Royal Veterinary College
University of London

Research Student Training & Education Programme

2016/17

Contents	Page

Please see the table on page 8 for a list of all the online training courses. Please note that those highlighted in bold are mandatory.

* - Please note that these courses are offered by Human Resources, and that staff have priority of booking over students.

Developing your Skills as a Researcher

During your time at the RVC your primary focus will be the successful completion of an original piece of research and the production of a thesis. However, Research Councils, and other sponsors and employers alike, are now expecting research students to be able to demonstrate that they have also developed generic and transferable skills to a high level.

Research students at the RVC are expected to take full advantage of the training (online and face-to-face) on offer and should be aiming to participate in the training programme and/or appropriate other professional and career development activities to an equivalent of 10 days per year. Each training activity is assigned a number of points. Research students should be aiming to accrue 20 points per year (or 60-70 points over a 3-4 year studentship). A point is worth approximately ½ day of training: two weeks per year is therefore equivalent to 20 points per year

As all training and learning is unique to the individual involved, we strongly recommend that at the beginning of each year you have a discussion with your supervisor about what training is most appropriate for you. You should record the training events you attend/other forms of training you receive in your student log, together with the number of training points accrued each year, and be prepared to discuss this at annual appraisal.

Researcher Development Framework

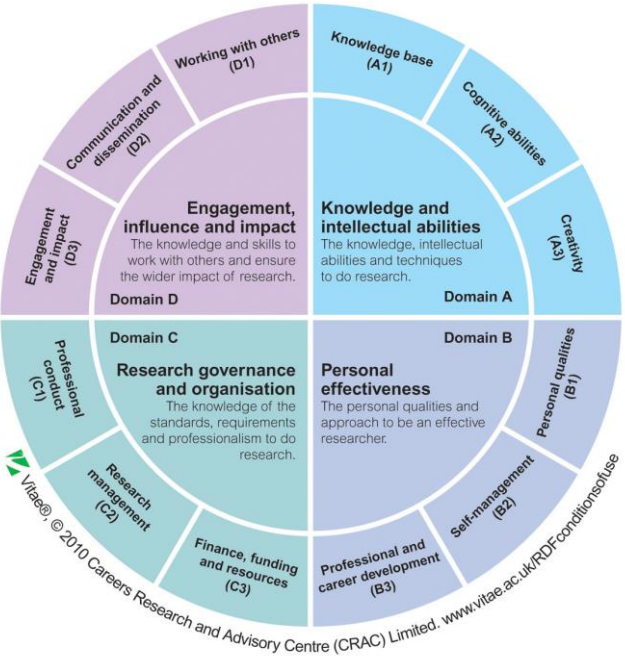
The Researcher Development Framework was launched in September 2010 by Vitae and it is a professional development framework for planning and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development. It was developed by and for researchers, in consultation with academic and non-academic employers.

The Researcher Development Framework is structured in four main domains, each including three sub-domains and further detailed descriptors.

The RVC training programme for research students provides courses and events that cover all four domains:

1. Domain A: Knowledge and intellectual abilities
2. Domain B: Personal effectiveness
3. Domain C: Research organisation and governance
4. Domain D: Communication, influence and impact

The RDF is set out in an abbreviated form below and the training and development opportunities have been mapped onto the 12 sub-domains of the RDF.



The Researcher Development Framework (RDF) has been developed by Vitae in collaboration with the higher education sector and other stakeholders. Further details about the RDF are available at www.vitae.ac.uk/rdf

Training Points

Every PhD student is expected to take part in approximately 10 days of transferable (generic) skills training each year. The training provided by the Graduate School has been mapped previously to the RDF and you can record the amount of training you're undertaking. The scheme will capture generic and discipline-specific developmental activities that students are involved in through the allocation of points**.** Points are allocated both for taking part in courses or workshops run by the Graduate School, HR and external organisations and for other activities such as conference attendance, teaching and attending seminars. Points have been assigned to all the workshops run by the Graduate School and to other activities you are likely to take part in (see table below).

Some recurring activities (such as attendance at a seminar series) will have a maximum tariff of points that can be gained per year. If you have undertaken activities not listed in the table which you believe have helped you to develop transferable skills (e.g. writing a grant) you should estimate the number of points to be allocated, providing a reason for the estimate, and note the sub-domain(s) of the RDF that the training falls within. Although the table on the next page refers mainly to training in generic skills, training in techniques that you may use later in your career could also count and should be noted. *Contact the Graduate School for further advice if needed.*

When recording each training activity in your Log, make sure you also keep a note of the RDF sub-domain(s) each falls within and think about what skills you've developed through undertaking the activity. Activities may fall within more than one domain/sub-domain.

Activity	Points	Activity	Points
Conference		***Journals***	
Attendance	1	Peer reviewing a paper for a journal	2
Writing a meeting abstract	2	Writing a paper *(depending on contribution)*	1, 3 or 6[a]
Poster preparation	2	***HR/External training sessions***	
Preparation of oral presentation	2	½ day workshops	1
Poster presentation	2	Full day workshops	2
Oral presentation	2		
College Seminars		***Postgraduate Seminar series***	
Attendance/academic year (a minimum of 6 and 6 other talks on topics relating to a student's field of study)	2	Attendance/academic year (at least 50%)	2
		Presentation (each)	1
Journal Club		***External talks***	
Regular attendance during the year	2	Attendance (each, up to a maximum of 5 a year)	0.25
Presentation	2	Presentation (each)	1
Postgraduate representative		***Teaching/session*****	2
Attendance at meetings (each)	0.5	Demonstrating**	1
Contribute to organising or organising a scientific meeting or other event		*Teaching and Learning in Higher Education course (TLiHE)*	10 or 12†
Main organiser of half or one day local meeting or event	2	Tutorials or small group** teaching *(including preparation time)*	2
Member of organising committee of a national or international conference	3	***Postgraduate Research Day*** *(presentation of poster or talk)*	2

** Up to a maximum of 6 points/academic year

[a]6 points: Entirely responsible for writing the submitted version of a paper, incorporating comments from supervisors and other co-authors

3 points: Writing the first draft of a paper {*and revising after receiving feedback}*

1 point: Writing a section or a sub-section for the first draft of a paper

0 points: Simply read through & commented on the final draft of a co-authored paper

TLiHE

† 12 points Completion of course plus assessment

10 points Completion of course only (no assessment)

Bookings and Cancellation Policy

To book a place on any training session, please contact the Graduate School: Maxine Esser, mkesser@rvc.ac.uk or, after 15th May 2017, Lisa Matamala-Shaw, lshaw@rvc.ac.uk at least 10 working days in advance of the session.

Please note that places are usually offered on a first-come first-served basis.

The RVC expects students who sign up for a course to attend. This booklet has been issued so that you can plan ahead within the group in which you work and in discussion with your supervisor.

There will be no charge for a cancellation made with at least 3 working days' notice.

A £25 cancellation fee (payable by student or supervisor) will normally be charged for last minute cancellations (less than 3 working days' notice) or failure to attend without good reason.

If you are unwell on the day of the workshop, please e-mail Maxine Esser (mkesser@rvc.ac.uk) or, after 15th May 2017, Lisa Matamala-Shaw (lshaw@rvc.ac.uk) or telephone the Graduate School (020 7468 5134) as soon as possible after 9am. If there is no-one available to take the call, a message should be left on the answer machine.

At the end of every training session you will be asked to evaluate your experience of the course; this anonymous feedback is used to generate a summary which is invaluable for developing new courses and improving the experience you have. We appreciate you helping by completing these forms.

Online Research Skills training

On-line courses are available at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found below (page 9). These courses are available to all research students and aim to introduce them to key areas including research methods, literature review, entrepreneurship, intellectual property and personal professional development.

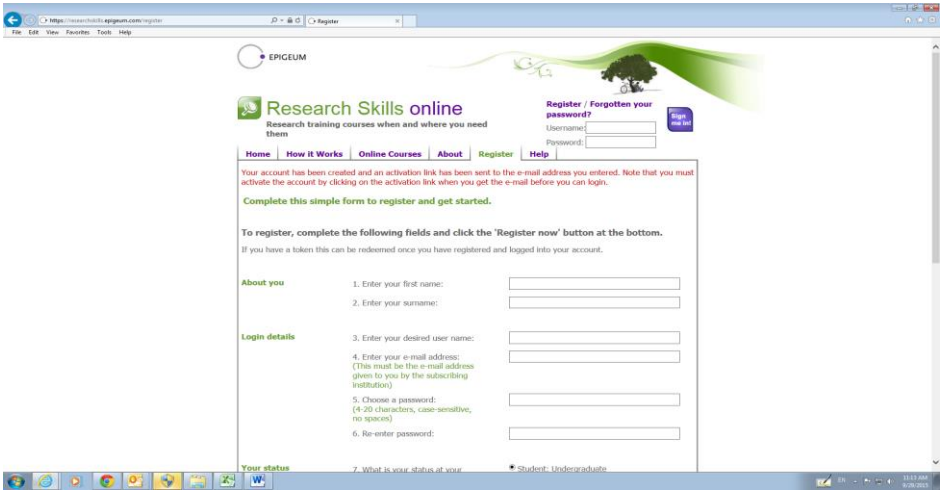
The Research with Integrity course and quiz can be found on RVC Learn (http://learn.rvc.ac.uk)

Name of Course	Audience	RDF Domains	Number of training points
Research with Integrity	**Mandatory** for all 1st year PGR students	**C1**	**0.5**
Working with your supervisor	**Mandatory** for all 1st year PGR students	**B2, D1**	**0.5**
Conferences, presenting and networking	**Mandatory** for all 1st year PhD students	**B2, B3**	**0.5**
Getting published in the sciences	**Mandatory** for all 1st year PhD students	**D2**	**0.5**
Managing your Research Project	**Mandatory** for all 1st year PhD students (useful together with Project M'ment training on 9th December)	**B2 , C2, D1**	**0.5**
An introduction to online Research Skills training	All years	**n/a**	**n/a**
Research methods in the sciences	All years	**A1**	**0.5**
Research methods in the social sciences	All years	**A1**	**0.5**
Ethics - Good research practice	All years	**C1**	**0.5**
Research methods in literature review	All years (useful before writing 1st year report and Thesis	**A1**	**0.5**
Intellectual property in the research context	All years	**C1, D1, D3**	**0.25**
Entrepreneurial motivation	All years	**B3, C1, D1, D3**	**0.75**
Entrepreneurial resources	All years	**B3, C1, D3**	**0.75**
Career planning in the Sciences	2nd -4th years. Forms part of the Careers training on 12th April	**B3**	**0.5**
Career planning in the arts, humanities and social sciences	2nd -4th years	**B3**	**0.5**

Online Training Skills – Instructions for use

Users are required to register at: https://researchskills.epigeum.com/

Click on 'Register' and complete the registration page. Please use your @rvc.ac.uk email address. Once complete, click on 'register now' and you will see the below screen:



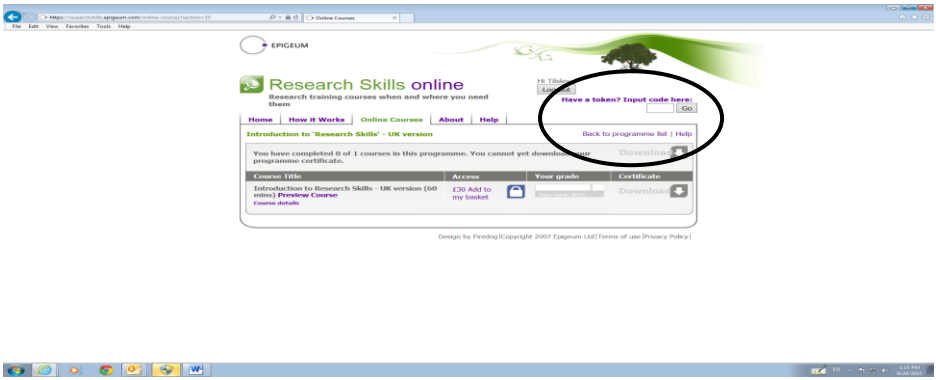
Once you receive your activation email, please follow the instructions in the email.

When you log on the following options will be available to you:

- Entrepreneurship in the research context
- Research ethics
- Research methods
- Transferable skills
- Introduction to 'Research Skills' - UK version

You will find the individual online courses within these 5 headings.

Please click on one of the five headings and add **9ab992a4** to the token box at the top right hand side of the page and press 'Go'.



Click on the course titles and follow the online instructions.

If you have any issues with this process please email Maxine Esser (mkesser@rvc.ac.uk) or, after 15th May 2017, Lisa Matamala-Shaw (lshaw@rvc.ac.uk).

Mentoring Training

Tuesday 20th September 2016
10.00 – 14.00
F4, Camden

Facilitator:	Caroline Broad, Broad Associates Ltd	
Audience:	2nd, 3rd and 4th year students	
RDF sub-domains/points:	B2 (self-management) D1 (working with others)	1 point
Further information	Mandatory for all students who want to act as Mentors to 1st year students.	

As a mentor you are tasked to create a trusted relationship, offer your subject expertise and experience and guide someone to achieve an agreed aim. The skills needed to be a good mentor are also those of a line manager and a coach and are an excellent addition to your CV.

This course teaches you key communication skills, rapport building, relationship management and feedback skills. You will be given the tools for the formal mentoring process, including objective setting and dealing with challenging situations.

With the correct approach, a mentor can learn as much as they can offer. This course will create a support network to give you the opportunity to become the best mentor you can be.

Induction for New Research Students

A two day participatory workshop to introduce you to the RVC and the tools you need to get the best out of undertaking a PhD and MRes with us.

RDF Sub-domains/points:	A1 (knowledge base) B2, (self-management) C2 (research management)	3 points

Day 1: Monday 3rd October 2016
09.30-17.00
Council Room, Camden

09.30	Registration	Maxine Esser & Carole Tilsley
10.30	Welcome & Intro to GS	Dr Kristien Verheyen & Maxine Esser
10.45	Studying for a PhD Studying for a MRes	Dr Kristien Verheyen Prof Brian Catchpole (Room F7)
11.45	Break	Tea & coffee provided in the Lightwell Cafe
12.00	Research at RVC	Prof Dominic Wells
12.30	Research Ethics	Prof Richard Piercy & Ms Noelia Lopez
13.15	Intellectual Property and Commercial Issues	Bevan McWilliam
13.30	Lunch	Lunch provided in the Council room
14.30	Health and Safety	Ian Constantine
15.00	Library and IT	Michael Murphy
15.30	E-media Introduction	Rhiannon Prescott
16.00	Research Data Management	Gwyn Jervis
16.30	Advice Centre	Fiona Nouri

16.40	PG Officer Welcome	Amy Barstow and Ran Magnusdottir
16.55	Tour of Camden - followed by Drinks at the Haxby	Current Students

Day 2: Tuesday 4th October 2016
10.00 - 14.30
F2 (Council Room), Hawkshead

	Research Degree Student Panel: **Student Perspectives**	
10.10	Your first year at the RVC	Alana Dowling
10.15	Being a second year student	Suzanne Martin
10.20	Being a third year student	Danica Pollard
10.25	Writing, Submission and viva	Chris Basu
10.30	MRes Students	Megan Conroy
10.35	Questions to the Panel	
10.50	Skills Development for Research Students	Dr Shivanthi Manickasingham
11.20	Break	
11.55	Learning and Study skills for Research Students	Ran Magnusdottir
12.10	Teaching Others	Dr Ayona Silva-Fletcher
12.30	Tour of Hawkshead, followed by a social at the Buttery	Current Students

Grant Writing Workshop (Beginners)

Tuesday 6th December 2016, 14.00 – 17.00, Room TBC, Hawkshead
Wednesday 7th December 2016, 09.00 – 12.00, Room TBC, Camden

Facilitator:	Prof Jonathan Elliott –VP Research	
Audience:	Research staff members and PhD Students.	
RDF Sub-domains/points:	A1 (knowledge base) D2 (communication and dissemination) C3 (finance, funding and resources)	1 point
Course Overview	This interactive workshop is set at a basic level and is intended for researchers who are inexperienced grant writers.	
Course Content	• Provide generic information on how to write a good grant proposal • Identify the features of a good scientific proposal that make it attractive to a review committee • Give an insight into the types of evaluation process, knowledge of which may facilitate success • Discuss individual ideas for a grant proposals and give advice on how to sell these ideas	

Health & Safety Induction

General Induction Camden - Tuesday 11th October 2016, 14.00 – 16.00, F4
All Camden and CBS students - Thursday 6th October 2016, 10.00-12.00, U5
Hawkshead – Sessions to be arranged by Hawkshead facilitators

Facilitator	General, Camden –Ian Constantine Camden lab-based – Michael Avella Hawkshead – Stephanie Mayall (lab based) Hawkshead – Sharan Kane (non-lab based)	
Audience	New PhD and MRes Students	
RDF Sub-domains/points:	A1 (knowledge base)	1 point
Objectives	To ensure all new PhD and MRes students are familiar with the RVC health & safety policies, systems of work and procedures, enabling them to operate in a safe and healthy environment.	
Further information	**Compulsory** for all new PhD and MRes students	

Good Research Practice

Camden – Tuesday 11th October 2016, 10.00 – 12.00, F4
Hawkshead – Thursday 6th October 2016, 14.30-15.30, Seminar Room 6

Facilitator	Camden – Michael Avella Hawkshead – Frederique Guesdon	
Audience	New PhD and MRes students	
RDF Sub-domains:	A1 (knowledge base) C1 (professional conduct) C2 (research management)	1 point
Objectives	Use and maintenance of research handbooks	
Further information	**Compulsory** for all new PhD and MRes students	

Statistics Course

October 2016 – March 2017

Delivered by:	Dr Ruby Chang (Lecturer in Statistics)	
Audience:	New PhD and MRes Students	
RDF Sub-domains:	A1 (knowledge base) A2 (cognitive abilities)	9 points (8 sessions and 1 exam)

Aims

The aims of the course are to demonstrate the application of basic statistical techniques in biological sciences, to enable the student to use the statistical software, R, to perform data analyses, to understand and interpret the statistical results in computer output and in the scientific literature. The emphasis of the course is on understanding and interpretation of data analysis, and mathematical complexity will be kept to minimum.

Objectives

By the end of this course, the student should be able to:

- Apply statistical thinking and reasoning skill that allow them to understand statistical information presented in the scientific journals and critically appraise the studies reported in the literature.
- Summarise a data set appropriately using the computer software R.
- Decide which basic statistical techniques should be used for analysing a data set and use R to perform them.
- Interpret the results of hypothesis tests and parameter estimations, with proper understanding of the *P*-value and 95% confidence interval.
- Explain the importance of design considerations underlying a study, and write sound inferences based on the analysis results independently.

Recommended reading

- Trisha Greenhalgh, 1997. How to read a paper. http://resources.bmj.com/bmj/readers/how-to-read-a-paper/
- Statistics Notes in the British Medical Journal http://www-users.york.ac.uk/~mb55/pubs/pbstnote.htm
- Cumming et al., 2007. Error bars in experimental biology, The Journal of Cell Biology, Vol. 177, No. 1, 7–11 http://jcb.rupress.org/content/177/1/7.full
- Keith E. Muller and Vernon A Benignus. 1992. Increasing scientific power with statistical power. Neurotoxicology and Teratology, Vol. 14, pp. 211-219
- David Salsburg. 2002. The lady tasting tea. How statistics revolutionized science in the twentieth century. Henry Holt and Company, New York.

Recommended textbooks

- Martin Bland (2000) An Introduction to Medical Statistics: 3rd Edition Oxford University Press
- Aviva Petrie and Paul Watson (2006) *Statistics for Veterinary and Animal Science:* 2nd Edition. Blackwell Publishing
- Michael J. Campbell and T D V Swinscow (2009) Statistics at square one. 11th Edition. Wiley Blackwell.
- http://www.bmj.com/statsbk/ (9th edition, T D V Swinscow, revised by M J Campbell)

Statistics lecture titles

1. **Data summary**
   Shows how descriptive summary and graphical techniques may be used to summarise data appropriately.

2. **Hypothesis testing and compare proportions**
   Shows how sample information can be used to estimate parameters and evaluate the effectiveness of the estimation process using confidence intervals. It also introduces the concepts of hypothesis testing in a statistical framework. Additionally, this lecture introduces the statistical techniques used for analysing categorical data, with particular reference to the chi-squared test and Fishers exact test for comparing proportions between groups.

3. **Compare means of independent samples**
   Explains when and how to perform some of the most common methods (t-test and ANOVA) for comparing means between independent group.

4. **Compare means of related samples**
   Explains when and how to perform paired t-test and repeated measure ANOVA for comparing means between repeated measurements.

5. **Non-parametric methods**
   Explains when and how to perform non-parametric tests for independent samples and related samples.

6. **Experimental design and sample size**
   Introduces the principles which underlie a well-designed experiment, explains the distinction between experimental and observational studies, and the relevance of sample size calculations at the initial stage of the investigation.

7. **Correlation and simple linear regression**
   Introduces the concept and assumptions underlying correlation and regression, and how these methods can be used to assess the linear relationship between two numerical variables.

8. **Multiple regression and general linear model**
   Shows how simple linear regression techniques can be extended to include more than one explanatory variable. This lecture will also introduce general linear model that allows both categorical and numerical explanatory variables in the analysis.

Statistics Timetable

The statistics course is provided as a series of 2.5 hour sessions. The course is **compulsory** for PhD and MRes students. A test is held at the end of the compulsory sessions resulting in a certificate for successful students.

Unless otherwise stated, each session will run from 9.30am – 12.00pm.

Autumn Term	**Hawkshead Room S79**	**Camden Room F26**
Data summary	11/10/2016 (Tues)	05/10/2016 (Wed)
Hypothesis testing and compare proportions	20/10/2016 (Thurs)	19/10/2016 (Wed)
Compare means of independent samples	08/11/2016 (Tues)	09/11/2016 (Wed)
Compare means of related samples	16/11/2016 (Wed)	18/11/2016 (Fri)
Non-parametric methods	29/11/2016 (Tues)	30/11/2016 (Wed)

Spring/Summer Term	**Hawkshead Room S79**	**Camden Room F26**
Experimental design and sample size	17/01/2017 (Tues)	19/01/2017 (Thurs)
Correlation and simple linear regression	10/02/2017 (Fri)	08/02/2017 (Wed)
Multiple regression and general linear model	10/03/2017 (Fri)	01/03/2017 (Wed)
Statistics Exam	29/03/2017 (Wed) **10.30am – 11.30am G40**	29/03/2017 (Wed) **10.30am – 11.30am U5**

Endnote Training

Wednesday 2nd November 2016, 13.00 – 15.00, F26, Camden
Wednesday 9th November 2016, 14.00 – 16.00, S79, Hawkshead

Facilitator:	Michael Murphy or Catherine Chassay (RVC Library)	
Audience:	New PhD and MRes Students	
RDF Sub-domains:	A1 (knowledge base) D2 (Communication and dissemination)	1 point

Want to be able to manage your references so they are formatted for any journal and in any style? This will allow you to do so from the beginning of your studies. It is an invaluable tool for any researcher.

Objectives	By the end of the session the student's will be able to: • Use the basic functions of Endnote to create a personal database of references using different methods to import references from various sources. • Upkeep and organise their Endnote 'library' to suit their own personal needs • Use their Endnote file to create in text citations and a bibliography within a word document
Further Information	Maximum 15 delegates

Introduction to Research Data Management

Thursday 17th November 2016, 14.00 – 16.00, F25, Camden
Wednesday 22nd February 2017, 10.00 – 12.00, Room 6, Hawkshead

Facilitator:	Gwyn Jervis	
Audience:	All PhD and MRes Students	
RDF Sub-domains:	A1 (knowledge base) C2 (research management) D2 (communication and dissemination)	1 point
Course Objective:	By the end of this session participants will understand the issues surrounding Research Data Management (RDM) planning and the creation of Data Management Plans. Participants will leave the session with the ability to start planning for managing their own research data.	
Course Aims:	At the end of this course you will: • Understand the RDM requirements of the UK Research Councils and recognise the importance on RDM. • Understand the colleges approach to RDM and the RVC RDM Policy. • Be able to create and implement a suitable Data Management Plan for your research data. • Know how to document and organise your data throughout your project lifecycle. • Be aware of the risk of poor data security and know how to store/transport your data safely and securely. • Understand the opportunities and benefits of sharing your research data. • Identify potential avenues for sharing your research data and understand data documentation requirements	

Writing Workshop 1

Thursday 1st December 2016
10.00 –17.00
F2 Council Room, Hawkshead

Facilitator:	**Dr Kevin Byron** (Research Skills and Enterprise Adviser, Queen Mary, University of London)	
Audience:	First Year PhD and MRes Students	
RDF Sub-domains:	D2 (communication and dissemination)	2 points

Writing is an essential skill for doing any kind of research, and contrary to the belief in some quarters that studying for a PhD consists of a period of doing research followed by a period of writing, the requirement to write appears at all stages in the cycle of activity that defines research. This cycle begins with the identification of gaps or discontinuities in knowledge, the articulation of these gaps, and how they may be filled as research questions or hypothesis. The cycle ends (and a new one begins) with the communication - more often through the written word in academic journals - of the new knowledge aiming to address these research questions, how this knowledge was acquired, and how it relates to the overall progress in the specific field of interest. Writing is a process of continuous improvement irrespective of the starting point, and the earlier one engages with acquiring the various skills for writing, the more efficient and productive one will be as a researcher.

Objectives	This workshop will equip early stage PhD and MRes students with some of the tools and techniques that can help in developing the writing skills for doing research, and attendees will gain experience in: • preparing concise and logically-written materials

	• writing at different levels — brief abstract to the basic elements of an academic paper • using logical argument in writing to persuade others • explaining complex or difficult concepts in basic terms and language • analysing the different styles and conventions in published materials • developing 'the researcher voice' through a synthesis of published literature

R Training 1

Tuesday 6th December 2016
09.30 – 13.00
F26, Camden

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students (Priority will be given to first year PhD students)	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	R is a free statistical software and has many contributed packages from users worldwide. This 2.5 hour workshop is designed for PhD/MRes students with little or no experience of using R. This course provides the basic tools to get started with R and assumes some familiarity statistical methods. You will explore using R for • Reading data into R • Descriptive statistics – including basic graphs etc • Testing for normality of data • Comparison of means – t-test, ANOVA The format is very hands-on and involves practical use of R at the computer terminal.	
Further Information	Maximum 15 delegates	

Time Management

Wednesday 7th December 2016
09.30 - 12.30
Old Lecture Theatre, Hawkshead

Facilitator:	Dr Margaret Collins (Specialist Academic Skills Trainer)	
Audience:	First Year PhD and MRes Students	
RDF Sub-domains:	B2 (self-management)	1 point

Everybody has just 24 hours in every day.

Why is it that some people seem to achieve much more than others with their allotted time?

During this workshop we will identify the major drains on your time or energies and explore different tools to structure your use of time and resources.

We will consider different ways to assess priorities, to deal with timewasters and with deadlines. The course will also allow participants to develop their own work-life balance and to reflect on how they choose to spend their time.

Objectives	As a result of this workshop participants will have tools to: • Prioritise what they choose to do • Streamline their use of time • Define their own work-life balance • Understand the difference between important and urgent
Further Information	Maximum 15 delegates

Project Management

Wednesday 7th December 2016
13.30 - 16.30
Old Lecture Theatre, Hawkshead

Facilitator:	Dr Margaret Collins (Specialist Academic Skills Trainer)	
Audience:	First Year PhD and MRes Students	
RDF Sub-domains:	B2 (self-management) C2 (research management) D1 (working with others)	1 point

Planning and completing your postgraduate studies is the first step in the rest of your career. For most students this is a challenge in project management for which they are given little or no formal preparation. The management skills they learn now will underpin how they manage projects as diverse as their research studies, their gap year or a 25th birthday party.

Objectives	At the end of this workshop participants will: • Be clear that projects can be managed in a structured way • Identify discrete steps in a project management cycle • Be aware that risk can be managed, not ignored • Clarify the project "deliverables" • Be able to plan and organise tasks within a project • Understand the use of Gantt charts • Appreciate the importance of regular reviewing of progress
Further Information	Maximum 15 delegates
Additional Online Resources:	Project Management in the Research Context (available to PhD students at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found on page 9 of this document)

SPSS 1

Tuesday 13th December 2016
09.30 – 13.30
S79, Hawkshead

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students (Priority will be given to first year PhD students)	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	This course provides the basic tools to get started with SPSS and assumes some familiarity statistical methods, particularly with inferential statistics. The format is very hands-on and involves practical use of SPSS at the computer terminal.	
Course Content	• File creation • Data management • Descriptive statistics – including charts, plots etc • Normality issues • Comparison of means of independent samples – t-test, ANOVA • Compare means of related samples – paired t-test	
Further Information	Maximum 15 delegates	

Preparing for Annual Appraisal

Thursday 15th December 2016
14.00 – 16.00
F82, Hawkshead

Facilitator:	Dr Kristien Verheyen	
Audience:	PhD Students who started between 1st January 2016 and 1st July 2016	
RDF Sub-domains:	A2 (cognitive abilities) A3(creativity) B2 (self-management) C2 (research management)	1 point

Most students worry about their first appraisal and how much preparation to do. This workshop explores the practical aspects of appraisal and aims to help you be prepared and get the most out of it.

Objectives	• To appreciate the reasons for having annual appraisal and the value of it to the institution and to you • To understand the processes and procedures involved in writing your report, and preparing for the viva • To understand possible outcomes and their impact on you • To be able to evaluate the report resulting from the viva and use it to influence your progress.
Additional Online Resources:	Research Methods in Literature Review (available to PhD students at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found on page 10 of this document)

Teaching Workshop for PhD Students

Friday 14th October 2016, 09.00-12.30
Hawkshead, location tbc
Friday 12th May 2017 09.00-12.30 location tbc

Facilitator:	Dr Ayona Silva-Fletcher and Mr Kim Whittlestone	
Audience:	Compulsory for all PhD students involved in teaching, including supervision of UG and PG research projects	
RDF Sub-domains:	D2 (communication and dissemination) D3 (engagement and impact)	1 point

As a response to one of the QAA recommendations, a mandatory training course has been developed for all those who teach at the RVC for 6 hours or more.

This half day workshop is compulsory for any PhD student involved in teaching, regardless of the number of hours of teaching involvement. The full Teaching & Learning in Higher Education (TLiHE) course is compulsory for those who teach more than 6 hours at the RVC. This includes supervision of undergraduate and postgraduate research projects.

TLiHE is free to all internal participants.

TLiHE will start with a half-day face to face induction followed by a 6-week online course ending in an assessment. The assessment is a short teaching presentation (face to face). The training course will run on the following 2 occasions during 2016-2017 academic year:-

- The first face to face induction will take place on Friday 14th October from 09:00-12:30 in Hawkshead, with the online course continuing until Monday 28th November.

- The second face to face induction will take place on Friday 12th May 2017 from 09:00-12:30 in Hawkshead/Camden, with the online course continuing until Tuesday 27th June 2017.

A Certificate will be awarded for those who complete the full course, including the assessment. The full TLiHE course is equivalent to 5 credits.

There will be a maximum of 20-25 participants per course.

Please sign up for the course by completing an enrolment form which can be downloaded here:- News/Misc/2016-09-TLiHE_Enrolment_Form.docx and return to the Postgrad Course Support Team via this email address: TLiHE@rvc.ac.uk.

Enrolment for the October 2016 course will close on Friday 30th September, and enrolment for the May 2017 course will close on Wednesday 27th April 2017.

NB: Anyone with FHEA status or who has previously undertaken the PGCAP, KILT or MSc Vet Ed, Principles and Practice in Veterinary Education I, II or the PG Certificate in Veterinary Education, is exempt from undertaking this training.

Please note If you are teaching more than 6 hours, this course is compulsory. Due to the timing of the course, those of you who have started teaching in September 2016 do not have to have completed the course before you commence teaching. Anyone involved in teaching, whether you have already started for this year, must complete this course. The half day workshops are compulsory for any PhD student involved in teaching, and the full course must be undertaken by anyone teaching for 6 hours or more.

MySQL

Thursday 12th January 2017
10.00 – 14.30
S79 (Computer Room), Hawkshead

Facilitator:	Lecturer in Bioinformatics	
Audience:	This course is aimed at research staff and students interested in storing, managing and manipulating large datasets. No previous experience in MySQL is required for this workshop.	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	This workshop aims to introduce researchers to MySQL, a free relational database management system that can be used to store, manage and manipulate biological data. MySQL is used to manage large datasets that are difficult to maintain using Microsoft Access. Participants will learn the basic concepts of SQL queries, the principles of which can be used across many different platforms. We will look at how to create databases and tables, import and manipulate data, search or query data, filter using relevant criteria and export data for use in other software packages.	
Course Content	The workshop will cover: • An introduction to relational databases and phpMyAdmin • Creating a relational database using MySQL/phyMyAdmin • Creating, altering and manipulating tables • Importing and manipulating data • Searching and filtering your data • Exporting data for other applications	
Further Information	Maximum 15 delegates	

Bioinformatics

Tuesday 31st January 2017
09.30 – 17.00
S79 (Computer Room), Hawkshead

Facilitator:	Lecturer in Bioinformatics	
Audience:	All students	
RDF Sub-domains:	A1 (knowledge base)	2 points

Bioinformatics is a new scientific discipline that has developed as a major field in academic research. It encompasses the acquisition, storage, distribution, analysis and interpretation of biological data. Vast amounts of data are being generated due to advances in high-throughput technologies. Manipulating and understanding this data can seem daunting, but often the key is just knowing where to look for the right tools and applications.

This workshop is aimed at all MRes and PhD students who wish to understand more about how bioinformatics can complement their research.

By the end of the course participants will have the necessary skills to:

- Be able to design primers
- Navigate many of the key biological databases
- Understand how to identify sequences using BLAST
- Understand sequence alignment techniques
- Be able to build a phylogenetic tree
- Understand the principles and techniques for comparative protein modelling

Further Information	Maximum 15 delegates

Assertiveness

Thursday 2nd February 2017
10.00 - 13.00
U5, Camden

Facilitator:	Dr Margaret Collins (Specialist Academic Skills Trainer)	
Audience:	All PhD and MRes Students	
RDF Sub-domains:	B2 (self-management) D1 (working with others)	1 point

Assertiveness receives a lot of publicity, some good, some bad, and some downright misleading; so many people have very mixed feelings about it.

However, your ability to assert yourself affects everything else you do and don't do; from day to day activities right through to major life decisions. Consequently, it's important to understand what it is and what you want to do with it.

By the end of the course delegates will:

- Understand differences between assertive, passive and aggressive behaviours
- Increase your ability to communicate effectively
- Have strategies to deal with difficult situations
- Have greater confidence in your own abilities

Further Information	Maximum 15 delegates
Additional Online Resources:	Managing your Supervisor (available to PhD students at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found on page 9 of this document)

Resilience Training*

Date – tbc
Time TBC
Room TBC, Site TBC

Course Overview	Building our resilience will help us to develop the ability to learn from setbacks and to operate effectively in challenging situations. This workshop will help delegates to understand their own responses to and strengths in relation to resilience and how to develop resilience for a wide range of situations.
Course Content	This workshop will enable delegates to: • Identify what resilience is and why it is important • Understand the 4 key components of resilience and their individual levels of resilience through completion of a personal pre workshop questionnaire • Understand what can block the development of resilience • Review the strengths that can help to support resilience • Identify the strategies used by successful sportspeople to develop resilience and mental toughness • Understand the links between resilience, optimism, commitment and wellbeing • Gain strategies for developing and maintaining individual resilience
Preparation	Completion of the i-resilience questionnaire at http://www.robertsoncooper.com/iresilience/ and

	following the instructions for completion. Please bring a copy of the report to the workshop
Further Information	Maximum 10 delegates Lunch and refreshments will be provided

*** Please note that this course is run by Human Resources and staff have priority of booking over students**

Effective Presentation Skills

Wednesday 15th February 2017
09.30 – 17.00
F4, Camden

Facilitator:	Mr Rob Dazely (Frenchmill Training)	
Audience:	First Year PhD and MRes Students	
RDF Sub-domains:	B2 (self-management) D2 (communication and dissemination)	2 points

Are you confident about public speaking?

Would you like some tips on how to deliver an effective talk that represents well what you are doing?

Rob Dazely has been delivering this training for several years. Previous students have found the training to be excellent.

Objectives	By the end of the course participants will: • Understand speakers' nerves and be given strategies to cope with them • Know how to use visual aids effectively • Understand how to structure a presentation • Appreciate the importance of positive body language
Further Information	Maximum 9 delegates

Writing the Doctoral Thesis

Tuesday 7th March 2017
13.30 – 17.00
Council Room, Camden

Facilitator:	**Dr Kevin Byron** (Research Skills and Enterprise Adviser, Queen Mary, University of London)	
Audience:	PhD students who are about to write their thesis, or who have already started writing	
RDF Sub-domains:	A1 (knowledge base) A2 (cognitive abilities) B2 (self-management) D2 (communication and dissemination)	1 point

This workshop is for PhD students who are about to write their thesis, or who have already started writing and are facing challenges in sustaining their efforts to complete the task.

Initially the workshop will provide information on the specifications for a good PhD thesis both as a detailed record of the students' research, and in terms of meeting the academic standards required by the examiners.

Tools and techniques will be described and practised to assist in both the technical aspects of writing and in overcoming personal obstacles that can hinder progress. The workshop will include individual, paired and group exercises.

Participants will:

- Understand the purpose and structure of a PhD thesis
- Identify practical ways in which the thesis may be planned, drafted and completed
- Discuss factors that may lead to loss of motivation (eg writers' block) and how to re-gain it
- Critically consider the uses and meanings of the term 'academic argument'
- Considered ways of helping PhD students to develop their writing

SPSS 2

Monday 13th March 2017
09.30 – 13.00
S79, Hawkshead

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students (Priority will be given to first year PhD students)	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	This course provides the basic tools to get started with SPSS and assumes some familiarity statistical methods, particularly with inferential statistics. The format is very hands-on and involves practical use of SPSS at the computer terminal.	
Course Content	• Non-parametric statistics • Assess relationship between categorical variables – Chi-square, Fisher's exact test • Assess relationship between quantitative variables – correlation, simple linear regression • Assess association between predictors (risk factors) and quantitative outcome – general linear model	
Further Information	Maximum 15 delegates	

Grant Writing Workshop (All Levels)

Tuesday 14th March 2017, 09.00 – 12.00, Room TBC, Camden
Thursday 16th March 2017, 09.00 – 12.00, Room TBC, Hawkshead

Facilitator:	Professor Jonathan Elliott –VP Research	
Audience:	All academics, staff clinicians and PhD students	
RDF Sub-domains/points:	A1 (knowledge base) D2 (communication and dissemination) C3 (finance, funding and resources)	1 point
Course Overview	This workshop is appropriate for all levels of experience of grant writing. It will enable you to interact with colleagues with different perspectives and experiences in research and discuss your ideas for research and get cross-fertilisation of ideas from different areas.	
Course Content	• Provide generic information on how to write a good grant proposal • Identify the features of a good scientific proposal that make it attractive to a review committee • Give an insight into the types of evaluation process, knowledge of which may facilitate success • Discuss individual ideas for grant proposals and give advice on how to sell these ideas • Receive input and new ideas from peers for your incubating grant proposal	
Preparation	Delegates should bring a copy of their draft grant proposal and three power point slides selling their idea.	

R Training 2

Wednesday 15th March 2017
09.30 – 13.00
F26, Camden

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students (Priority will be given to first year PhD students)	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	This 2.5 hour workshop is designed for PhD/MRes students with some basic experience of using R. Participants should be comfortable of reading data file into R, carrying out basic descriptive analysis and drawing graphs. This course assumes some familiarity statistical methods. **Students should have attended the first R training session. Alternatively they should at least know how to reading data into R and use R to draw basic graphs.** You will explore using R for • Comparison of means using one-way ANOVA and post-hoc comparison • Comparison of means between paired samples • Comparison of medians using non-parametric methods • Simple linear regression analysis • Linear model The format is very hands-on and involves practical use of R at the computer terminal.	
Further Information	Maximum 15 delegates	

PhD Excel Training

Thursday 16th March 2017
09.30 – 17.00
F26, Camden

Facilitator:	Dick Irving	
Audience:	All students (Priority will be given to third and fourth year (four year studentships only) students).	
RDF Sub-domains:	A1 (knowledge base)	2 points

Although Excel is one of the most widely used programmes in academia, it is rarely used to its full potential. This course aims to introduce delegates to Excel functionality with specific relevance to managing large amounts of information and aims to incorporate skill elements not normally included in 'standard' Excel courses.

Dick Irving has been teaching at the RVC for several years and is an expert in Word and Excel.

Research with Impact!

Thursday 30th March 2017
09.30 – 13.00
Council Room, Camden

Facilitator:	Head of Knowledge Transfer and Impact, with contributions from RVC Business and Marketing teams, together with a case study from an RVC academic involved in the realisation of impact from their research.	
Audience:	First Year PhD and MRes students and contract researchers	
RDF Sub-domains:	D1 (working with others) D3 (Engagement and impact)	1 point Impact statement: 1 point Poster abstract: 1 point

This half-day introductory workshop is aimed at all MRes and PhD students seeking to appreciate how academic research can lead to social, policy or economic impact, and what they can do to support its implementation.

The course will focus on developing awareness of the potential for impact from research and, especially, on what the research team can do to contribute to the realisation of impact. The session will include interactive exercises to explore stakeholder and target audiences, reasons for their interest, and how they might benefit from research outcomes; as well as diverse routes towards delivering impact. The importance of appreciating impact from academic research – relating to both grant funding and the Research Excellence Framework Exercise, alongside its relevance to collaborative partners outside academia, will be discussed.

Research scientists are increasingly required to identify how their work can deliver impact – essentially – to have beneficiaries beyond the scientific community. Alongside PG Research Day (Details on page 51) we run an Impact Statement Competition to give students the opportunity to show how their own work can deliver impact. Students will be required to submit an

impact statement (of approx. 500 words) along with a poster abstract (approx. 300 words) The deadline to submit both is **5pm on Friday 12th May 2017.**

Course Objectives	An introduction to areas relating to impact, such as: • talking to press and media • protection of intellectual property for commercialisation • engaging the public
Preparation	Students should come prepared to deliver a two minute presentation to describe their research and the impact that they envisage could arise from it.
Further Information	Maximum 20 delegates

Career Planning

Tuesday 4th April 2017
10.00 – 16.30
F26 (10.00 – 12.00), F4 (13.00 – 16.30), Camden

Facilitator:	Kirsty Whitelock, RVC Careers Consultant	
Audience:	3rd and 4th year (four year studentships only) students	
RDF Sub-domains:	A1 (knowledge base) D2 (communication and dissemination)	2 points
Mandatory Online Resources:	Career Planning in the Sciences (available to PhD students at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found on page 9 of this document) Please note that the first 2 hours of this course will require you to view and complete the mandatory online course (including the quiz) before attending the face-to-face training in the afternoon. If students would prefer, they can complete the online course in their own time as long as they complete the course before the afternoon face to face session.	

This two-part workshop will help you start thinking about your career post PhD. It will be a practical session, comprised of an online programme and group session. It is designed to help you identify your skills, career values and begin to develop a career plan.

We ask that you complete the online Career Planning in the Sciences course before the group session. This can be done during the morning as above, or in your own time. Completing the online element of the course will ensure you are able to participate fully in the group based exercises and discussions, led by the RVC Careers Consultant.

This course is equally applicable to you if you have done very little thinking so far about your future career options, or if you have very clear career plans. It is relevant for those considering both academic and non-academic careers.

PhD Word Training

Thursday 20th April 2017
09.30 – 17.00
F26, Camden

Facilitator:	Dick Irving	
Audience:	All students (Priority will be given to third and fourth year (four year studentships only) students).	
RDF Sub-domains:	A1 (knowledge base) D2 (communication and dissemination)	2 points

Although Word is one of the most widely used word processing programmes in the world, it is not very intuitive or helpful when writing long documents such as dissertations and reports. This course aims to introduce delegates to Word functionality with specific relevance to writing long documents and aims to incorporate skill elements not normally included in 'standard' Word Courses.

This course covers areas such as:

- cross referencing
- creating footnotes
- inserting citations
- creating citation tables, tables of contents and tables of figures
- indexing
- floating figures
- headers & footers
- master documents and sub documents

This course also covers use of 'versions', reviewing of documents and the creation of summaries pages.

Imposter Syndrome*

Date TBC
Time TBC
Room TBC, Site TBC

Facilitator:	Dr Margaret Collins – Training for Universities
Audience:	If you identify with any of the below then this event is for you. This is a mixed workshop for men and women
Course Overview	Are you as good as they think you are? This secret fear that we're not really good enough is surprisingly widespread. In the face of tangible evidence of their success, many women, some men, people who are genuine high-achievers are often racked by self-doubt and the fear of being found out. This feeling has been termed "The Imposter Syndrome". You might recognise this syndrome when you realise you're thinking or feeling: • that you don't put yourself forward because you fear you'll fail • you don't contribute in meetings because you don't want to look a fool • you've done pretty well so far but it was really lucky • other people doing similar jobs seem to be more "grown up" than you feel • your definition of "good enough" for yourself is really "achieving perfection without breaking sweat"! If not addressed the Imposter Syndrome can cause individuals to experience significant stress, anxiety and fear. It can drive them to burn-out or inhibit them from achieving their full potential, prevent them from making valuable contributions to projects or meetings and deprive an organisation from seeing the very best that their staff can give.

Course Content	During this workshop "Imposters" will: · come to understand how this is affecting their life · examine the "rule book" they are living by and choose - if they want - to re-write the rules · examine the role that gender, race and class can have on feelings of fraudulence · benefit from understanding how men and women put different values on the art of "winging it" · see how their interpretation of past success has been making things more difficult · notice that being incompetent and feeling incompetent are two totally different things · explore the advantages and disadvantages of different coping mechanisms · learn practical strategies to set free their Imposter and be themselves!
Duration	Full day, 09.30 – 16.30
Course Dates/Location	TBC
Further Information	Lunch and refreshments will be provided

*** Please note that these courses are offered by Human Resources, and that staff have priority of booking over students.**

Writing Workshop 2

Wednesday 24th May 2017
10.00 - 17.00
F4, Camden

Facilitator:	**Dr Kevin Byron** (Research Skills and Enterprise Adviser, Queen Mary, University of London)	
Audience:	Second and Third Year PhD and MRes Students	
RDF Sub-domains:	D2 (communication and dissemination)	2 points

In the design stage of a PhD or M.Res, the research methods and the means for acquiring new knowledge in the field of study are developed. When the design is complete and put into action, evidence may begin to emerge that addresses the research question articulated earlier. This may appear for example as the results of experimental investigations, or data gathered through surveys or interviews. If the new knowledge appears to provide answers to the research question and is an original contribution to the field of study, the next step is in communicating this knowledge to the wider research community through writing a paper for publication in an academic journal. Having read many such publications in the first stage of embarking on the research project (and thereafter), making the transition from reader to author can be a daunting task.

Objectives	This workshop is aimed at guiding the researcher through this transition by providing some tools and techniques that can help in writing academic papers, and providing some ways of overcoming obstacles to writing. Attendees at the workshop will also learn how: • the quality of academic publications is controlled • to choose an appropriate journal and style for a paper • to approach writing the different sections of a paper, and the order in which to write them • to incorporate reviewers' comments in a peer-reviewed paper

	• to gain a set of strategies for overcoming common barriers to writing
Further Information	Maximum 15 delegates

Postgraduate Research Day

31st May 2017
09.00 – 17.00
Conference Suite, Hawkshead

Audience:	All PhD and MRes students, supervisors and postdocs	**Presenters:**	Posters - 1st year PhD and MRes students Seminars – Final year PhD students
RDF Sub-domains:	A3 (Creativity) D2 (communication and dissemination) D3 (engagement and impact)	Attendance: 1 point Preparation and presentation of poster or talk: 4 points	

Postgraduate Research Day is a great opportunity for you to show staff and fellow students what you've been doing and practice your communication and presentation skills by discussing your work with them. It's also a good way of finding out what other research is going on in the College.

Year 1 PhD and MRes students must present a poster that they have made for Postgraduate Research Day or one that they have presented at an external meeting *within the last 3 months*. As well as presenting a poster, students are expected to submit (i) a (300 word) abstract summarising the poster content and (ii) an impact statement of no more than 500 words identifying how their work will deliver impact (further details on structure and content will be provided nearer the time).

Final year PhD students must present a short **overview** of their whole PhD project summarising the main research question(s), findings and impact(s) of their studies. Students are also expected to submit a (300 word) abstract of their presentation.

Please ensure you use the correct RVC branded logos on all talks and poster presentations which can be downloaded (together with poster templates) from the RVC Media Library at:

https://assetbank.rvc.ac.uk/asset-bank/action/browseItems?categoryId=166&categoryTypeId=1

Please plan to attend the whole event and support your fellow students. We would encourage everyone to ask the speakers questions and to discuss the content of at least two posters with the presenters. Year 1 and final year students will also have the opportunity to chair one of the oral presentation sessions.

There will be prizes for the best poster and oral presentations/associated abstracts and impact statements. All those participating on the day will be able to contribute to judging the talks and abstracts. Impact statements will be judged by the Heads of Knowledge Transfer and Impact and Graduate School.

The deadline for submission of poster and presentation abstracts and impact statements is **5pm on Friday 12th May 2017.**

Please send electronic copies of poster abstracts and impact statements to mkesser@rvc.ac.uk .

Please send presentation abstracts to researcherassoc@rvc.ac.uk

Preparing for the Doctoral Viva

Wednesday 7th June 2017
13.30 - 17.00
F1c, Camden

Facilitator:	**Dr Kevin Byron** (Research Skills and Enterprise Adviser, Queen Mary, University of London)	
Audience:	PhD students who are in the final stages of writing their thesis	
RDF Sub-domains:	A2 (cognitive abilities) B1 (personal qualities) B2 (self management) C2 (research management)	1 point

This workshop is for PhD students who are in the final stages of writing their thesis.

After covering the purpose of the viva, the way it is conducted and the necessary preparation beforehand, we will explore what the examiners are looking for based on feedback from a number of examiners.

The workshop will include a mock viva where each attendee has a chance to address some of the typical generic questions that are asked at the beginning and towards the end of a viva.

Each attendee will have an opportunity also to act as an examiner and an observer in order to experience the viva from other perspectives.

Participants will:

- Understand the purpose of the viva, the way it is conducted, and the outcomes
- Learn how best to prepare for the viva
- Learn how to deal with nervousness and stay focussed before and during the viva
- Practice the skills for answering questions with the appropriate level of detail
- Understand and respond to what the examiners are looking for in a viva
- Practice a mock viva on their own research

Introduction to Microarray Analysis

Wednesday 14th June 2017
10.00 – 16.30
S79, Hawkshead

Facilitator:	Dr Ruby Chang	
Audience:	PhD and post-doctoral students with little or no experience in this field.	
RDF Sub-domains:	A1 (knowledge base)	2 point
Course Overview	Microarrays can be used to generate a wealth of gene expression data which often present significant analysis challenges. During the course, we will cover the basic steps and tools necessary to obtain a list of differentially expressed genes from raw expression data. This will include a practical component working hands-on with published array data	
Course Content	During the session you will learn about: • What are microarrays and why do we use them • Different types of array and the data they generate • Differences between one- and two-colour arrays • Analysing array data in R (Bioconductor) • Pre-processing (background correction and normalisation) • Experimental design and statistical analysis • Pathway analysis The morning session (10.00 – 12.00) will be a very basic introduction to microarrays and R. For those with prior knowledge of microarrays and experience in R, the morning session will not be compulsory.	

Preparing for Annual Appraisal

Wednesday 5th July 2017
14.00 – 16.00
Council Room, Camden

Facilitator:	Dr Kristien Verheyen	
Audience:	PhD students who started after 1st September 2015	
RDF Sub-domains:	A2 (cognitive abilities) A3(creativity) B2 (self management) C2 (research management)	1 point

Most students worry about their first appraisal and how much preparation to do. This workshop explores the practical aspects of appraisal and aims to help you be prepared and get the most out of it.

Objectives	• To appreciate the reasons for having annual appraisal and the value of it to the institution and to you • To understand the processes and procedures involved in writing your report, and preparing for the viva • To understand possible outcomes and their impact on you • To be able to evaluate the report resulting from the viva and use it to influence your progress.
Additional Online Resources:	Research Methods in Literature Review (available to PhD students at https://researchskills.epigeum.com/. Students will need to register on this website and instructions on how to do this can be found on page 9 of this document)

Career Options for Biomedical Scientists

September 2017 – Date TBC (this will take place as part of the College's Career Conference)

Facilitator:	Various Speakers	
Audience:	2nd, 3rd and 4th year (four year studentships only) students, MRes students and contract researchers	
RDF Sub-domains:	B3 (professional and career development)	2 points

Looking forward to embarking on a career in academia? Or perhaps you would like to know what your options are beyond academia? This afternoon event explores a diverse range of careers from academia and industry to alternative career options such as science communication, charities, patent law etc.

Speakers from a range of sectors will be invited to take part in panel discussions. There will be one panel dedicated to careers in academia and another panel discussing careers beyond academia. You will have the chance to put questions to the panellists to find out more about what they do, what made them choose their current role and advice on how you can pursue these options. There will also be the chance to meet speakers informally during the networking breaks.

A PhD is recognized by a wide range of employers as a sign that you are hard-working and have a range of transferable skills such as project and time management, together with analytical and communication skills. The afternoon will also allow you to identify your own skills and next steps in terms of career planning.

All speakers will have a biosciences background and have pursued a diverse range of careers after their PhD/postdoc.

Further Opportunities

Training offered by Human Resources at the RVC is also often available to PhD students: see Staff Training on the intranet

Bloomsbury Postgraduate Skills Network

The Bloomsbury Postgraduate Skills Network also offers training to PhD students in 5 Colleges of the University of London. Our Students find this an interesting opportunity to meet PhD students studying other topics!

http://www.grad.ucl.ac.uk/bloomsbury/

UK Council for Graduate Education

UKCGE is the UK Council for Graduate Education - champion the interests of graduate education http://www.ukcge.ac.uk/main/home

The UKCGE was founded in 1994 under the Chairmanship of Professor Robert Burgess to champion the interests of graduate education. It helps its members contribute to the development of the UK's graduate education through conferences, workshops and publications.

Conferences
The Council holds an annual Winter and Summer Conference. The Winter Conference is a one-day event and usually includes two plenary speakers and a series of workshop sessions. The Summer Conference takes place over two days, usually in July, and includes plenaries, workshop sessions as well as the Business Meeting, a Conference Dinner and opportunities for networking.
Workshops and Working Groups

The Council runs a full programme of workshops on a wide variety of postgraduate issues.
Working groups investigate and report on a range of current postgraduate issues. A list of these and other published reports can be found on the publications section of our web site.

Publications
UKCGE produces regular publications which are available to both members and non members. The newsletter is produced three times a year to keep members up to date on UKCGE activities, and also to inform of relevant developments in the postgraduate arena and provide topical book reviews. In addition to this, UKCGE produces conference and workshop summaries for the majority of its events and these can be accessed through the website.

Vitae: Realising the Potential of Researchers

www.vitae.ac.uk

Vitae is committed to enhancing the quality and output of the research base in the United Kingdom, through supporting the training and development of the next generation of world-class researchers.

Vitae is funded by the Research Councils UK (RCUK) and managed by CRAC: The Career Development Organisation and delivered in partnership with regional Hub host universities. The programme builds on the work and activities of the UK GRAD Programme for postgraduate researchers and UK Higher Education Researcher Development (UKHERD) network for research staff.

SOAS' first MOOC on new 'on-demand' education platform

The first Massive Open Online Course (MOOC) launched by SOAS is now accessible any time and from anywhere in the world.

'Understanding Research Methods' is now available on Coursera, an education platform that partners with top universities and organisations worldwide, to offer courses online for anyone to take, for free.

The SOAS course can be accessed by students when it suits their timetable wherever they are. The courses' interactive forums also provide the opportunity to engage and network with other researchers on a global scale.

'Understanding Research Methods' is run in partnership between the University of London's International Programmes and Coursera. The course is designed to serve those at various stages of their academic career: undergraduates approaching their first dissertation, a postgraduate looking to refresh their skills before a new project, or those undertaking a PhD.

This course is live now at:
https://www.coursera.org/learn/research-methods/outline