr>
<tr>
<td>Who the session is for:</td>
<td>Postgraduate research students at any stage</td>
</tr>
<tr>
<td>Delivery:</td>
<td>Online – via the Researcher Development eLearning Portal</td>
</tr>
</tbody>
</table>

This session will introduce students to concepts that will allow them to effectively apply project management through the setting of research goals, intermediate milestones and prioritisation of activities. The session will also cover the life-cycle of the research process from the initial idea for a research problem through to completion and the viva.

Aims and Objectives:

- Explore how a project management approach can be effective in helping them take charge of their doctorate
- Identify areas of risk in doctoral projects
- Develop a project plan for their doctorate and use University milestones to measure progress
An Introduction to Research Posters

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Communication and Dissemination (D2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creativity (A3)</td>
</tr>
<tr>
<td>Who the session is for:</td>
<td>Postgraduate research students at any stage</td>
</tr>
<tr>
<td>Delivery:</td>
<td>Online – via the Researcher Development eLearning Portal</td>
</tr>
</tbody>
</table>

Learn more about the layout and design of winning posters and how to create one of your own using design specific tools.

**Aims and Objectives:**
- Learn how to effectively design a poster
- Explore how to best use a poster at a conference

Annual Progression: Preparing for Year 1 Submission

<table>
<thead>
<tr>
<th>RDF Domain(s):</th>
<th>Research Management (C2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-management (B2)</td>
</tr>
<tr>
<td></td>
<td>Knowledge base (A1)</td>
</tr>
<tr>
<td>Who the session is for:</td>
<td>Postgraduate research students in their first year</td>
</tr>
<tr>
<td>Delivery:</td>
<td>Instructor-led</td>
</tr>
<tr>
<td></td>
<td>Slides available via the Researcher Development eLearning Portal</td>
</tr>
</tbody>
</table>

Each year students undergo annual progression to monitor their progress using an online task within e-vision. This session covers a demonstration of the online submission system, to guide students who are approaching their annual progression submission date on how to upload their work, and an opportunity to ask any questions on the functions of the online system, as well as guidance on the potential content of the submission in a generic context.

**Aims and Objectives**
- Explore what is required to complete the online submission of annual progression
- Understand the requirements for a research degree at Northumbria
### Broadening your Horizons: Careers outside Academia

| RDF Domain(s): | Professional and Career Development (B3)  
|               | Personal Qualities (B1)  
| Who the session is for: | Postgraduate research students at any stage  
| Delivery: | Instructor-led  
|           | Online – via the Researcher Development eLearning Portal  

This workshop will look at careers outside of academia and explore how you can develop your transferable skills to market yourself outside of academia.

**Aims and Objectives:**
- Develop skills to search for jobs outside of academia  
- Consider the transferable skills developed through the doctorate  
- Undertake a practical and reflective skills exercise  
- Explore how to market themselves outside of academia

### Careers in Academia

| RDF Domain(s): | Professional and Career Development (B3)  
|               | Knowledge Base (A1)  
|               | Personal Qualities (B1)  
| Who the session is for: | Postgraduate research students at any stage  
| Delivery: | Instructor-led  
|           | Slides available via the Researcher Development eLearning Portal  

This half day workshop will offer PGRs an insight into academic careers covering post –doc awards, lecturing and research posts. The course will enable PGRs to meet with current academics and researchers from a range of disciplines to hear about their experiences.

**Aims and Objectives:**
- Understand what life is like as an early career researcher  
- Explore how to market themselves in academia  
- Complete a practical exercise in networking and CV reviewing  
- Speak to academics and researchers first-hand
### CVs, Applications and Interviews

| RDF Domain(s): | Professional and Career Development (B3)  
|               | Personal Qualities (B1)  
|               | Communication & Dissemination (D2)  
| Who the session is for: | Postgraduate research students at any stage  
| Delivery: | Instructor-led  
|           | Slides available via the Researcher Development eLearning Portal  

This session, led by the Careers Service, will look at how you can perfect your CV and applications and improve your interview technique. You will understand how to successfully apply for roles both within and outside academia – from initial application to job offer.

**Aims and Objectives:**
- CVs – content and presentation of business and academic CVs
- Applications – how to match skills to job descriptions
- Interviews – what to expect/styles
- Learn how to perform your best at interview

### Developing and Running a Research Event or Conference

| RDF Domain(s): | Working with Others (D1)  
|               | Cognitive Abilities (A2)  
|               | Personal Qualities (B1)  
|               | Finance, funding & resources (C3)  
| Who the session is for: | Postgraduate research students at any stage  
| Delivery: | Online – via the Researcher Development eLearning Portal  

This programme seeks to support PGRs who wish to run a research event of their own. Be it a conference, symposium or seminar, this session will help you navigate how to run an event from start to finish. It will explore avenues for funding as well as hearing from researchers who have organised their own events.

**Aims and Objectives:**
- Knowledge of support available at Northumbria for running a conference
- Develop an idea for an event of their own
- Explore funding opportunities for PGR events
Developing Researcher Resilience

RDF Domain(s): Personal Qualities (B1)  
Self-management (B2)  
Cognitive Abilities (A2)  
Working with others (D1)

Who the session is for: Postgraduate research students in their second year
Delivery: Instructor-led  
Slides available via the Researcher Development eLearning Portal

This interactive workshop is designed to support individuals in developing their personal resilience so that they may deal more effectively with challenges and setbacks. The workshop aims to equip individuals with techniques that will strengthen their personal resilience during changes, challenges and transitions.

Aims and Objectives:
• Educate participants about the characteristics of resilient individuals
• Enable individuals to establish their personal strengths
• Encourage individuals to explore the role of “can do” thinking
• Enable individuals to gain insight into attributional style and understand its impact
• Support individuals in identifying actions they can take to strengthen their resilience

Developing your Academic Writing

RDF Domain(s): Knowledge Base (A1)  
Self-management (B2)  
Personal Qualities (B1)

Who the session is for: Postgraduate research students at any stage
Delivery: Online – via the Researcher Development eLearning Portal

Developing your writing skills as early as possible during your PhD will make the writing up process much easier. This may be the first time that you have written anything that is intended to result in a published academic paper, or the size of a thesis. This can be daunting, so honing your writing skills is crucial.

It sounds simple but the more you write, the better you will become at it. This is a hands on session so you will be expected to write!

Aims and Objectives:
• Examine some of the barriers to writing
• Develop your time management skills to develop a writing plan
• Use a number of techniques to develop your writing style
• Complete exercises to develop your academic writing
Early Intervention: Career Planning for Postgraduate Researchers

RDF Domain(s): Professional and Career Development (B3)
Who the session is for: Postgraduate research students at the beginning of their doctorate
Delivery: Instructor-led
Online – via the Researcher Development eLearning Portal

This innovative workshop will enable students to begin planning their career journey and set goals from the beginning of their doctorate. The workshop will cover the current HE landscape and different job opportunities as well as looking at how students can use their doctoral study to maximise their skills and understand the career profile required for their future career.

Aims and Objectives:
- Understand the HE sector and doctoral career expectations
- Explore how to use the RDF to plan their transferable skills
- Complete practical exercises to explore different career options
- Set SMART goals to be achieved throughout research
- Understand where to gain support whilst at NU

How to be an Effective Researcher

RDF Domain(s): Self-management (B2)
Personal Qualities (B1)
Who the session is for: Postgraduate research students in their first year
Delivery: Instructor-led

A one-day workshop for postgraduate researchers in the first year of their doctorate drawing on the experience of their first few months. The course approaches the PhD as a project and engages with students to address issues of planning, time and resource management, problem solving and creativity. The supervisor and student relationship is also tackled, focusing on assertiveness and communication skills. This is a workshop focused training session and is only suitable for those who enjoy this kind of experiential learning.

Aims and Objectives
- Enhance your effectiveness as a postgraduate researcher
- Build upon understanding, skills and confidence in communication, problem solving, planning, leadership and assertiveness
- Have a greater self-awareness of learning and working styles
LinkedIn

RDF Domain(s): Professional and Career Development (B3)  
Creativity (A3)  
Communication & Dissemination (D2)

Who the session is for: Postgraduate research students at any stage

Delivery: Instructor-led  
Slides available via the Researcher Development eLearning Portal

LinkedIn is the world’s largest professional network. This session will include tips on how to secure valuable networking, shadowing and work experience opportunities during your research and will provide you with strategies to get ahead of the competition in recruitment processes by using LinkedIn.

Aims and Objectives
- explore advanced networking features on the site
- learn how to create an effective profile
- establish their professional identify online

Networking and Making the Most of Conferences

RDF Domain(s): Communication and Dissemination (C2)  
Working with others (D1)  
Personal Qualities (B1)  
Knowledge Base (A1)

Who the session is for: Postgraduate research students at any stage

Delivery: Online – via the Researcher Development eLearning Portal

This event prepares PGRs for their first conference experience. The session seeks to develop your networking, presentation and communication skills. This session will get you ready for those academic conferences that are vital for your CV.

Aims and Objectives:
- Explore the benefits of attending an academic conference
- Develop a conference strategy
- Develop their networking and communicating skills
Pitch Perfect: Delivering better Presentations

**RDF Domain(s):** Communication and Dissemination (D2)  
Personal Qualities (B1)

**Who the session is for:** Postgraduate research students at any stage

**Delivery:** Online – via the Researcher Development eLearning Portal

Delivering presentations, whether at seminars, conferences or through teaching is part of academic life. This session will introduce students to basic techniques to deliver engaging presentations. It will look at voice techniques and how to hone your personal style as well as the content of presentations.

**Aims and Objectives:**
- Explore what makes a good presentation
- Consider your personal presentation style
- Plan your next presentation

Postgraduate Researcher Introduction to Teaching

**RDF Domain(s):** Cognitive abilities (A2)  
Professional and career development (B3)  
Working with others (D1)  
Engagement and Impact (D3)

**Who the session is for:** Postgraduate research students who wish to teach in higher education (not demonstrating)

**Delivery:** Instructor-led

The programme is aimed at Postgraduate research students who are looking to add to their skills portfolio and strengthen their educational understanding and the pedagogical principles which underpin teaching and learning, in general and specifically within Higher Education. This programme is open to those who have an interest in teaching. There is a separate course for this who wish to be a demonstrator.
Aims and Objectives:
- Develop your knowledge and understanding of a range of learning and teaching issues relating to current practices in education
- The nature of pedagogy its central role in professional development as an academic
- You will be encouraged to make links between theory and practice by reflecting on your observations and experiences as student and teacher. Your learning will be set within the context of contemporary issues and drivers within university teaching in the UK
- You will develop a thorough understanding of how approaches to assessment are central to the process of Learning and Teaching and you will learn about the range of formative and summative strategies which can help to ensure your teaching is effective.
- This programme will allow you to reflect on your own educational experiences and the extent to which you would like to reproduce or redress these in your own practice

Practical Demonstrating

RDF Domain(s):
- Professional Conduct (C1)
- Working with others (D1)
- Knowledge Base (A1)

Who the session is for:
- Postgraduate Research Students who are supporting Undergraduate Students undertaking lab work.

Delivery:
- Instructor-led
- Slides available via the Researcher Development eLearning Portal

This course will consider the role and responsibilities of being a laboratory demonstrator. The course is specifically aimed at those wanting to act in this role or have some experience of being a laboratory demonstrator.

Aims and Objectives:
- Consider the roles and responsibilities of being a demonstrator
- Understand health and safety guidelines relevant to this role
Project Approval: Getting Started

**RDF Domain(s):**
- Research Management (C2)
- Self-management (B2)
- Knowledge base (A1)

**Who the session is for:** Postgraduate research students in their first year, prior to Project Approval submission

**Delivery:**
- Instructor-led
- Slides available via the Researcher Development eLearning Portal

At the beginning of their course, students undergo Project Approval to monitor their progress using an online task within e-vision. This session covers a demonstration of the online submission system, to guide students who are approaching their Project Approval submission date on how to upload their work, and an opportunity to ask any questions on the functions of the online system.

**Aims and Objectives**
- Explore what is required to complete the online submission of Project Approval
- Understand the requirements for a research degree at Northumbria

---

Research Philosophies and Paradigms

**RDF Domain(s):** Cognitive Abilities (A2)

**Who the session is for:** Postgraduate research students at any stage

**Delivery:** Instructor-led

These sessions will present the philosophy of research, including alternative epistemological positions to provide researchers with a context for theory construction. The workshop will allow attendees to develop a critical understanding of the disciplines and methods upon which they will be drawing including the validity and scope of knowledge and appropriate alternative approaches to research.

**Aims and Objectives:**
- Discuss the nature of knowledge and originality
- Consider different philosophical paradigms appropriate to their research
- Discuss with other research students the nature of research and the epistemologies that underpin it
This session will explore the UK Higher Education landscape, including challenges and opportunities relating to academic and non-academic roles within institutions. This aims to provide delegates with the knowledge to effectively plan their higher education career and to apply it successfully within applications and at interviews.

**Aims and Objectives**
By the end of the session delegates will be able to:

- Understand the key trends that will impact higher education in the future, including issues of policy, governance, funding and research
- Recognise the variety of academic and non-academic roles and how these work with one-another
- Reflect on the top things those new to higher education need to know

Develop a knowledge of higher education acronyms

---

This insightful workshop will allow you to discover and understand what makes you, you. We will explore four key components of personality – how you interact with others, how you make decisions, how you take in information and how you organise and live your life. You will have the opportunity to identify your four-letter personality type and have access to a resource which shares your potential strengths and weaknesses. Self-direction is key to your role as a researcher, therefore taking the opportunity to raise your understanding of yourself and how you will work best, will be vital.

**Aims and Objectives**
- Explore your own personality preferences
- Discover and discuss your potential strengths and weaknesses and how these will impact on your work
- Understand how to use your knowledge of personality to improve your communication using the HELP model
University and College Union (UCU) Information Session

RDF Domain(s): Professional Conduct (C1)

Who the session is for: Postgraduate research students at any stage
Delivery: Instructor-led

This session will introduce students to UCU, which is the body that represents the interests of academic and postgraduate educators across the nation.

Aims and Objectives
• how UCU can work for you,
• how it can protect you
• how you can make a difference in the workplace.

Writing up and Submitting

RDF Domain(s): Creativity (A3)
Self-management (B2)
Professional Conduct (C1)
Research Management (C2)

Who the session is for: Postgraduate research students at any stage
Delivery: Online – via the Researcher Development eLearning Portal

This session looks at the process of writing up your thesis and includes tasks to improve your writing practice. It will also look at the process of submitting your thesis for examination. This session will use Prof Vernon Trafford’s approach to thesis writing and will look at ways you can develop your analytical arguments.

Aims and Objectives:
• Explore the process of nomination of examiners
• Gain knowledge of the thesis/ portfolio submission process
• Audit your thesis
• Ask questions on the submission process
Writing with Confidence

RDF Domain(s): Knowledge Base (A1)
Self-management (B2)
Personal Qualities (B1)

Who the session is for: Postgraduate research students at any stage
Delivery: Online – via the Researcher Development eLearning Portal

This session will look at strategies for developing your writing style and confidence in academic writing. The training is focused on practical writing interventions so you can practice your writing skills, develop your academic vocabulary and develop a writing timetable. This training also explores a thesis framework to write too and some of the barriers that may stop us from writing.

Aims and Objectives:
• Develop their academic writing style and vocabulary
• Develop a personal writing timetable
• Develop a writing framework for their thesis
• Explore some of the barriers to writing
PDRT Housekeeping

How to register for an event
To register for an event visit the online booking system here:
http://rbscalender.northumbria.ac.uk/calendar/pdrt

If you are no longer able to attend a session remember to cancel your booking via the online booking system. You must cancel at least 48 hours ahead of the scheduled programme. If you fail to attend an email will be sent to your supervisor notifying them of your absence.
If you fail to attend more than three training sessions any further bookings you have made will be cancelled. You will also forfeit the opportunity to apply for a conference bursary which is normally offered on a competitive basis.

Communications
You must check your University email account regularly – we recommend at least once a week – as the programme is subject to change and additions throughout the year.

Etiquette
The programme is delivered by a mixture of internal staff and external providers. Many staff volunteer their time to ensure a rigorous support system is in place for research students. As such please ensure that you show them courtesy by being prompt, arriving at least five minutes before the start of the programme.

Research and Innovation Services will prohibit the award of conference bursaries to students who repeatedly fail to attend Researcher Development Training they have booked onto. Students who book onto but fail to attend 3 training sessions will have their applications rejected.

Opportunities for Involvement

New Provision
Have you identified an area of training that you feel should be provided but is currently unavailable? If so please contact gs.graduateschool@northumbria.ac.uk to help us develop training in the future.

Develop your Facilitation Skills
Many of the sessions benefit from, or are based around current experiences of PGRs. If you would like to contribute, and develop your tutoring and leadership skills, then please contact gs.graduateschool@northumbria.ac.uk

Postgraduate Research Groups
Sometimes the best training comes from talking to other researchers. We can help you facilitate a research group. If you have an idea for a Group then please contact gs.graduateschool@northumbria.ac.uk
Other Resources

University Library
The University Library has a wide range of resources and help to support you at every stage of your research, as postgraduate research students, early career researchers and academic staff. The Library provides detailed training online and face-to-face throughout the academic year as part of their Researcher Development Programme. For more information visit: http://library.northumbria.ac.uk/info-researchers/res-dev

Faculty and Departmental Training
Training also takes place within each Faculty; this is usually specific and may be closely linked to your area of research. Speak to your supervisor to see what training is available.

Northumbria Students Union
NSU is here to have a positive impact on all students but we know that all students are different; you come from different cultures, countries and backgrounds but the one thing you do all have in common is studying at Northumbria. It is important that your voice is heard amongst the crowd which is why we support student representatives to Speak Up on the issues that matter to you.
Each department has a PGR Representative who sits on Faculty and University wide committees. To find out more about representation in your department please visit: http://www.mynsu.co.uk/speakup/reps/

PGR Society
The Northumbria PGR Society is a newly established society for PhD, MPhil and ProfDoc students studying at Northumbria. The aim of the society is to bring together PGR students from all backgrounds and across all disciplines for social events, academic seminars and trips around the region. For more information and how to join the society visit their website: https://www.mynsu.co.uk/getinvolved/society/pgrsoc/
**Student Support and Wellbeing**
Student Support and Wellbeing encompasses specialist teams which offer free, impartial and confidential advice on the following:
- Disability and dyslexia support
- Counselling and mental health support
- Financial support
- Welfare and health support
- International student support
* Chaplaincy and faith advice

For more information, please visit Student Support web pages:
https://www.northumbria.ac.uk/study-at-northumbria/support-for-students/

**Careers Service**
We’re here for you whatever stage you’re at with your study or career plans. We want you to achieve your ambitions and will support your journey, helping you plan a route towards your goals.
- Get 1-1 support
  Visit the Careers Drop-in each weekday 10.00am - 4.00pm in the Careers Zone.
- Find job opportunities
  Get your graduate job search off the ground with access to hundreds of opportunities.
- Get ahead with tools for success
  Enjoy exclusive access to employer videos, practice psychometric tests and discover other useful materials. Go to the eLearning Portal and click the careers tab on the top menu.
- Meet employers on campus
  Introduce yourself to potential employers at events on campus throughout the year. Go to careers events below to see our full programme:
  https://www.northumbria.ac.uk/study-at-northumbria/planning-your-career/careers-and-employment/

**Graduate School Bursary Schemes**
There are currently two bursary schemes available to postgraduate research students (i.e. those registered for an MPhil, PhD or Professional Doctorate including Graduate Tutors and staff registered as research degree students).
- Postgraduate Conference Bursary Scheme
- Postgraduate Research Events Support Scheme

**Vitae and the Researcher Development Framework**
Vitae is a national organisation which champions professional and career development for researchers. Vitae’s website and courses provide excellent resources to help research degree students assess and develop their personal effectiveness, networking and team
working, communication and career management skills. The PDRT is mapped against the Vitae Researcher Development Framework and supports PGRs in four key areas:

- Knowledge and intellectual abilities
- Personal effectiveness
- Research governance and organisation
- Engagement, influence and impact

At the end of their doctorates, we aim to have supported PGRs to deepen the research and transferrable skills that will not only make them successful independent researchers, but also widen their options for future employment.

The University is a member of Vitae so all researchers are advised to join by visiting the Vitae website and setting up an account [www.vitae.ac.uk](http://www.vitae.ac.uk)
Indicate your current skill level and where you would like it to be in one year. Use these spaces to reflect on your current situation and plan which session(s) and other actions will help you achieve your target. Complete this self-evaluation annually to support your Professional Researcher Development and Training Programme selection.
# RDF Researcher Profile

**Name:**

**Current situation and background:**

**Career aim:**

<table>
<thead>
<tr>
<th>Domain A: Knowledge and intellectual abilities</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> Current phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>T</strong> Target phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 Knowledge base</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research methods: theoretical knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research methods: practical application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information seeking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information literacy and management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic literacy and numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Cognitive abilities</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Synthesising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Creativity</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiring mind</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual insight</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argument construction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual risk</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## RDF Reflections

### Domain B: Personal effectiveness

<table>
<thead>
<tr>
<th>C</th>
<th>Current phase</th>
<th>T</th>
<th>Target phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Personal qualities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perseverance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2 Self-management</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and prioritisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsiveness to change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-life balance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 Professional and career development</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsiveness to opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reputation and esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## RDF Reflections

### Domain C: Research organisation and governance

<table>
<thead>
<tr>
<th>C</th>
<th>Current phase</th>
<th>T</th>
<th>Target phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional conduct</td>
<td>Health and safety</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Ethics and principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Legal requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>IPR and copyright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Respect and confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Attribution and co-authorship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Appropriate practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Research management</td>
<td>Research strategy</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Project planning and delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Risk management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Finance, funding and resources</td>
<td>Income and funding generation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Financial management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Infrastructure and resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### RDF Reflections

#### Domain D: Engagement, influence and impact

<table>
<thead>
<tr>
<th>C</th>
<th>Current phase</th>
<th>T</th>
<th>Target phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Working with others</td>
<td>Collegiality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team working</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>People management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Influence and leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equality and diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication and dissemination</td>
<td>Communication methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Engagement and impact</td>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enterprise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Society and culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global citizenship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>