Royal Veterinary College
University of London

Research Student Training & Education Programme

2018/19

Contents Page

Please see the table on page 10 & 11 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

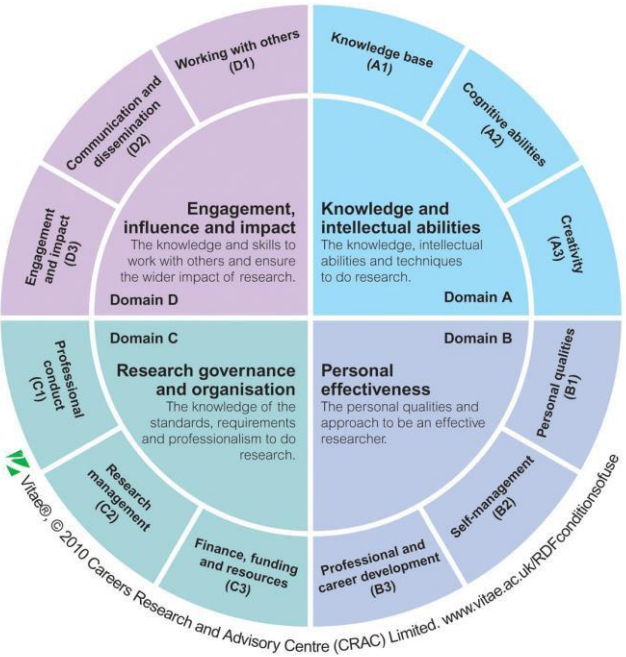
The Researcher Development Framework was launched in September 2010 by Vitae and it is a professional development framework for planning and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attributes of successful researchers and 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 6a
Poster preparation	2	***HR/External training***	
Preparation of oral	2	½ day workshops	1
Poster presentation	2	Full day workshops	2
Oral presentation	2		
College Seminars		***Postgraduate Seminar***	
Attendance/academic year (a minimum of 6 and 6 other talks on topics relating to a student's	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	0.25
Presentation	2	Presentation (each)	1
Postgraduate		***Teaching/session*****	2
Attendance at meetings	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	3	***Postgraduate Research Day*** *(presentation of poster or*	2
		Supervising undergraduate/MSc project students (students are only able to supervise 1 student/academic year	2

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

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: rdofficer@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 rdofficer@rvc.ac.uk or telephone the Graduate School (020 7468 5541) 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.

To familiarise yourself with the new data protection laws you are required to the Essentials Data Protection course on the Elumos on-line training system https://edt.rvc.ac.uk/ (user name: first part of your RVC email address, Password: training).

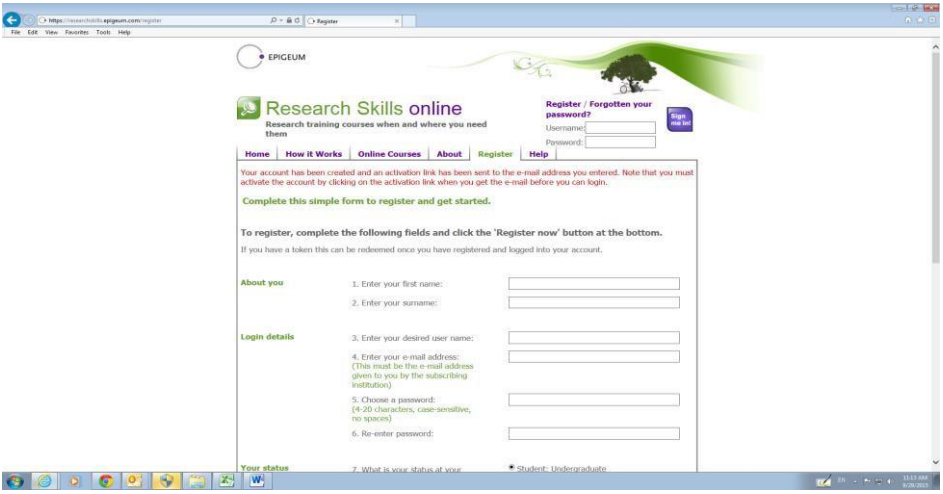
Name of Course	Audience	RDF Domains	Number of training points
Research with Integrity	**Mandatory** for all 1st year PGR students	**C1**	**0.5**
General Data Protection Regulations	**Mandatory** for all 1st year PGR students	**B2**	**0.5**
Working with your supervisor	**Mandatory** for all 1st year PGR 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 5th 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 19th March	**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:



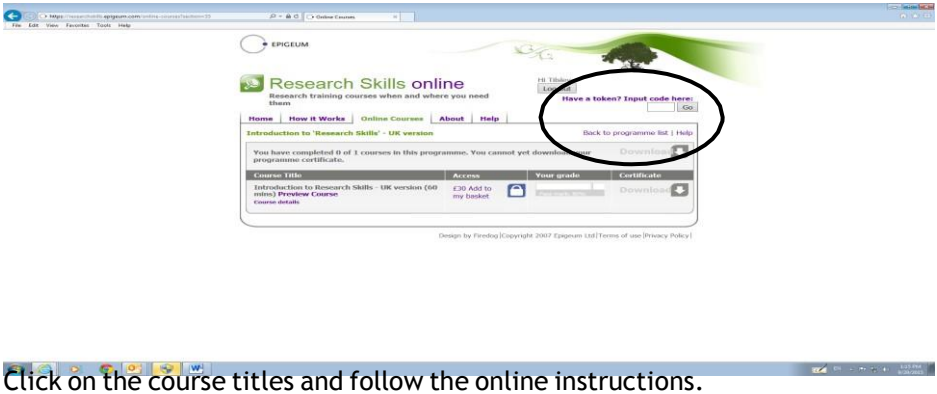
Once you receive your activation email, please follow the instructions in the email.

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 the token code **156679d9** 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 the Grad School rdofficer@rvc.ac.uk

Mentoring Training

Thursday 20th September 2018
09:30 – 12.30
G40 Hawkshead

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 1st October 2018
09:15-16:00
G40, Hawkshead

09.15	Enrolment	Lisa Matamala-Shaw, Carole Tilsley
10.00	Welcome & Intro to GS	Prof Kristien Verheyen
10.10	Studying for a PhD	Prof Kristien Verheyen
10.10	Studying for a MRes	Prof Brian Catchpole (Room G60)
11.00	Break	Tea & coffee provided in the Eclipse Cafe
11.30	Research at RVC	Dirk Werling
12.00	Research Ethics	Ms Noelia Lopez
12.45	Intellectual Property and Commercial Issues	Tas Gohir
13.05	Lunch*	Lunch provided in the Council room
	Research Degree Student Panel: Student Perspectives	
14.00	Your first year at the RVC	Sarah Finnegan
14.10	Being a second year student	Hannah Sargent

14.20	Being a third year student	Anna Borlase
14:30	Writing, submission & viva	Alessandro Felder
14:40	MRes student	Camilla Pegram
14:50	Questions to panel	
15:00	PG Officers Welcome	Lucie Bourne and tour of campus
16:00	Drinks in SU Buttery	

Day 2: Tuesday 2nd October 2018

10:00 – 13:00

G40 , Hawkshead

10.00	Training Programme and Generic Skills for Research Students	Dr Shivanthi Manickasingham
10.30 11:00 11:00	**Support for Students** 1) Learning and Study skills for Research Students 2) The Advice Centre 3) RVC Careers Services	 Dr. Veronica Brewster Fiona Nouri Kirsty Whitlock
11.20	Coffee Break	
11.40	Communication Skills (Teaching Others)	Prof. Ayona Silva-Fletcher
12:20	H&S Session	Ian Constantine
12:40	Research Data Management	Michael Murphy
13:00	Practicalities	Lisa Matamala-Shaw and Carole Tilsley
	Social at the Buttery*	Lucie Bourne

*PG Advisors to join if available

Health & Safety Induction & GMO Training

***All Camden & CBS students**
Thursday 4th October 2018,
10.00 -12:00 F1C
Hawkshead (non-lab based),
Tuesday 16th October 2018,
10.30 - 11.30 F2 Council Room
Hawkshead (lab based)
Wednesday 17th October 2018,
10.00-12.00, F2 Council Room

Facilitator	Camden and CBS lab-based – Michael Avella Hawkshead non-lab based - Tina Lowes Hawkshead lab based Stephanie Mayall	
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	

*Student's beginning at other times will be directed to online GMO training.

Good Research Practice

Hawkshead Thursday 4th October 2018,
14.30-15.30, Seminar Room 6
Camden Tuesday 9th October 2018,
10.00 – 12.00, F4

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 2018 – March 2019

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 – 13.30pm.

Autumn Term	**Hawkshead Room S79**	**Camden Room Room F26**
Data summary	15/10/20178 (Mon)	10/10/2018 (Wed)
Hypothesis testing and compare proportions	18/10/2018 (Thu)	24/10/2017 (Wed)
Compare means of independent samples	08/11/2018 (Thu)	13/11/2018 (Tues)
Compare means of related samples	14/11/2018 (Wed)	16/11/2018 (Fri)
Non-parametric methods	27/11/2018 (Tues)	28/11/2018 (Wed)

Spring/Summer Term	**Hawkshead Room S79**	**Camden Room F26**
Experimental design and sample size	15/01/2019 (Tues)	16/01/2019 (Wed)
Correlation and simple linear regression	05/02/2019 (Tues)	06/02/2019 (Wed)
Multiple regression and general linear model	08/03/2019 (Fri)	27/02/2019 (Wed)
Statistics Exam	27/03/2019 (Wed) **10.00am – 12.00am G40**	27/03/2019 (Wed) **10.00am – 12.00am U5**

Endnote Training

Wednesday 7th November 2018,
14.00 – 16.00, S79, Hawkshead
Camden training session
Spring term date tdb (once building work completed)

Facilitator:	Sally Burton (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

Teaching Workshop for PhD Students

Friday 2nd November 2018, 09.00-13:00 Camden, location tbc
Friday 10th May 2019 09.00-13.00 Hawkshead, location tbc

Facilitator:	Dr Claire Vinten	
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

Teaching & Learning in Higher Education (TLiHE) is a compulsory course for any Post Doc/PhD student undertaking 6hrs or more of teaching. This includes supervision of undergrad and postgrad research projects.

The short course is designed for those individuals who are required to provide evidence of effectiveness in relation to their teaching and/or learning support responsibilities. During the course, you will be introduced to various educational theories and models that you can use as a framework within which to contextualise your own teaching practice.

TLiHE will start with a mandatory half-day face to face induction followed by an online course and quiz 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 2018-2019 academic year:-

- The first face to face induction will take place on Friday 2nd November 2018 from 09:00-13:00 in Camden, with the online course continuing until Friday 4th January, and the Teaching Presentation taking place on Monday 7th January 2019 in Camden.
- The second face to face induction will take place on Friday 10th May 2019 from 09:00-13:00 in Hawkshead, with the online course continuing until Friday 5th July, and the Teaching Presentation taking place on Monday 8th July 2019 in Hawkshead.

Attendance is mandatory for both the Induction Day and the Presentation Day.
TLiHE is free to all internal participants, however a fee will be charged if

attendance is cancelled within 3 days of a course date, or in the instance of a no show.

- 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 and returning it to the Postgrad Course Support Team via this email address: TLiHEadmin@rvc.ac.uk

NB: If you have previously completed MSc in Veterinary Education, Principles and Practice in Veterinary Education I, II or the PG Certificate in Veterinary Education, PGCAP, KILT or have FHEA status, you are exempt from undertaking this compulsory course.

Preparing for Annual Appraisal

Thursday 8th November
2018 14.00 – 15.30
Cee03, Hawkshead

Facilitator:	Prof Kristien Verheyen	
Audience:	PhD Students who started between 1st January 2018 and 1st July 2018	
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)

Introduction to Research Data Management

Wednesday 11th November 2018, 14.00 – 16.00,
F2 Council Room Hawkshead
Wednesday 13th February 2019, 14.00 – 16.00,
F3 Camden

Facilitator:	Michael Murphy	
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 29th November
2018 09.00 –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 4th December
2018 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 5th December
2018 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 5th December
2018
13.30 - 17.00
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 11th December 2018
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	• 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	

Bioinformatics

Wednesday 30th January 2019
09.00 – 17.00
S79 (Computer Room), Hawkshead

Facilitator:	Dr Dong Xia	
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:

- 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

Further Information	Maximum 15 delegates

Assertiveness

Thursday 31st January 2019
10.00 - 14.00
Council Room, 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)

Effective Presentation Skills

Thursday 28th February
2019 09.00 – 17.00
Council Room 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

Grant Writing Workshop (All Levels)

Wednesday, 21 November 2018 at Hawkshead, 10am – 12 noon
Wednesday, 28 November 2018 at Camden, 2pm – 4pm
Wednesday, 13 March 2018 at Hawkshead, 10am – 12 noon
Wednesday, 27 March 2018 at Camden, 2pm – 4pm
Room location to be notified

Facilitator:	Professor Dirk Werling –VP Research & Innovation	
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 and be prepared to present these to the group for discussion.	

R Training Recap Session

Monday 4th March 2019
09.30 – 13.30
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 a recap session for R Training 1.	

R Training 2

Wednesday 6th March 2019
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	

Research with Impact!

Tuesday 12th March 2019
09.00 – 14.00 Council Room, Camden

Facilitator:	Tas Gohir, 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 26th April 2019.**

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

PhD Excel Training

Thursday 14th March 2019
09.00 – 17.00
F26, Camden

Facilitator:	Kamal Sejparm, Prolog Training	
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
Additional Online Resources:	Excel Essential Training can be accessed at https://www.lynda.com/. Students will need to log into this website, instructions on how to do this can be found on page 63 of this document	

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.

Career Planning

Tuesday 19th March
2019 13.00 – 16.30
F3 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
Additional 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).	

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

You can complete the online Career Planning in the Sciences course before the group session in your own time.

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.

SPSS 2

Monday 20th March 2019
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. Please note this course is only suitable for those who have completed SPSS 1 or have experience with SPSS.	
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	

PhD Submission Get Together

Thursday 21st March
2019 09.00 – 12.00
Council Room, Camden

Facilitator:	Dr Shivanthi Manickasingham, Head of Postgraduate Administration	
Audience:	3rd and 4th year (four year studentships only) students	
RDF Sub-domains:	A1 (knowledge base) B2 (self-management)	1 point

This 2 hour workshop aims to provide 3rd and 4th Year PhD students with detailed and essential information about the PhD submission process. Students will also have the opportunity to hear first-hand the experiences from current and past PhD students on their experiences with writing their thesis, submission and Viva. During the session students can get tips and practical advice on writing their thesis as well as step by step guidance on the submission procedure.

CV/Application writing

Spring Term date tbc

Facilitator:	Kirsty Whitlock	
Audience:	All students	
RDF Sub-domains:	B3 (professional and career development)	

This course is will be run by the Careers service but once date is confirmed bookings can be made through the Grad School

Mixed Effects Model

Tuesday 2rd April 2019
09.30 – 17.00
F26, Camden

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Participants should be familiar with concept of linear regression, paired t-test and repeated measures ANOVA). Beneficial if participants are familiar with SPSS for the practical.	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	Many biological data have a clustered structure where the correlation between observations could be attributed to both within and between clusters variation. We will discuss the concept of fixed and random effects and the different variation and co-variation structures in the data. Participants will practice how to use mixed effects models using SPSS.	
Further Information	Maximum 20 delegates. Will also be open to staff	

Logistic Regression

Friday 3rd May 2019
09.30 – 13.30
Old Lecture Theatre,
Hawkshead

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students. students should be familiar with linear regression analysis	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	Logistic regression is commonly used to identify association between categorical outcome (disease/healthy) and potential risk factors. This workshop will focus on the concept and how to interpret the results. Specifically, we will review Chi-squared test, introduce common terminology used in binary logistic regression model and will focus on interpretation of odds ratio for different types of predictors. Examples on how to carry out logistic regression analysis using SPSS, R and Stata will be given in the handout.)	
Further Information	Will also be open to staff	

Survival Analysis

Friday 3rd May 2019
09.30 – 13.30
S79, Hawkshead

Facilitator:	Dr Ruby Chang, RVC Statistician	
Audience:	All PhD Students. students should be familiar with linear regression analysis	
RDF Sub-domains:	A1 (knowledge base)	1 point
Course Overview	Survival Analysis is used to study the time to event data. We will introduce the terminology commonly used in survival analysis and focus on the graphical interpretation of survival curve (Kaplan Meier curve) and how to interpret the results from Cox proportional hazard model. Examples of how to carry out survival analysis using SPSS, R and Stata will be given in the handout.	
Further Information	Maximum 15 delegates. Will also be open to staff	

PhD Word Training

Thursday 18th April 2019 09.30 – 17.00
F26, Camden

Facilitator:	Kamal Sejpar, Prolog Training	
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
Additional Online Resources:	Word Essential Training can be accessed at https://www.lynda.com/. Students will need to log into this website, instructions on how to do this can be found on page 63 of this document	

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.

RNA-Seq and Galaxy

Thursday 9th May 2019
09:00-17:00
S79, Hawkshead

Facilitator:	Dr Dong Xia	
Audience:	All students (prior exposure on RNA-Seq would be helpful)	
RDF Sub-domains:	A1 (knowledge base)	2 points

RNA-Seq becomes an increasingly popular approach to transcriptome profiling that uses next-generation sequencing (NGS). Galaxy platform hosts many tools necessary to creating and executing a complete RNA-Seq analysis pipeline.

This workshop is aimed at all MRes and PhD students who wish to understand more about RNA-Seq and data analysis pipelines.

By the end of the course participants will have:

- Basic understanding of RNA-Seq techniques
- A typical pipeline for RNA-Seq data analysis
- Implementing and executing the pipeline on Galaxy.

Writing Workshop 2

Wednesday 22nd May
2019 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 MRes, 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

15th May 2019
09.00 – 17.00
Hawkshead Campus – G40, G60, G70

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 practise 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 26th April 2019.**

Please send electronic copies of poster abstracts and impact statements to the Grad School at rdofficer@rvc.ac.uk

Please send presentation abstracts to the Grad School, rdofficer@rvc.ac.uk

Writing the Doctoral Thesis

Wednesday 5th June 2019
09.00 – 13.00
F1c, 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 (e.g. writers' block) and howto re-gain it
- Critically consider the uses and meanings of the term 'academic argument'
- Considered ways of helping PhD students to develop their writing.

Preparing for the Doctoral Viva

Wednesday 5th June 2019
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

Preparing for Annual Appraisal

Wednesday 10th July 2019
14.00 – 16.00
F3, Camden

Facilitator:	Prof Kristien Verheyen	
Audience:	PhD students who started after 1st September 2018	
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)

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.**

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**

Mentoring workshop

September 2019
Camden

Facilitator:	Caroline Broad, Broad Associates Ltd	
Audience:	2nd, 3rd and 4th year students	
RDF Sub-domains:	B1 (self management) D1(working with others)	1 point

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.

RVC Annual Bioscience Careers Conference*

September 2019 – Date TBC (dates to be confirmed for 2019 but in 2018 this was held on 27th Sept)

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

This two day conference based at Camden which aims to offer insight into a wide range of career areas and essential skills to aid your exploration and success in the world beyond RVC and education. Dip in and out of the two days depending on your interest and focus.

A timetable of the session titles will be shared nearer the event but in 2017 content suitable for those studying through the RVC Graduate School included;

- Skills sessions on Networking and LinkedIn
- At least 12 external speakers with a focus on working "In, With or From" Science.
- Raising awareness of specific sectors or business skills delivered by industry experts. In 2017 topic included Food systems and Commercial awareness.
- Learn about individuals career journeys after PhD's
- Skills sessions on Decision making and Applications.

Whether you will be making imminent career related decisions or not in the next 12 months you will find something that is of interest at the Conference for whatever stage you are at. More details will be shared via email during the year.

*****Event organised by Careers Service

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! Some of our courses are also open to students from the Bloomsbury Skills Network.

https://doctoral-skills.ucl.ac.uk/bloomsbury/list-training.pht

UK Council *for* Graduate Education

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

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

Vitae (www.vitae.ac.uk) 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' MOOC 'Understanding Research Methods'

The Massive Open Online Course (MOOC) launched by SOAS is 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 at:

https://www.coursera.org/learn/research-methods

Lynda.com

The College now has a subscription to Lynda.com, who provide online video tutorials in a number of areas.

Lynda.com is a leading online learning platform that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. There are tens of thousands of courses on Lynda.com, covering thousands of different topics, and ranked in level from "Beginner" through "Intermediate" to "Advanced".

To log in, follow the link above and click on the menu icon at the top left hand corner. Choose "Sign In" then "Sign in with your organization portal". You will be asked to "Enter your organization's URL": enter "www.rvc.ac.uk" (without the quotes) then click "Continue". The authentication process will take a few seconds, then you will be logged in.

There is a How to use Lynda.com course (https://www.lynda.com/Business-tutorials/How-use-Lynda-com/77683-2.html) which does not require logging in to watch. It is, however, 1h 27m in length, so you may not want to watch all of it at first, but it will help you get the most out of Lynda.com.