

Becoming a SHU Doctoral Researcher

Before we start...

Introduce yourself to someone from another Faculty

1. What interests you or excites you about your research topic?
2. What are you hoping to get out of today?

Becoming a SHU Doctoral Researcher

22 May 2019



| Housekeeping





Doctoral School Director

- Prof Doug Cleaver



Head of Doctoral Training

- Dr Nicola Palmer



Doctoral School Manager

- Dr Sarah Smith



Researcher Development Adviser

- Dr Elizabeth Scanlon



Researcher Development Coordinator

- Liz Brearley

Becoming a SHU Doctoral Researcher

Outline for today

Time	Item	Lead
11:00	Welcome What is Doctoral Research?	Dr Nicola Palmer
11:20	The Doctoral Researcher Lifecycle: Key milestones; progression processes and research forms	Gillian Taylor
12:15	Library Support for Researchers (finding sources, research data management, sharing your work)	Pete Smith
13:00	Networking lunch (provided)	
13:45	Getting the most from Supervision	Dr Nicola Palmer
14:15	The Doctoral School community, societies and support networks and Doctoral Skills Development training	Dr Nicola Palmer & Dr Elizabeth Scanlon
14:45	Break	
15:00	Research Ethics and Integrity NB Students from Faculties who have already received a <u>full</u> Ethics briefing from Prof Macaskill do not have to attend this session, all other students must attend.	Prof Ann Macaskill
15:45	Closing session	Dr Nicola Palmer

**Sheffield
Hallam
University**

**Doctoral
School**

What is Doctoral Research?

Dr Nicola Palmer,
SHU Head of Doctoral Training

Website:

<https://www.shu.ac.uk/research/research-degrees>

Twitter: @SHUDocSchool

Blog Site: <https://blogs.shu.ac.uk/doctoralschool/>

Doctorates at SHU - *"an individual but not alone"*

- ▶ Total SHU research students in 2017/18 = 715
 - 320 = full-time, 395 = part-time

Route	No. Students
PhD (FT and PT)	513
EdD	49
DBA	100
DProf and Research Masters	53

SHU's Research Degree Areas

Faculty	Discipline					Total 17-18
SCIENCE, TECHNOLOGY AND ARTS	Fine Art	Design	Media Production	Comms and Media	Computing	85
	Materials Analysis	Polymers, Nanocomposites and Modelling	Robotics and Automation	Structural Materials	Thin Films and coatings	98
SOCIAL SCIENCES AND HUMANITIES	English and History	Education	Sociology and Psychology	Law and Criminology	Housing, Regeneration and Labour Markets	221
HEALTH AND WELLBEING	Biomolecular Science	Health and Social Care	Sport Engineering	Sport Industry	Sport and Exercise	152
SHEFFIELD BUSINESS SCHOOL	Tourism and Events	International Business	Accounting and Finance	Strategy and Marketing	Ethical Organisations	159

Award Objectives

- ◎ R1.4 MPhil award objectives

The MPhil will be awarded to a candidate who, having critically investigated and evaluated an approved topic and demonstrated an understanding of research methods appropriate to the chosen field, has presented and defended a thesis by oral examination to the satisfaction of the examiners.

- ◎ R1.5 PhD award objectives

The PhD will be awarded to a candidate who, having critically investigated and evaluated an approved topic, resulting in an independent and original contribution to knowledge, and demonstrated an understanding of research methods appropriate to the chosen field, has presented and defended a thesis by oral examination to the satisfaction of the examiners.

- Professional Doctorate awards also provide an opportunity to make an independent and original contribution to knowledge and to the practice of management and the professions.

The doctorate as 'process' & 'product'

- Widely accepted that the doctorate is more than the thesis and the final viva voce examination. It is also recognised as a programme of learning to become researchers (UKCGE; VITAE). Park (2005:197):

*"This new way of framing doctoral study – **as a combination of training the person and writing the thesis** – is captured in the level descriptor published by the Quality Assurance Agency (QAA, 2001), which states that 'Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems'."*

Park, C. (2005). New variant PhD: The changing nature of the doctorate in the UK. *Journal of Higher Education Policy and Management*, 27(2), 189-207.

Your development during the doctorate?

Subject Expert Practitioner Project Manager
Writer Analyst Presenter / Communicator
Collaborator Critical Reader Teacher / Tutor / Mentor
Innovator Creator
Independent Research Professional
Academic
Or
Professional
Or
.....?

So – what is being “Doctoral”?

What should you expect?

- Research degrees are very different from taught programmes – there is no “book” with all of the answers. But if there were, then there wouldn’t be the space you require to develop your own ideas relating to the BIG questions of topic and method and voice.
- Key interactions and relationships are those with your Supervisors, your Cohort and External Researchers
- The Student-Supervisor relationship is really important. It is well worth thinking about how it can best work for you – some aspects are fixed by regulation, but much is open to negotiation. You will also find that the relationship changes as your research progresses and your needs change.
- **Doctoral study is challenging but also brings huge rewards. Try to enjoy your doctoral studies.**

RESEARCH STUDENT INDUCTION 2018-19

Research Student Progression

Gillian Taylor,
Research Degrees
Team



Research Degrees Site on Blackboard (MyHallam)

- Who's who in Student Systems and Records (Research Degrees)
- Faculty Contacts
- Getting Started and Keeping Going
- Student Lifecycle and Key Stages
- RDC Members
- Research Student and Supervisor Responsibilities
- Rapporteur/Assessor Guidance Notes
- Guide to Doctoral Skills Training
- The Thesis – guide to presentation

Sheffield Hallam Code of Practice for Research Students and Supervisors

- ⦿ The University Quality Framework
- ⦿ Policies and Codes (Ethics, IP, misconduct)
- ⦿ Student Support
- ⦿ Resourcing the Research
- ⦿ Training and Development (methods, skills, teaching)
- ⦿ Responsibilities of Student and Supervisors
- ⦿ Monitoring/feedback
- ⦿ Appeals and Complaints
- ⦿ Developing a PGR Handbook.....

External Context

- QAA Quality Code for Higher Education, Chapter B11 Research Degrees



- <http://www.qaa.ac.uk/en/Publications/Pages/Quality-Code-Chapter-B11.aspx#.WBcdf02dG70>
- Provides quality framework for Sheffield Hallam's regulations, procedures and processes for managing research students - QAA now used as auditors for Office for Students (OFS)
- The 'RF' research forms are the mechanism for managing student progression and other changes to student registration throughout the student lifecycle

Research Degree Timescales

Degree	Minimum timescales	Maximum timescales
MByResearch		
Full-time		12 months
Part-time		24 months
MPhil		
Full-time	18 months	24 months
Part-time	30 months	36 months
PhD		
Full-time	24 months	48 months
Part-time	36 months	84 months
Professional Doctorate		
Full-time	36 months	60 months
Part-time	48 months	84 months

Award Objectives

- ◉ Research Masters' award objectives
 - awarded to candidates who have critically investigated and evaluated an approved topic
 - demonstrated an understanding of research methods appropriate to the chosen field, and
 - has presented and defended a thesis by oral examination to the satisfaction of the examiners.
- ◉ Doctoral award objectives
 - awarded to candidates who have critically investigated and evaluated an approved topic, **resulting in an independent and original contribution to knowledge (or professional practice)**
 - demonstrated an understanding of research methods appropriate to the chosen field, and
 - has presented and defended a thesis by oral examination to the satisfaction of the examiners.

QAA level 8 descriptor (extract)

- **Doctoral degrees are awarded to students who have demonstrated:**
 - the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
 - a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
 - the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
 - a detailed understanding of applicable techniques for research and advanced academic enquiry.

Key Student Lifecycle Stages

- Induction – Development Needs Analysis - this comprises the outputs 'my actions' and 'my action plan'
- RF1 (or RF1M) - Approval of Research Programme
- RF2 - Confirmation of Doctorate
- RF3 - Approval of Examiners and Thesis Title (*note the word length of the thesis at an early stage*)
- RF9 - Other Changes to Registration (change of supervisors, additional time, suspension, change in mode, withdrawal)

Approval of Research Programme (RF1)

- Submitted according to the following timescales, after initial enrolment:

Degree	Full-time	Part-time
MAbyResearch	1 month	2 months
MPhil and PhD	3 months	6 months
Professional Doctorate	15 months	15 months

The purpose of this is.....

- Light touch validation of a student research project by an independent rapporteur (on behalf of RDC)
- Title, Aims and Objectives: should be clear, realistic and succinct (100 words)
- Programme of research: should include a statement of plan of work and *intended* methodology; must include a literature review (word limit of 1000 words)
- Information on Doctoral element optional at this stage; becomes a key issue at the Confirmation of Doctorate stage
- Support: students usually have 2 supervisors, sometimes 3 if inter/multi-disciplinary, with appropriate expertise and experience
- Split PhD students (who are international for fee purposes) who do the majority of study in their home country will need a local academic supervisor and details must be confirmed on the RF1

Statement and Declaration

- Students must sign the statement and declaration box at the end of the form
- confirm that they will engage with the ethics approval process and mandatory training
- to confirm that the Development Needs Analysis will be completed through the RDF planner



- the **'my actions'** and **'my action plan'** parts of the planner **MUST BE APPENDED TO THE RF1 FOR ASSESSMENT BY THE RAPPORTEUR** (*not applicable to MAbyResearch students*)
- The HORD will also receive a copy to action

Confirmation of Doctorate (RF2a)

- 2 elements: to test WRITTEN and ORAL skills
- Comprises a Confirmation of Doctorate Report (maximum 6000 words) plus an oral assessment
- Report should confirm methodology, a summary of work undertaken so far and a statement of intended further work. Must state DOCTORAL element of the project at this stage
- Either 'mock viva' or faculty seminar presentation
- see BB site for faculty/RI practices under the 'Regulations and Procedures' button

Confirmation of Doctorate Process

- Students must submit the RF2a application form and a copy of their 6000 word report within set timescales of between 12 and 15 months for FT students and 24 to 27 months for PT students
- Please check faculty procedures if you are a Professional Doctorate student but usually it is around the 27 to 33 month mark
- Failure to do so will result in an automatic referral and loss of an assessment opportunity
- The RF2a application form includes confirmation of the project title (which might be different to the one at RF1), a 500 word report summary, a progress report by the student and a DoS progress report

Type of thesis and ethics

- Confirmation of type of thesis to be submitted: monograph or article-based (see Appendix 1 of RD Regulations for information)
- Confirmation that ethics approval has been granted
- **Supervisors do not take part in the assessment process**

Assessment Criteria

- **Criteria relevant to the Confirmation of Doctorate report and to the oral assessment:**
 - are Ethics and Health & safety issues being addressed appropriately?
 - has the candidate satisfactorily completed the programme of related studies?
 - has the candidate demonstrated an understanding of the current state of knowledge in the field as evidence by relevant literature?
 - has the candidate demonstrated mastery of the methodologies appropriate to his/her research enquiry?
 - has the candidate settled on a methodology or is he/she keeping their options open?
 - is there evidence that progress has been made and some results obtained?
 - is there clarity over the intended further work? Does the proposed time-line appear practicable?
 - is there a clear indication of the original contribution to knowledge that will emerge from this project to make it a suitable basis for work at doctoral standard?
 - is the quality of the academic/technical writing used in the candidate's report of an appropriate standard to complete the doctoral project?
- **Criteria particularly relevant to the oral assessment:**
 - has the candidate demonstrated an ability to defend his/her work i.e. to respond confidently to critical questioning?
 - are the candidate's language skills strong enough to a) complete a thesis and b) undertake a viva successfully in English?
 - are there other presentation-skills issues that should be addressed?

Assessment Decision

- The decision is made by a Panel comprising the assessor(s) and the HORD or Pg Research tutor
- The Panel may invite supervisors to provide information/opinions in the event of borderline cases
- If students are referred, they have 3 months to be reassessed if studying FT or 6 months if studying PT
- If fail on reassessment, candidates may be counselled by their supervisory team to write up for MPhil/MProf (if the project is suitable) or may be asked to withdraw
- The Appeals Policy and Procedure allows students the opportunity to appeal the decision but only on the grounds that:
 - There has been an irregularity in the application of the published regulation, policy or procedure which has had an impact on the decision.
 - There is relevant new evidence or information that you did not provide and you have a valid reason why you did not submit it at the time.
- **Disagreement with academic judgement is not grounds for appeal**

Progress Monitoring

- Students should have a monthly supervision meeting if FT or a 3 monthly if PT (can be virtual)
- Students and supervisors should maintain regular contact, agree schedule of meetings and agree records of meetings
- Alongside the key stages, annual review is a formal progress monitoring mechanism undertaken by students and Directors of Studies
- Students are also encouraged and expected to engage with the PRES survey to provide sectoral comparisons
- if problems arise, please talk to someone at the time they are happening
- Confidential/sensitive issues can be raised with Doug as Head of the Doctoral School

Student Responsibilities

- INCLUDE THE FOLLOWING:
- Maintain regular contact with supervisors to review progress and keep on schedule in hitting key progress milestones
- Take records of meetings and agree subsequent milestones for submission of work
- Discuss/present work to others via networking opportunities
- Publish work
- Take initiative when problems arise
- Decide *with* supervisors when to submit your thesis whilst considering the regulatory timescales for completion

Examination (RF3)

- Observe word length of thesis in 'The Thesis Guidelines' document
- The thesis can be monograph, article-based or practice-based (with a creative element)
- Thesis title – maximum 12 words
- Examiners and thesis title approved on RF3 by RDC AT LEAST 4 MONTHS AHEAD OF THESIS SUBMISSION
- Applications for Confidentiality of Thesis must be presented with the RF3 AT THE LATEST - applications received after this will not be considered

Examination continued.....

- ⦿ Normally, 1 internal and 1 external (unless candidate is a member of staff – need 2 externals and an internal examiner)
- ⦿ The thesis must be hard-copy and soft-bound for assessment by the examiners
- ⦿ Oral Examination is managed/overseen by an Independent Chair
- ⦿ Supervisor can be observer
- ⦿ Outcome verbally given a short time after viva

Outcomes and Conferment

- **121** students were examined last year in 2017-18
- **11** students gained a straight pass (9%)
- **91** (75%) achieved a pass with minor modifications to complete within 4 months FTE
- **19** students (16%) were given a re-examination opportunity to resubmit within 12 months
- Most students complete the award aim
- The Dean of Research confers the award
- Candidates are invited to a graduation ceremony
- Certificates are issued by post
- An e-thesis is required in PDF/A format for SHURA



Summary

- Use the 'Research Degrees' BB site for some of your student information needs
- Follow the key stages of the student lifecycle as closely as possible
- If any problems arise along the way, be timely in seeking help and advice (for example, requesting suspensions, change of mode etc.)
- Make sure you fulfil your student responsibilities and are able to utilise the university's facilities and resources
- Engage in the variety of skills/PDP training on offer to enhance employability after you achieve your award
- Enjoy your student experience!

Library Support for Researchers

Library information

- My Hallam
- Library Gateway - library.shu.ac.uk
- Helpdesks

LIBRARY RESEARCH SUPPORT

The Library Research Support team provides high quality information and advisory services to research students, researchers and research active academic staff and other university colleagues in support of the University's aim to build on strengths in research, innovation and knowledge transfer.

SHU will be signing the San Francisco Declaration on Research Assessment (DORA). This has implications for all research staff and their use of bibliometrics. Go [here](#) to find out more.

LITERATURE

How do I find the information I need to conduct my research?

What databases are available?

How can I manage that information?

DATA

What is Research Data Management?

Where can I store my data so that it is secure?

How do I share my data?

PUBLISHING

How can I get my research published?

What is Open Access?
How do I apply for funds to make my work Open Access?

EVENTS

What training is available?

Where can I sign up for workshops?

The team



<https://blogs.shu.ac.uk/libraryresearchsupport/>

Literature...



Image <https://flic.kr/p/rrWYRE> by Leo Hidalgo <https://www.flickr.com/photos/ileohidalgo/>

Literature search

- Structured approach
 - What are you looking for?
 - Where do you need to look?
 - What challenges are there?
- Start with what you know
 - citation searching
- Then build on it
 - specialist vocabulary

What if we don't have something?...

Sheffield Hallam University Library Gateway

Document Delivery Services request

- This document delivery form can be used if other methods suggested on [How to access books and articles unavailable at SHU](#) have not been successful
- Select Book or Article
- Fill in as many **fields** as you can

If you see "Please sign-in in order to enable resource sharing request service." [Sign-in here.](#)

Document Supply Services request:

Resource Information:

Select citation type: Book Article

Title:

Author (Last name, first name):

Author initials:

Specific Edition Only:

Edition:

ISBN:

LOCN:

OCLC Number:

Publisher:

Publication date:

Place of publication:

Additional Author (Last name, first name):

Volume:

Part:

Chapter:

Series reference:

SCONUL

home about sconul news events publications **sconul access**

SCONUL Access

SCONUL Access is a scheme which allows many university library users to borrow or use books and journals at other libraries which belong to the scheme. To find out more about the scheme, who is eligible, and how it works, explore the links on the left-hand side of the screen.

To apply for SCONUL Access:

- First, complete the two steps below and click 'Find'
- Select the library you wish to use. *Note: once your application has been approved, you can use any of the libraries on this list. You need not reapply for each library.*
- Click 'Apply for Access' and complete the form.

Your application will be processed by your home institution library. Waiting times vary; for more information, contact your home institution. Once your application is processed, you will receive an approval email with further details on how to take part in the scheme.

STEP #1: tell us what kind of user you are:

STEP #2: Tell us the name of your institution:

Find

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[contact us](#) [terms and conditions](#) [privacy policy](#) [links](#)

Managing your search

- Create individual accounts in databases
 - save searches, set alerts
- Reference management systems
 - e.g. Refworks, EndNote (SHU supported)

Data

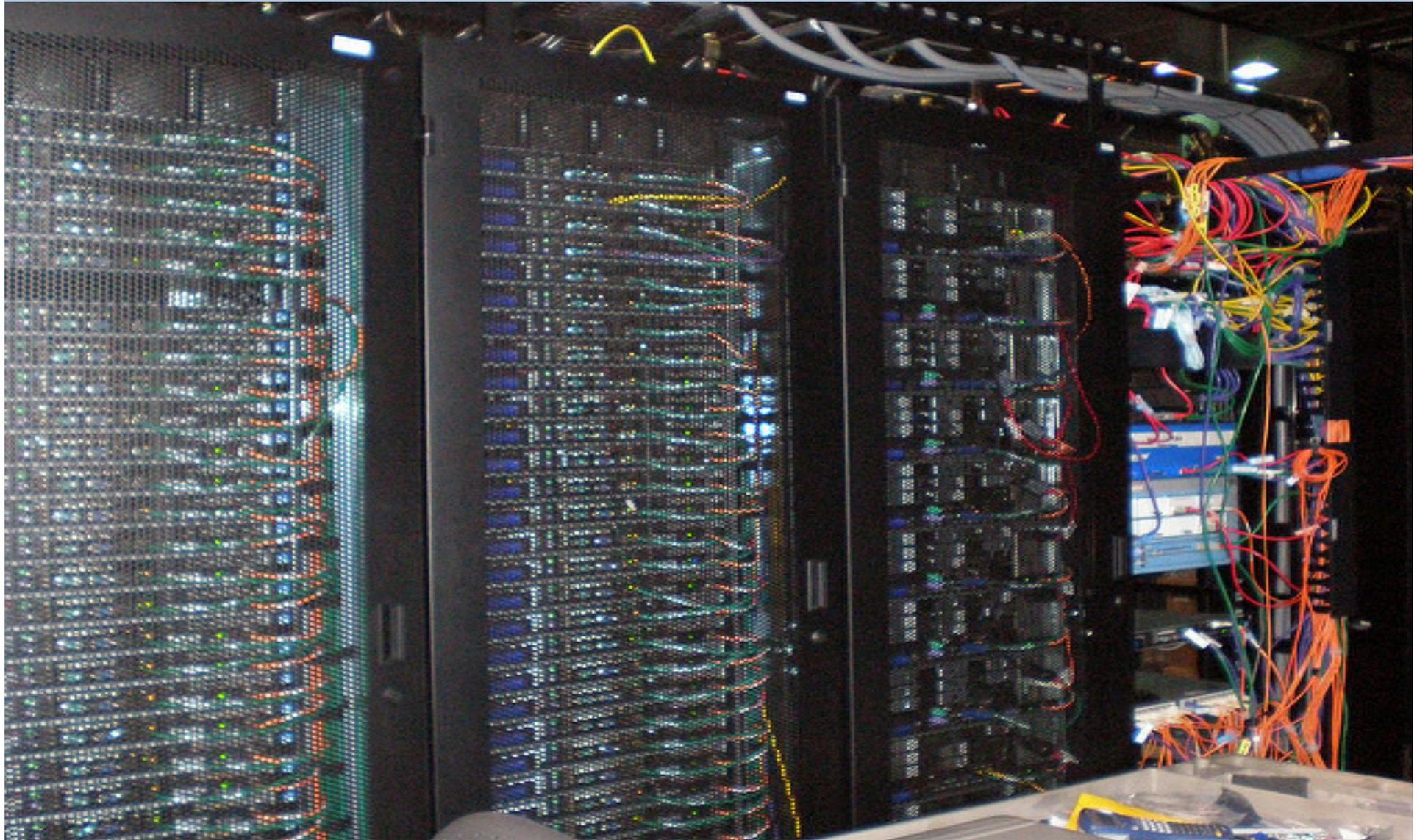


Image <https://flic.kr/p/55VAZm> by Sean Ellis https://www.flickr.com/photos/s_w_ellis/

Data and management

- Data - some examples
 - Results of experiments
 - Interview answers
 - Output from instruments
- Management
 - Processes
 - Documentation
 - Anticipating challenges

Why is this required?

- Open, transparent research processes
 - Research integrity
- Planning and preparation
 - Challenges
 - Responses

Timelines

- For doctoral researchers, training needs and awareness of RDM issues shown at RF1 stage; data management plan submitted with online ethics application ahead of RF2

Data storage

- Use the university research store for your data
- Encrypt sensitive data when it's not on the research store
 - use MyFiles to transfer data when off campus
- Keep paper data and forms secure

Publishing



©Furcifer Pardalis

Image <https://flic.kr/p/nvQocB> by Furcifer Pardalis
<https://www.flickr.com/photos/13916314@N08/>

Being published

- You might want to publish during your research, and / or after
 - Choosing where to publish
 - Open Access and Open Data
 - Copyright

Open data

- 'Open by default'- data shared via SHURDA
- Some variations possible
 - too risky to share / sharing not permitted by data sharing agreement
 - some data shared
 - embargo, data shared after set period

Copyright and your e-thesis

SHURA home	SHURA (Sheffield Hallam University Research Archive) is an open access repository containing scholarly outputs and publications of researchers at Sheffield Hallam University. For more information, read the University's open access publication policy , visit the University's open access guidance website , or contact shura@shu.ac.uk if you have any questions.
Browse	
Search	
Recent items	ORCID IDs View this guide To find out how to add your ORCID ID to your profile.
Statistics	
Add your research	Quick search
About SHURA	<input type="text"/> <input type="button" value="Search"/> Advanced search
Research Data Archive	
Research at SHU	Latest additions 
Contact us	



WIGELSWORTH, Amy (2016). *Rewriting Les Mystères de Paris: The Mystères Urbains and the Palimpsest*. Cambridge, Routledge. [Authored Book] Full text not available from this repository.

2. GAWUGAH, James Newlife Kwadzo (2016). *Developing a framework of quality in radiographic service delivery in Ghana*. Doctoral, Sheffield Hallam University. [Thesis]



WELLS, Douglas, BREWSTER, Benjamin and AKHGAR, Babak (2016). *Challenges priorities and policies: mapping the research requirements of cybercrime and cyberterrorism stakeholders*. In: AKHGAR, Babak and BREWSTER, Benjamin, (eds.) *Combatting cybercrime and cyberterrorism : challenges, trends and priorities*. Advanced sciences and technologies for security applications . Cham, Springer International Publishing, 39-51. [Book Section] Full text not available from this repository.

[More..](#)

Copyright

- Exclusive right to share / sell / benefit from works
- Automatic
- Transferable
- Time limited
 - in Europe, generally 70 years after death

Exceptions

- Less than substantial use is allowed with no permission required- remember to reference
- Substantial use *may* be allowed with no permission required
 - If 'Criticism, review and reporting current events' exception applies
 - The use made must be *fair*
- Always check if an item is covered by copyright- it might be out of copyright, or issued under a licence which allows for re-use, e.g. Creative Commons licences

When exceptions do not apply

- no permission means items must be removed
- permission must be indicated in the thesis

Copyright advice

- See <https://library.shu.ac.uk/lms/freebooks/CopyrightAndYourElectronicThesiscurrentversion.pdf> for detailed advice on copyright issues relating to e-theses

Keeping up to date...



Image <https://flic.kr/p/rrWYRE> by Leo Hidalgo <https://www.flickr.com/photos/ileohidalgo/>

Networking

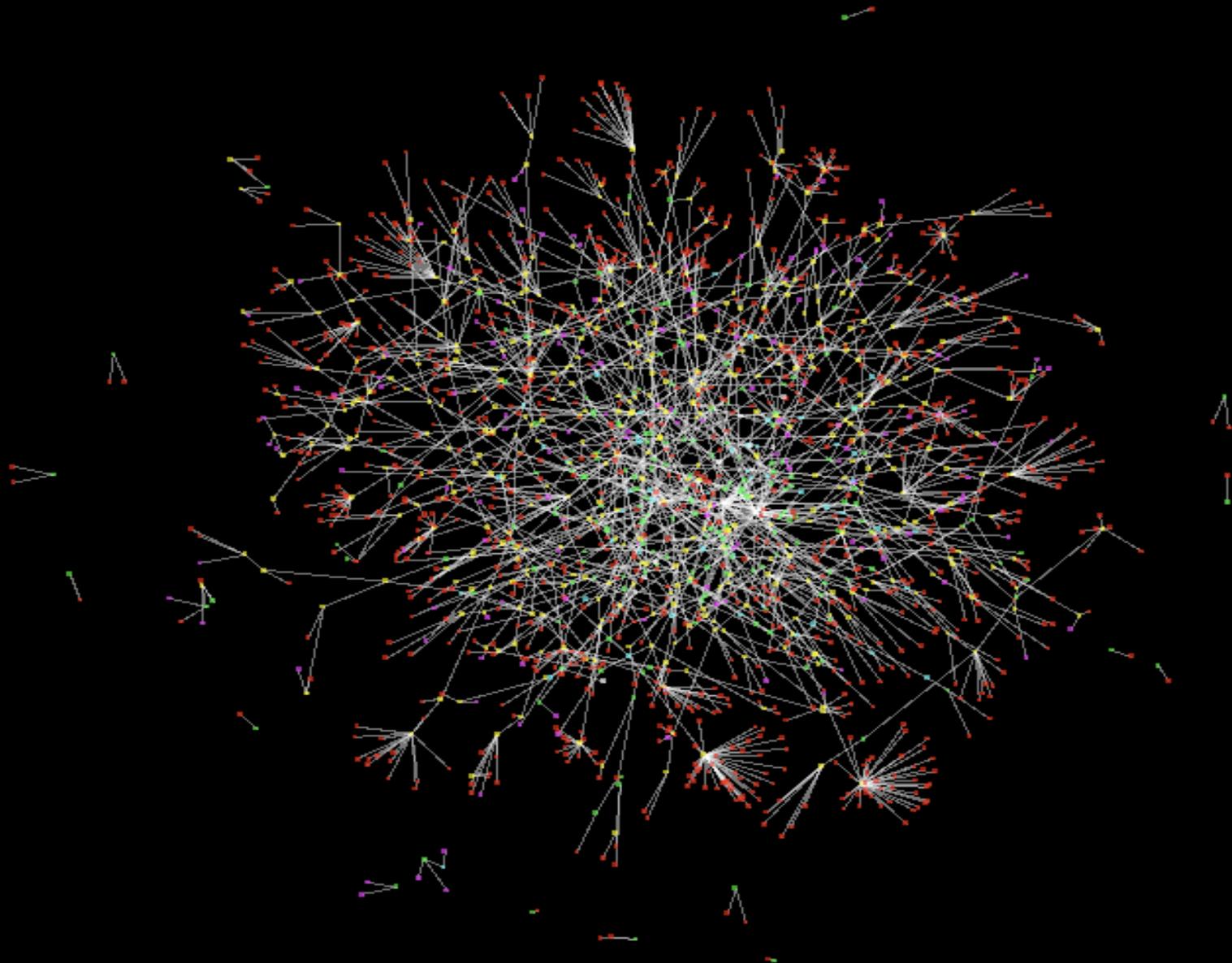


Image <https://flic.kr/p/5XhZ1u> by Simon Cockell <https://www.flickr.com/photos/sjcockell/>

In summary...

- Literature review and finding sources
 - writing and implementing search strategies
- Research data management
 - writing data management plans
- Sharing your work
 - choosing where to publish, open access
 - online thesis (SHURA) and data (SHURDA)

Where can I get more help?

<https://blogs.shu.ac.uk/libraryresearchsupport>

library-research-support@shu.ac.uk

0114 225 3852

Lunch Break



Becoming a SHU Doctoral Researcher

over lunch...



Meet somebody you haven't spoken to yet:

1. What are you most looking forward to about the doctorate?
2. Is there anything you are worried about and want to share?



Getting the most out of supervision

Dr Nicola Palmer,
SHU Head of Doctoral Training

Managing your Research Supervisor



Tools to help you to manage supervisory relationships

See 'Research Degrees Site'
Blackboard Site to access:

Meeting records proforma

- agenda setting
- checking shared understanding
- official meetings record

Online Epigeum modules

- Working with your supervisor

Videos

- Good supervision
- The Good Viva

Research Degree Supervision Record	
<small>(to be completed by student and copy sent to Doctoral Programmes Administrator)</small>	
Name of student:	
Programme:	DBA / PhD
Date of Meeting:	
Supervisors present:	
Duration of meeting:	
Subjects discussed:	
Recommendations made:	
Targets set:	
Is this a true record? (DoS or other supervisor) Yes / No (&comments if NO)	
Further supervisor comments (if appropriate):	

Example: Working with your supervisor

The screenshot shows a web browser window titled "Managing your Research Supervisor or Principal Investigator - Internet Explorer". The page content is as follows:

- Page Title:** Managing your Research Supervisor or Principal Investigator
- Navigation:** Table of Contents, Close Item, Exit, Previous, Next
- Section Header:** ORIENTATION WORKING WITH YOUR SUPERVISOR
- Introduction:** Learning outcomes: Completing this screen will introduce you to the contents and purpose of this course. (1 min duration)
- Text/print version:** Available via a printer icon.
- Help and support:** Available via a question mark icon.
- Screen Description:** At the top of each screen you will see an icon showing the approximate... (Click for more)
- Main Text:** Welcome to this course on 'Working with your supervisor'. This course aims to encourage postgraduate and postdoctoral researchers to reflect on their relationship with their research supervisor or principal investigator, and to take proactive steps to improve and maintain a positive, professional relationship with their supervisor for the duration of their research project.
- Additional Text:** The course will encourage participants to think about their expectations of their supervisor, and vice versa.

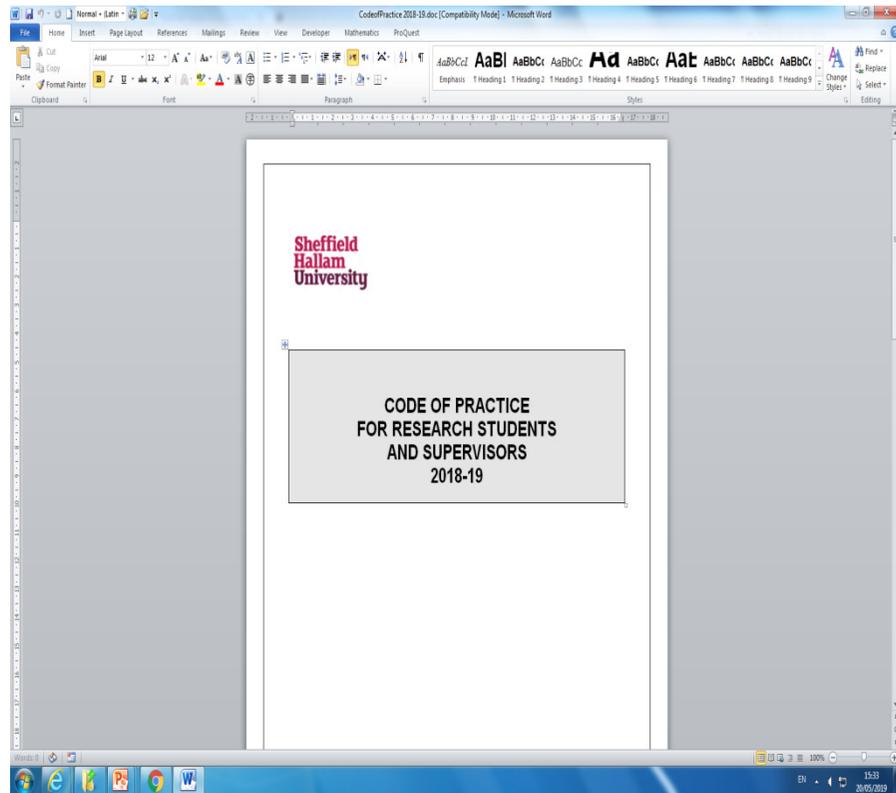
The browser's taskbar at the bottom shows various application icons and the system tray with the date 28/06/2018 and time 09:14.

Supervision videos

- <http://www.angelproductions.co.uk/supervision.htm>
- **The Good Supervision Video** helps students understand what they should expect from supervisors, and can help supervisors understand their role.
- **The Bad Supervision Video** helps students decide what to do if they have problems in their relationship with supervisors.
- Research Degrees Blackboard Site - Online Training and Resources

Support available within SHU

- Your Faculty doctoral teams - 'PGRT' (Postgraduate Research Tutor) or 'HoRD' (Head of Research Degrees)
- SHU Code of Practice for Research Students and Supervisors (2018/19) - See 'Research Degrees Site' on Blackboard to access the electronic version.
- Professor Doug Cleaver, Director of SHU Doctoral School - d.j.cleaver@shu.ac.uk



*Doctoral community, societies and
support networks at SHU*

Dr Nicola Palmer,
SHU Head of Doctoral Training

Our aspirations

- Creation of a SHU doctoral researcher identity
- Excellent student experience for all SHU doctoral researchers
- Doctoral researchers as an integral part of Research Environment
- Supporting timely completion of the doctorate - academic, social, motivational support ('critical friends' etc.)
- Building networks and equipping you for **life beyond the doctorate....**

- **Community, support and 'employability' as central issues**

Did you know?....

The 2 biggest contributory factors to happiness around world are:

1. Sense of community
2. Frequent community celebrations



(Source: Thompson, T. (2015) What are the scientifically proven ways to be happier?, *The New Statesman*, 8th July 2015)

The importance of doctoral researcher communities

- Doctoral researchers notoriously face isolation and are at risk of negative health and well-being impacts
- 1/3 PhD students at risk from poor mental health due to struggles with balancing work-family conflicts, professional demands, control over their job, and their supervisor's leadership style

(Leveque, Anseel, De Beuckelaer, Van der Heyden and Gisle worked together on the study 'Work organisation and mental health problems in PhD students', which was published in May 2017).

- Building of community found to be effective method of addressing learner isolation.
- Pyhältö and Keskinen (2012:136) caution about doctoral researchers perceiving themselves as: "*passive objects in their communities.*"

Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy*, 46(4), 868-879.

Pyhältö, K., & Keskinen, J. (2012). Doctoral Students' Sense of Relational Agency in Their Scholarly Communities. *International Journal of Higher Education*, 1(2), 136-149.

Researcher-led activities



@shsupr



34th Annual PsyPag Conference at Sheffield Hallam University.

23rd July 2019 – 26th July 2019

Acknowledging the significant mental health issues faced by postgraduate students and the isolated rollercoaster ride of the PhD journey, our conference will not only provide the space to shine in a safe academic forum but will focus on the wellbeing of all those attending.

We want to offer an opportunity to come together as a PhD community to take care of our physical, emotional and academic wellbeing. Making connections and reminding ourselves of ways to take care of ourselves is the philosophy of this conference. We are focussed on delivering an event which has the student and their mental and physical health at its heart.

Postgraduate Research Students' Society



Prof. C. Le Maitre @ProfLeMaitreIVD · Jul 6

#shudocbell fantastic Doctoral BBQ @SHDocSchool Thanks @Jane organising



[Hallam Postgrad Rep @HallamPGrep 26 Nov 2018](#)

Join myself & @pgwomenatSHU for their collage workshop in Coffee Union (HUBs) on 11th Dec, 5pm! Two speakers will be talking creative approaches to research and we will be thinking/ collaging about prospects for PG women. Christmas buffet and drinks too!

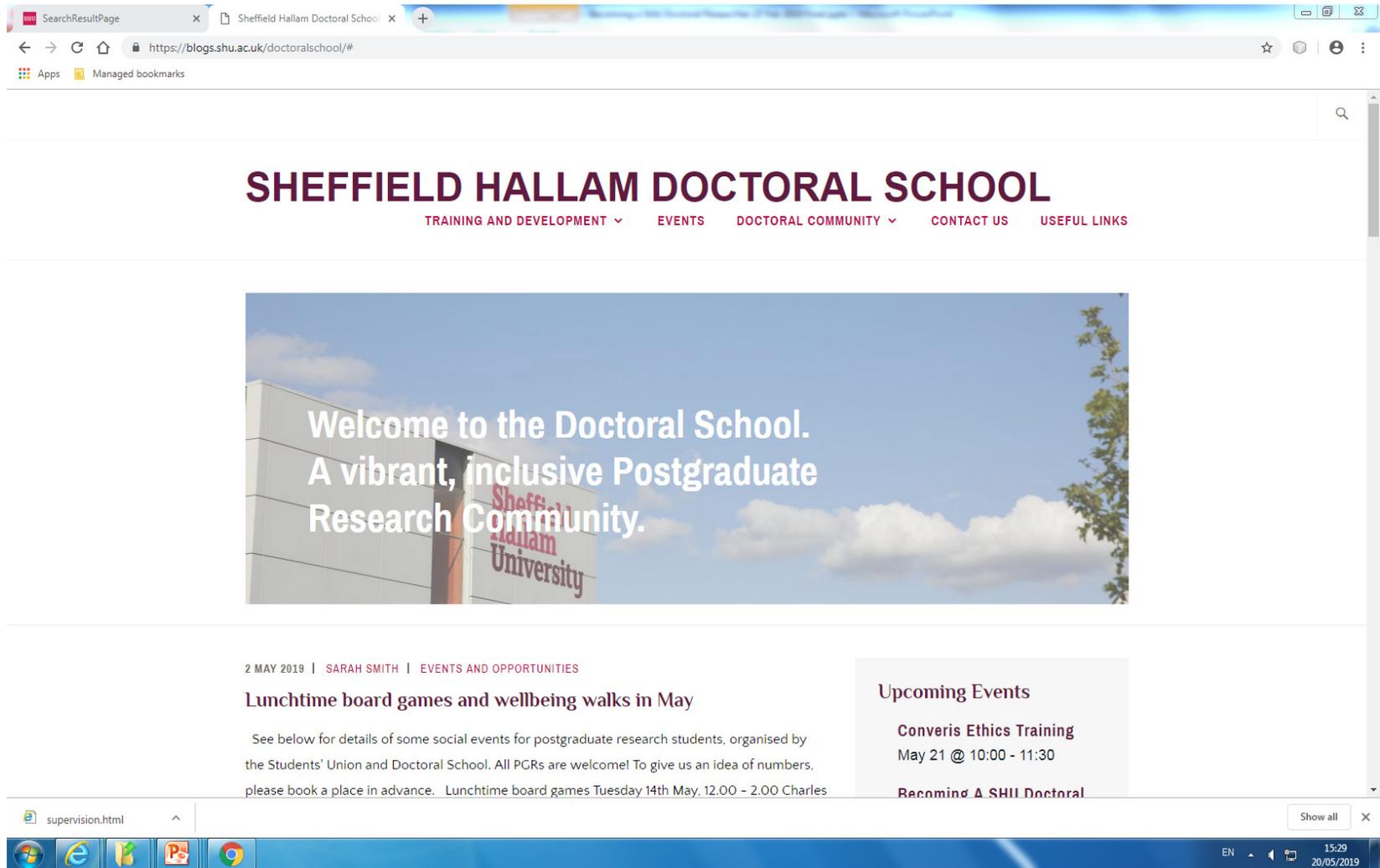
[https://www.eventbrite.co.uk/e/pg-women-christmas-party-tickets-53008472769 ...](https://www.eventbrite.co.uk/e/pg-women-christmas-party-tickets-53008472769...)

SHEFFIELD
Post-Graduate Women
in Academia
HALLAM
UNIVERSITY



Join us for
Lunchtime board games
All PGR students welcome
14th May, 12.00 - 2.00
Charles St Building
Free, but limited numbers so please sign up at
[booking link](#)





<https://blogs.shu.ac.uk/doctoralschool/doctoral-community-2/student-reps/> **Student Reps**

Research community



[PubhD Sheffield](#)
[@PubhDSheffield](#)

Want to hear about research in Sheffield, or share your research? Get in touch!

pubhdsheffield@gmail.com



PUBHD SHEFFIELD

WANT TO LEARN SOMETHING NEW AND HEAR ABOUT THE CUTTING EDGE RESEARCH GOING ON IN SHEFFIELD?

▲ 3 Speakers ▲ 10 Minutes ▲ Friendly Q&A

JOIN US EVERY FIRST WEDNESDAY OF THE MONTH SEPTEMBER-JULY @ THE OLD QUEEN'S HEAD, 40 POND HILL, SHEFFIELD

For more information visit pubhdsheffield.strikingly.com

[@pubhdsheffield](#)
PubhD Sheffield



[The Brilliant Club](#)

[@BrilliantClub](#)

The Brilliant Club is a charity promoting fair access to highly-selective universities by placing PhD students and Post-Docs into non-selective state schools. United Kingdom

• thebrilliantclub.org

Creating Knowledge Research Conference

- The SHU Creating Knowledge Research Conference will take place on Monday 17 June 2019.
- Doctoral researcher opportunities:
 - Doctoral Showcase
 - 3 Minute Thesis
 - Paper presentations alongside staff across 3 creating knowledge research and impact platforms:
 - *Healthy, Independent Lives*
 - *Thriving, Inclusive Communities*
 - *Future Economies*
- All welcome - sign up! - <https://blogs.shu.ac.uk/shard/call-for-abstracts-for-the-creating-knowledge-conference-2019/>

Support services

The screenshot displays the MyHallam website interface. At the top, the browser address bar shows the URL <https://www.shu.ac.uk/myhallam>. The main header features the 'MyHallam' logo. A prominent announcement for 'Calling all LGBTQ+ students!' is visible, along with a 'Take a look' button. Below this, there are three featured articles: 'Prevent student-targeted burglary!', 'Post grad open day', and 'Mumps alert!'. A 'New students' section is also present. On the right side, there is a 'Log in to Blackboard' section and an 'Access support services' grid with icons for various services like Careers, Disabled student support, Library services, International experience team, IT services, Report and support, Student finance, Student Wellbeing Service, and Escapexperiences. A 'Help and support' section lists 'Hallam Help' and 'Report and support' options, followed by a 'Popular queries' list with links to frequently asked questions. The bottom of the page shows a Windows taskbar with several open browser tabs and a system tray displaying the time as 16:21 on 20/05/2019.

MyHallam

Calling all LGBTQ+ students!

Your 2018/19 Students' Union Women's Rep wants you to have your say and get involved with the Listening Rooms initiative. Email: diversity@shu.ac.uk to get involved.

[Take a look](#)

Prevent student-targeted burglary!

[Make sure you protect your belongings](#)

Post grad open day

[Book on to Wednesday's event](#)

Mumps alert!

[Make sure you are vaccinated and can recognise the signs](#)

New students

[See all](#)

Log in to Blackboard

Access Blackboard and all your online resources

[Log in now](#)

Access support services

Visit these specialist support services for additional help:

- Careers
- Disabled student support
- Library services
- International experience team
- IT services
- Report and support
- Student finance
- Student Wellbeing Service
- Escapexperiences

Help and support

[Hallam Help](#)

[Report and support](#)

Popular queries

- [How do I book a PC or study space?](#)
- [How can I book a classroom?](#)
- [How is my undergraduate honours degree calculated?](#)
- [How do I pay for my printing?](#)
- [How can I request an extension to a submission deadline \(RESD\)?](#)

Student voice

We'd like to work with you to improve what we do. Here's how you can get involved and make your voice heard.

Doctoral Skills Training

**Skills Training for
Postgraduate Research Students and Supervisors
2018/19
at Sheffield Hallam University**

Introduction from Dr Nicola Palmer, Head of Doctoral Training

Connectivity with a research community has been identified as a key factor in surviving the doctorate and having a sense of community is the biggest contributory factor to happiness around the world. At Sheffield Hallam Doctoral School we recognise that you are 'an individual but not alone'. One of our key aims is to achieve a vibrant inclusive postgraduate research community. With this in mind, this guide is intended to provide you with an overview of training and community-building opportunities for postgraduate research students and supervisors throughout the coming academic year.

In recent years we have witnessed an increasing amount of resources dedicated to supporting the skills development of postgraduate researchers in response to shifting employment landscapes, redefined international research agendas and policy structures and, a much-welcomed, recognition of the importance of researcher wellbeing. Through our active engagement with European, national and regional bodies and our knowledge of the postgraduate research landscape we are able to provide you with opportunities to develop and enhance your researcher capabilities.

Developing the skills of researchers at SHU

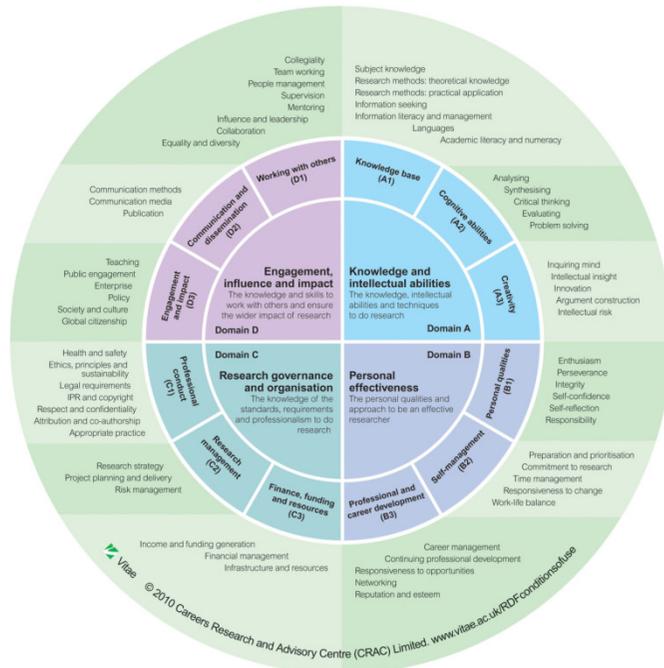
All doctoral researchers at Sheffield Hallam University have the opportunity to develop a range of research, personal and professional skills during the course of their programme. Transferable skills training as a key component of undertaking a PhD or professional doctorate is required by the university regulator, expected by research funders, and promoted by the University as part of its commitment to 'education for employment'.

We recognise that all doctoral researchers arrive at the start of their programme of study with different experiences and career plans. Therefore, [doctoralskills.training.uk](https://blogs.shu.ac.uk/doctoralschool/), as far as possible, needs-based and individually-tailored. Rather than being required to complete a set training programme, each doctoral researchers development needs are identified and jointly agreed with their supervisory team at the start of the degree, and these are regularly reviewed and updated as appropriate. This guide is intended to facilitate awareness of opportunities that are available to support your skills training and personal development needs.

Our training offer for postgraduate researchers has been carefully designed and developed to provide a blend of flexible, timely, relevant and applied resources. Events form just one part of that offer, but hold significant value for community-building and the development of healthy, happy and confident researchers, equipped to compete with postgraduate researchers globally. We look forward to meeting you at events listed in our calendar this academic year.

- opportunity to develop a range of research, personal and professional skills
- a key component of undertaking a PhD or professional doctorate
- needs-based and individually tailored

The Researcher Development Framework (RDF)



The screenshot shows the RDF Planner web application interface. It features a navigation bar with the RDF Planner logo and the Sheffield Hallam University logo. The main content area is divided into four sections:

- myRDF:** A thumbnail image of the RDF diagram with the text: "Review your capabilities and expertise, create an action plan and identify useful resources."
- myEvidence:** A thumbnail image of a hand holding a stack of papers with the text: "Go to your evidence repository."
- myReports:** A thumbnail image of a tree with the text: "Generate reports on your progress."
- Useful links:** A list of links including "Introduction to the RDF", "FAQs", "Using the RDF Planner as a researcher", and "Glossary".

Use the RDF planner to identify your development needs
 Training sessions available: 5 & 12 June 2019
 (booking links on Doctoral School blog events calendar)

**Sheffield
Hallam
University**

Becoming a SHU Doctoral
Researcher
Break



Research Ethics & Integrity

Professor Ann Macaskill
Head of Research Ethics

Why do we need a code of research ethics?

If we all shared common moral values then a code might well be redundant.

- Helps combat pressures that may be put on researchers
- Helps combat pressures that researchers may put on themselves
- Ensures that we have appropriate standards of behaviour and practices in relation to our research

Where did the motivation to develop research ethics codes arise from?

- Medical experiments on thousands of concentration camp prisoners during World War II. Most prisoners died or were maimed for life.
- 74 doctors and administrators were tried as war criminals.

As a result a code to guide research was produced in 1948, the Nuremberg Code - voluntary

WHO Declaration of Helsinki (1964) most recent revision in 2013 - underpins ethical research

.

Underlying principles

Research must comply with all legal requirements

Research needs to conform to **commonly agreed** standards of good practice. Declaration of Helsinki, ESRC Research Ethics Framework, the MRC & Research Councils UK.

These principles can be categorised as:

- Beneficence (Do positive good)
- Non-maleficence (Do no harm)
- Integrity
- Informed Consent
- Confidentiality/Anonymity
- Impartiality

All research must be undertaken with highest levels of integrity

Is it working?

- **Stem Cell Researcher at Kyoto University found Guilty of Data Fabrication** (member of team led by a Nobel laureate Shinya) January 2018
- **2017 UK senior geneticist at UCL investigated over claims of research misconduct** - He has already retracted 2 papers and corrected others but more papers are being examined
- **Pyou Han, a former biomedical scientist at Iowa State University, guilty of fabricating and falsifying data in HIV vaccine trials.** -57 months in prison and fined US\$7.2 million.
- **2018 Erin Potts-Kant, her former supervisor, and the university accused of including fraudulent data in applications and reports involving more than 60 grants worth some \$200 million.**
(25 March 2019 - Duke University will pay \$112.5 million to the U.S. government to settle a lawsuit brought by a former employee. Under the law, Duke biologist Joseph Thomas, who filed the lawsuit in 2014, could receive as much as 30% of any settlement reached between the United States and the university. (RetractionWatch has reported Thomas will receive \$33.8 million.) Info from Science Magazine <https://www.sciencemag.org/news/2019/03/duke-university-settles-research-misconduct-lawsuit-1125-million>

Numbers of articles being **retracted** from journals is growing (misconduct or errors)

Web of Science: 2,294 retractions (2001-2010)

Fraud:34%; Error 21%; Plagiarism, 10%; Duplication 14%; Suspected fraud9%; Other 14%.

Growing - 611 retracted in 2011.

PubMed 1113 retractions (2003-2010) Fraud:48%; Error 31%; Plagiarism, 16%; Duplication 17%; Not reproducible 13%; Ethical approval issues 7%; Other 11%.

New Emphasis on Research Integrity: Singapore Statement (2010)

- **Honesty:** being truthful in all aspects of research
- **Accountability:** taking responsibility for your actions as a researcher
- **Professional courtesy:** treating colleagues, staff and students fairly and with respect
- **Good stewardship:** using and managing resources provided by others responsibly.

The European Code of Conduct for Research Integrity
(European Science Foundation) and a **UK version**

What does it mean for you as a SHU Doctoral Researcher?

Responsibilities:

1. Must become familiar with and comply with University policy and procedures.

SHU Policies and Procedures can be found at:

<http://www.shu.ac.uk/research/ethics/>

2. Must ensure that all research undergoes appropriate ethical scrutiny **before** data collection begins

What if someone questions the integrity of
your research?

How do you respond?

Ways of demonstrating the **trustworthiness** of your research?

Research records:

1. Clearly document procedures (**Ethics proforma is a core document**)
2. Maintain accurate Lab Books- signed off by supervisor
3. Record any changes to procedures
4. Ensure equipment is regularly checked to ensure it is working correctly (Calibration etc.) & document this.
5. Keep records of relevant documents (consent forms, data files etc.).

Overarching aims are to:

Demonstrate that you have complied with university policies & procedures when undertaking your research as stated in your proforma

Ensure records are sufficiently detailed to allow verification and replication of your studies by others

Once papers are accepted for publication data files and other evidence to be stored in university Research Data Archive - 7years (paper or electronic)

Summary of Supervisor and Student Responsibilities

Supervisors: ensure that appropriate ethical scrutiny of their students' research occurs and to provide advice.

Take reasonable steps to ensure the research integrity of their students' research e.g. listen to interview tapes, check lab books, or examine data sets.

Students: complete ethics application.

undertake research ethically in accordance with approvals received

Maintain research records to demonstrate research integrity

Other Responsibilities

Publications: authorship & acknowledgements

Societal Considerations: How will research impact on wider society? Benefits vs risks.

Public communication: Principles?

Locating University Policies

- University has policies and procedures on Research Ethics; Research Involving Human Participants; Procedures for Dealing with Scientific Misconduct and Research Funding from External Sources
- Policy and procedures governing Research Misconduct by PG Research Students (doctoral)

<https://www.shu.ac.uk/research/ethics-integrity-and-practice>

- Website is full of useful resources including GDPR research requirements (handout)

How to make an Ethics application

- Ethics Applications are made in the University's Research Management System - Converis.
- Web-based system so can be accessed on and off campus
<https://shu.converis.clarivate.com/converis/secure/login>
- For technical support contact converis@shu.ac.uk
- Discuss the content of the application with your Director of Study.

Process

- Templates based on level of risk:
 1. No human participants, human tissue or personal data
 2. Very low risk human participants studies
 3. All other research with human participants
 4. IRAS - projects requiring NHS or HMPPS ethics
 5. Approval given elsewhere - another UK HEI
- Once ready to submit; this will be sent to your **Director of Study to approve.**
- For pathways 3 & 4 Reviewers will be assigned to Review the application. You will be notified by email of the outcome.
- For pathways 1 & 2 & 5 once checked by Faculty Admin, they are recorded and you will be notified by email that the application is approved.

Accessing help and support:

converis@shu.ac.uk

Training and detailed guides available for all roles in the system.



Becoming a SHU Doctoral Researcher
22 May 2019

