

Skills Training for Doctoral Researchers 2021-22

November 2021 edition[[1]](#footnote-2)\*



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# About the development offer

As we enter this academic year it is perhaps more crucial than ever to emphasise the importance in connecting with other researchers and enjoying a sense of community. At Sheffield Hallam Doctoral School one of our key aims remains to achieve a vibrant inclusive postgraduate research (PGR) community across the institution. With this in mind, we have produced this guide to provide our postgraduate research students and supervisors with an overview of training and development and community-building opportunities for the coming academic year.

Last year all our provision was online, and many sessions were recorded, making our programme much more accessible to our diverse PGR community. We want to retain these benefits, whilst introducing some on-campus sessions where face-to-face interaction would add value. This year, we have worked with all four Research Institutes to present a coordinated programme of activities where some sessions are discipline-specific, but most are open to all.

## Our approach

All PGRs 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 supported and encouraged by the University.

We recognise that all PGRs arrive at the start of their programme of study with different experiences and career plans. Therefore, our PGR skills training offer is, as far as possible, needs-based and individually tailored. Rather than being required to complete a set training programme, each PGR’s development needs are identified and jointly agreed with their supervisory team at the start of their research 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.

We strive to provide a blend of flexible, timely, relevant and applied training and development opportunities. Events form just one part of our offer but hold significant value for community building and the development of healthy, happy and confident researchers, equipped to deal with and work alongside PGRs globally. We hope that you will join us at the events listed in our calendar this academic year.

## Identifying your development needs

Development Needs Analysis (DNA) should be undertaken alongside a professional standards framework of the knowledge, behaviours and attributes of excellent practitioners. Alongside other UK universities, we use [Vitae’s Researcher Development Framework (RDF)](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework) to help researchers articulate their skills and provide a common language for understanding and communicating their capabilities.

The RDF is structured into four domains covering the knowledge, behaviours and attributes of researchers. It sets out the wide-ranging knowledge, intellectual abilities, techniques and professional standards expected to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains there are three sub-domains and associated descriptors. There are sixty-three descriptors in total, each of which contains between three to five phases, representing distinct stages of development or level of performance within that descriptor.

PGRs will need to use the RDF to carry out a skills audit (or DNA) and create a bespoke personal development plan. This should be agreed with your supervisor and submitted as part of the RF1 process. Further instructions on how to do this are in the Induction section of the RESEARCH DEGREES blackboard site and will be covered in the rolling induction sessions.



# Development themes

The activities and resources outlined in this guide have been grouped by broad themes to help you navigate them. So that you can relate this back to your own development plan, they have also been mapped to the Vitae RDF.

# PGR development activities 2021-22 \*updated monthly\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date & Time** | **Title** | **Theme** | **Audience** | **Booking link** |
| November 2021 | **WriteFest:** a celebration of academic writing running throughout November**ESRC Festival of Social Science:** 2-26 November [Link to programme](https://blogs.shu.ac.uk/doctoralschool/files/2021/10/FoSS-2021-Programme.pdf)**Focus Thursdays:** run by the PGR Society every week 09:30-11:30 via zoom |
| Mon 1 14:00-15:00 | Your finished thesis | Completing the doctorate | All PGRs and supervisors | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255423) |
| Tues 2 11:00-12:30 | Project Planning, RF1 and developing your research question and hypothesis (hybrid event) | Induction and getting started | Compulsory for I2RI PGRs, open to all pre-RF1 PGRs. | [UniHub](https://www.eventbrite.co.uk/e/project-planning-rf1-and-developing-your-research-question-and-hypothesis-tickets-190574943787) |
| Wed 310:00-11:00 | Being an influential researcher 1 | Communicating your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255419) |
| Wed 311:00-12:30 | Academic English – online*Repeats weekly to 8 December* | Writing and publishing | All PGRs | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1247307/ues-online-bitesize-academic-e) |
| Wed 313:00-14:30 | How to make a convincing argument in your writing | Writing and publishing | All PGRs and ECRs | [Eventbrite](https://www.eventbrite.co.uk/e/how-to-make-a-convincing-argument-in-your-writing-tickets-200825112317) |
| Wed 314:00-16:00 | Let’s talk about supervisory relationships | Induction and getting started | All new PGRs | [Eventbrite](https://www.eventbrite.co.uk/e/lets-talk-about-supervisory-relationships-tickets-190716828167) |
| Wed 3 15:30-17:00 | Academic English – on campus*Repeats weekly to 8 December* | Writing and publishing | All international PGRs | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1246802/academic-english-for-internati) |
| Mon 809:30-11:00 | Let’s talk about PGR wellbeing | Wellbeing | All PGRs and supervisors | [Eventbrite](https://www.eventbrite.co.uk/e/pgr-wellbeing-focus-group-online-session-for-students-supervisors-tickets-188337682077) |
| Mon 810:00-11:00 | Getting published | Writing and publishing | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255417) |
| Wed 1010:00-11:30 | Research ethics briefing for PGRs | Induction and getting started | All new PGRs | [Eventbrite](https://www.eventbrite.co.uk/e/ethics-briefing-for-new-doctoral-students-tickets-190730719717) |
| Wed 1014:00-15:00 | Finding and managing information | Managing your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255416) |
| Wed 1014:00-15:00 | Being an influential researcher 2 | Communicating your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255421) |
| Fri 1210:00-11:00 | Research Data Management | Managing your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255414) |
| Mon 1514:00-15:00 | RefWorks | Managing your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255427) |
| Wed 1710:00-11:00 | Your finished thesis | Completing the doctorate | All PGRs and supervisors | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255424) |
| Wed 1714:00-15:00 | Being an influential researcher 1 | Communicating your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255420) |
| Tues 2310:00-12:00 | Let’s talk about PGR wellbeing (on campus) | Wellbeing | All PGRs and supervisors | [Eventbrite](https://www.eventbrite.co.uk/e/pgr-wellbeing-focus-group-in-person-session-for-students-supervisors-tickets-188354973797) |
| Tues 2314:00-16:00 | Structuring your writing | Writing and publishing | Aimed at PGRs in Humanities & other qualitative disciplines, but open to all | Email to n.p.petersson@shu.ac.uk |
| Wed 2410:00-11:00 | Being an influential researcher 2 | Communicating your research | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255422) |
| Fri 2613:00-14:00 | Getting published | Writing and publishing | All researchers | [UniHub](https://unihub.shu.ac.uk/students/events/Detail/1255418) |

# Session descriptions

You can also search the Doctoral School blog by tag: [A1](https://blogs.shu.ac.uk/doctoralschool/tag/a1/), [B2](https://blogs.shu.ac.uk/doctoralschool/tag/b2/), [C1](https://blogs.shu.ac.uk/doctoralschool/tag/c1/), [C2](https://blogs.shu.ac.uk/doctoralschool/tag/c2/), [D1](https://blogs.shu.ac.uk/doctoralschool/tag/d1/), [D2](https://blogs.shu.ac.uk/doctoralschool/tag/d2/), [D3](https://blogs.shu.ac.uk/doctoralschool/tag/d3/)

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Theme** | **Description** | **RDF**  |
| Being an influential researcher 1 | Communicating your research | This session will introduce you to how and why you can use social media to promote your work and assess its impact. You’ll learn how to set up an engaging social media profile as a researcher, and how you can link this with other research tools such as ORCiD. | D3 |
| Being an influential researcher 2 | Communicating your research | This session builds on the first session although it’s not essential that you attend both parts. In session 2 you will learn tips for sharing your work on social media, and how you can use Altmetrics to monitor the impact of yourself and others. | D3 |
| Your finished thesis | Completing the doctorate | In this session we will cover issues such as copyright, embargoes, and publishing work based on your thesis and how these affect adding a thesis to the archive. This session is suitable for all research degree students and supervisors. | C1 |
| Doctoral School Welcome meeting | Induction and getting started | This University-wide welcome session hosted by the Doctoral School introduces the doctoral community at Sheffield Hallam University and provides a chance for you to meet other new researchers as well as some of the staff who will be supporting your studies at the University. | B3, C1 |
| Planning your development as a new researcher | Induction and getting started | As a doctoral researcher you will be developing a unique set of knowledge, skills and behaviours that are important both for timely completion of your research degree and your future professional success. This session will take you through the process of Development Needs Analysis against the Researcher Development Framework (RDF) that is required for RF1. There will be the chance for discussion to help you identify what you need to know right now and seek out opportunities for practising, improving and reflecting on these skills. | B3 |
| Project Planning, RF1 and developing your research question and hypothesis (hybrid event) | Induction and getting started | Project planning is an essential skill to develop your successful Doctoral program. This session will cover the important aspects of selecting a research question or 'Hypothesis' and how to plan the methodological testing of your research question. The session will include details of how to design and plan a Gantt chart and what is required for the project details of your RF1. | C2 |
| Let’s talk about supervisory relationships | Induction and getting started | The quality of your relationship with your supervisor or supervisors can be crucial to the progress of your doctorate. There are some common student: supervisor relationship issues for doctoral students in all disciplines. In this session, we will draw on scenarios to stimulate discussion and signpost to a range of resources to support the management of the supervisory relationship. We will offer supervisor and doctoral programmes management perspectives to help you to identify effective practices and behaviours for managing supervisory relationships. | D1 |
| Research ethics briefing for PGRs | Induction and getting started | In this session, you will be introduced to Ethics in the context of Doctoral Research and addressing the key questions of: Why do Ethics matter? What are your responsibilities? How do you apply for Ethical approval? What can go wrong?We will also briefly introduce you to the Converis system, used at the University for Ethical approval applications. There will be a chance to ask questions within the session about any points raised or any concerns that you may have. | C1 |
| Finding and managing information | Managing your research | In this introductory session we will go over some principles of literature searching and how to manage the search process. This is a session is suitable for all researchers but may be of particular use for people starting out on their project. | A1 |
| Research data management | Managing your research | This introductory session will introduce the core concepts of research data management and go over the main elements of your data management plan. The session is suitable for researchers new to research data management and those who want a refresher. | C2 |
| Reference management and RefWorks | Managing your research | In this session we will introduce the principles of reference management and demonstrate these principles using RefWorks. This session is suitable for doctoral researchers and staff doing research projects. | A1 |
| Academic Conduct Panel Training | Teaching | This training is aimed at doctoral students and graduate teaching assistants, especially those with marking responsibilities. By the end of the session, you should be clear about the key points of the academic conduct regulations and where to find help and information on this matter. You will also learn where to direct your students for additional support and training. The session will explore some high-level expectations about academic integrity, and some pointers on how to identify different kinds of cheating. There will also be advice on what to do if you uncover cheating. | D3 |
| Let’s talk about PGR wellbeing | Wellbeing | The event is intended to enable a detailed discussion around PGR wellbeing and to hear from the perspective of PGR students and supervisors. We are interested in exploring several themes to identify the areas which affect wellbeing in PGR students, and whether the needs are different for different groups of students. These discussions will feed into the activities of the PGR wellbeing group and assess the success of activities to date. | B2 |
| Academic English for the doctorate | Writing and publishing | A module for students working independently on a research degree (eg. PhD). The focus will be on practising and developing the language and rhetoric to explain and present your research in both written and spoken formats. Module content includes: research-based writing; writing the RF1/RF2; delivering research talks; writing abstracts; and more. | A1, D2 |
| How to make a convincing argument in your writing | Writing and publishing | This session will cover areas such as components of an argument in your writing, the role of critical reading in the context of your thesis or academic papers, and will show the interlinkage between critical reading and writing in the process of developing a convincing argument in your writing. | A2, D2 |
| Getting published | Writing and publishing | This is an introductory session covering important issues to consider when getting published, particularly focusing on choosing where to publish. This session is suitable for all researchers but may be of particular use for people starting out on their project. | D2 |
| Structuring your writing | Writing and publishing | This workshop will help you develop strategies to structure your writing and allow you to discuss challenges you face. The background of the facilitators is in the Humanities (English Literature and History) and it may be of most benefit to students in the Humanities or other qualitative disciplines. | A2, D2 |

# Further resources and opportunities available

## Induction and getting started

### Ethical research (Epigeum course[[2]](#footnote-3))

This programme prepares Masters and PhD candidates to face the ethical challenges of their research. It provides guidance on how to work ethically in different circumstances, encouraging researchers to reflect on their assumptions and behaviour.

Topics covered: Becoming an ethical researcher (ethical decision-making; underpinning values for ethical research; ethical concerns associated with different forms of research; ethical concerns associated with different research methods and activities). Research ethics in practice (working with human participants; understanding research ethics approval; working ethically in challenging circumstances; working ethically in a global environment).

### Introduction to research skills (Epigeum course)

This programme explains the importance of skills training for researchers and the features and learning tools used throughout the programme and contains a diagnostic quiz to highlight the courses relevant to participants' particular needs.

Topics covered: The importance of undertaking a skills training programme. Identify which courses will be most relevant.

### Research integrity (Epigeum course)

Research integrity, second edition provides a comprehensive overview of how researchers in the UK can meet their responsibilities, setting out the key principles and practices of good research conduct, and guiding learners through the lifecycle of a research project.

Topics covered: Good research conduct; irresponsible research practices; planning your research; managing and recording your research; data selection, analysis and presentation; scholarly publication; professional responsibilities; communication, social responsibility and impact. Conflicts of interest; research involving human participants; the care and use of animals in research; intellectual property; export controls.

## Continuing your doctoral journey

### Transferable skills (Epigeum course)

These courses develop a broad range of skills essential for both academic and non-academic careers. Areas covered include intellectual property, career planning, managing projects, working with research supervisors.

Topics covered: Getting published in the arts/sciences; intellectual property in the research context; career planning in the sciences/arts, humanities and social sciences; working with your supervisor; managing your research project; conferences, presenting and networking.

## Completing the doctorate

### E-theses and copyright (online course)

All doctoral researchers must submit an electronic copy of their finished and accepted thesis to the Sheffield Hallam University Research Archive (SHURA). This online course covers: Benefits of putting your thesis on SHURA; Copyright; Embargoes; Uploading your e-thesis; and Your rights.

The course is accessed via the Researcher CPD online courses Blackboard site.

### The Good Viva video (Angel Productions)

For doctoral and masters students everywhere, the viva is a daunting challenge, often approached with anxiety and confusion rather than careful preparation. Should candidates relax and hope for the best, panic, or prepare systematically for the big day? This video was made by Angel Productions in cooperation with Birkbeck, University of London. It will help students in all institutions to understand the viva and handle it well.

The Good Viva Video will help you understand: What is a viva? How important is it to your degree? How do vivas differ between disciplines? How can you prepare? Should you relax or panic? What are the roles of the internal and external examiners, the chair and your supervisor? How are examiners chosen? What questions should you expect? how to use a practice viva. Knowing the strengths and weaknesses or your thesis. What are the examiners looking for? Coping with examiners' mistakes or aggressive questions. Understanding the outcome.

[View the Good Viva video via shuplayer (login required)](http://shuplayer.shu.ac.uk/portal/%23vod_title_information;%7b%22vodItem%22:%22Good_Viva_Video%22%7d)

## Career management

### Careers and Employability

PGR students can access 24/7 Careers Tools including Career Centre 360 and Handshake as well as book a 45-minute guidance appointment to explore your options and make decisions about your future. <https://www.shu.ac.uk/careers>

## Communicating your research

### Three Minute Thesis

The Three Minute Thesis competition (3MT**®**) challenges doctoral candidates to present a compelling spoken presentation on their research topic and its significance in just three minutes (and with one slide). 3MT® is an academic competition developed by the University of Queensland, Australia. Its success has led to the establishment of local and national competitions in several countries.

Sheffield Hallam has run the competition for several years, and we were delighted that our student, Shruti Mandhani, won the National Competition in September 2019. 3MT normally takes place in conjunction with our annual Creating Knowledge Conference in June.

### PubhD Sheffield

PubhD has a really simple, relaxed format...

In exchange for a pint (or two), three researchers will be given a white board, marker pen and 10 minutes to explain their research, followed by 20 minutes of friendly Q&A.

For the speakers PubhD is a great way to test their public speaking and public engagement skills. For the audience it is a great opportunity to learn something new, without needing any prior knowledge of the topic! Further information on <http://pubhdsheffield.strikingly.com/>

## Engagement and impact

### Enhancing Research Impact (Epigeum course)

This programme will help researchers to articulate the value of their research beyond academia by providing the tools and training they need to embed impact into their research through all stages of their career.

Topics covered: An introduction to research impact; the research impact process; tools and techniques for research impact; writing about impact: guidance and templates.

### Entrepreneurship in the research context (Epigeum course)

In these courses, students and researchers thinking of commercialising their research are challenged to consider issues such as their goals, the viability of their idea, routes to market, and how to mobilise people and finance.

Topics covered: Academic entrepreneurship - an introduction; Entrepreneurial opportunities - recognition and evaluation; entrepreneurial resources - people, teams and finance.

### How Researchers Changed the World (podcast)

Gain an insight into the fascinating world of research with the How Researchers Changed the World podcast. Each episode follows the story of one passionate researcher. We unpack their motivations for the subject, the challenges of the research, and how their research went on to change the world we live in. <https://www.howresearchers.com/episodes/>

### Responsible use of research metrics (online course)

In this module you will cover key aspects of the responsible use of metrics in research assessment and the use of quantitative indicators. Topics covered: The San Francisco Declaration on Research Assessment (DORA) and why SHU has signed it; Some common metrics (citations, Journal Impact Factors, and the h-index) and their limitations; and how individual outputs and portfolios of work can be assessed.

The course is accessed via the Researcher CPD online courses Blackboard site.

## Funding

*Information to follow*

## Innovation

*Information to follow*

## Leadership

### Professional skills for research leaders (Epigeum course)

Professional skills for research leaders is designed to help independent researchers enhance their leadership, management and engagement strategies to increase their competitiveness and effectiveness.

Topics covered: Developing and consolidating your research career; funding your research; managing a research team; research collaboration; communicating your research.

## Managing your research

### Research Data Management (online course)

This online module introduces Research Data Management. It is relevant to all members of the University who undertake research with some kind of digital aspect. The aim is to enable you to produce high quality data with potential for long-term use.

Topics covered: What counts as research data? Why manage research data? Planning. Managing: creating data / storing and backing up data / organising and documenting data. Archiving and sharing.

The course is accessed via the Researcher CPD online courses Blackboard site.

## Research methods and data analysis

### Research methods (Epigeum course)

These courses support Masters students undertaking taught courses or independent research and PhD candidates. They provide guidance on how to conduct a literature review and cover the latest trends and developments in research practice, focusing on the practical applications of research methods in the areas of social sciences, arts and humanities and STEM.

Topics covered: Undertaking a literature review; principles of research methods; research methods in practice (social sciences / art and humanities / STEM).

### Statistical methods for research (Epigeum course)

Statistical methods for research is a foundation programme in statistics, providing students with the practical, transferable skills needed to conduct statistical analysis at postgraduate level and beyond. There are discipline specific versions for Biomedical Sciences, Business, Engineering, Natural Science and Social Sciences.

Topics covered: Statistics in the context of research; describing data well; making good generalisations; which hypothesis test should I use? statistical modelling; analysis of categorical data; putting your skills into practice.

## Supervision

### Supervising Doctoral Studies (Epigeum course)

Authored by experts who have spent many years researching the doctoral process, this programme will provide a valuable resource for all supervisors seeking to support candidates as they develop into independent researchers.

Topics covered: The doctoral context; attracting and selecting doctoral applicants; approaching supervision; setting your candidate on the right course; managing progress; expectations and preparing for examination; issues in supervision; continuing your supervisory development; practice scenarios.

## Teaching

### Postgraduate Researcher (PGR) teaching scheme

This scheme augments the Teaching Skills for Doctoral Students (TSDS) course, providing a route to AdvanceHE Associate Fellowship. It is an experiential route based on taught workshops, CPD sessions and your own research and teaching practice. It is aimed at PGR students with a minimum of 15 hours teaching.

The PGR Teaching Scheme consists of two elements, TSDS and the applied practice sessions, which are followed by a writing retreat and submission point.

Teaching Skills for Doctoral Students (TSDS)

1. Introduction to teaching in HE – Setting the scene; teaching at Sheffield Hallam University
2. Session planning and ‘delivery’ – How to plan effective sessions
3. Active learning – introduction and exploration of active learning approaches
4. Personal approaches / theories – relating personal approaches to teaching with theoretical ideas

Applied Practice

* Introduction to the programme, criteria and UK Professional Standards Framework (UKPSF)
* Applied Practice 1 - reflection through the autobiographical lens
* Applied Practice 2 - reflection through the students' view
* Applied Practice 3 - reflection through the colleagues' view
* Applied Practice 4 - reflection through the theoretical lens
* Writing Retreat

The course normally runs twice per year with a limited number of places. Please check the [Doctoral School blog Teaching Skills page](https://blogs.shu.ac.uk/doctoralschool/training-and-development-2/teaching-skills/) for the link to the current Expression of Interest form and the [TALENT blog for information on the PGR teaching scheme](https://blogs.shu.ac.uk/talent/phd-students/).

### Online Teaching Courses (Epigeum)

The modules below are available online from Epigeum. You will need to register for an Epigeum account on <https://courses.epigeum.com/> using your **SHU** email address and the token **02a92303**. This [blog page](https://blogs.shu.ac.uk/shard/resources/epigeum-online-training/how-to-create-an-epigeum-account/) explains the registration process and how to access the modules.

**University Teaching: Core Skills**

[Strand 1: Introduction: Your Role in University Teaching and Learning](https://courses.epigeum.com/programme?id=72)

Thinking about teaching | The higher education context | Your training needs

[Strand 2: Planning and Preparing Learning Activities](https://courses.epigeum.com/programme?id=78)

Introduction to key principles | Planning and contextualising | Approaches to active learning | Active learning for online or blended delivery | Developing learning resources

[Strand 3: Teaching and Supporting Learning](https://courses.epigeum.com/programme?id=79)

Engaging and motivating learners | Group work that works | Laboratory and practical settings | Environments outside of the university

[Strand 4: Assessment and Feedback](https://courses.epigeum.com/programme?id=80)

Assessment for learning | Feedback | Marking and grading

[Strand 5: Addressing Barriers to Student Success](https://courses.epigeum.com/programme?id=81)

Including all students | Supporting students’ wellbeing | Looking after yourself and looking out for others

[Strand 6: Reviewing your Teaching](https://courses.epigeum.com/programme?id=82)

Evaluating your teaching | Rethinking and redesigning | Milestones and pathways for professional development

[Teaching Online](https://courses.epigeum.com/programme?id=31)

Introduction to Teaching Online | Mastering Online Pedagogy | Designing and Developing your Online Course | Being a Successful Online Teacher | Using Technology Tools for Teaching Online | Studying Online – A Guide for Students

### The Brilliant Club

The Brilliant Club is an award-winning university access charity that works with schools and universities across the UK. It exists to increase the number of pupils from under-represented backgrounds progressing to highly selective universities. They do this by mobilising the PhD community to share its academic expertise with state schools. The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by university trips. Visit [The Brilliant Club Scholars Programme page](https://thebrilliantclub.org/the-scholars-programme/for-researchers/the-opportunity/) for further information.

## Wellbeing

### PGR Peer Mentoring

The Sheffield Hallam PGR Peer Mentoring initiative was established in response to findings from a 2019 research study on PGR wellbeing undertaken by the Sheffield Hallam Students’ Union. One key finding that was highlighted related to PGR student isolation and a lack of PGR peer mentoring provision within the university at that time. We piloted a scheme in March 2021 which will be evaluated and re-launched this academic year. [Visit the PGR Peer Mentoring site for information](https://sites.google.com/my.shu.ac.uk/shu-pgr-peer-mentoring/) and look out for the invitation to become and mentor and/or mentee in the coming months.

### Tackling harassment: promoting cultural change in HE (Epigeum course)

Taking a holistic approach, this programme combines evidence-based best practices with expert learning design to raise awareness, counteract barriers to reporting and intervention, and promote positive cultural change throughout the whole university community.

Topics covered: Being an active bystander.

### The Wellbeing Thesis

An online resource for postgraduate research students to support your wellbeing, learning and research. Topics covered: Why you are engaging in PGR studies; Foundations for success; Postgraduate Research myths debunked; Taking control to make this work for you; Using the resources available; Making the research process work for you; Managing adversity; Planning for the world after.

<https://thewellbeingthesis.org.uk/>

## Writing and publishing

### WriteFest

November is Academic Writing Month, an academic write-a-thon that happens every year, inspired by NaNoWriMo (National Novel Writing Month) but catering to the specific needs of academic writers. We will be joining the University of Sheffield WriteFest (#AcWriFest21) initiative, by bringing together people from across the university to recognise and celebrate writing.

During WriteFest we will be running Shut Up and Write! sessions to provide you with space and time to write, along with a selection of workshops and resources to support your writing. Information will be updated on the [Doctoral School blog WriteFest page](https://blogs.shu.ac.uk/doctoralschool/training-and-development-2/writefest/).

### Publishing and profile (Taylor & Francis Group learning programmes)

A 12-week learning programme to help you discover how your research can change the world. When you sign up to one of our learning programmes, you'll receive one chapter by email each week. Each chapter covers a key aspect of publishing your research, from choosing the right keywords to mastering the peer review process, to boosting your personal profile after publication. By the end of the 12 weeks you'll have an indispensable guide that you can refer back to, helping you to boost the impact of your published work and supercharge your research career.

Topics covered: The complete guide to getting your research published and establishing your research profile. The go-to guide for managing mid-career challenges, boosting the impact of your published work, and enhancing your research profile.

<https://www.howresearchers.com/learning-programs/>

### Reading, Writing and Editing sessions from the Skills Centre

You can access recorded presentations from the Skills Centre using your Blackboard login credentials <http://bit.ly/recorded-sessions>

Reading and Synthesis for your Doctorate

* Approaching reading at doctoral level. Reading for a purpose; Reading as map drawing
* Tips for ‘reading the reading’. Making a productive start; Maintaining motivation
* Turning reading into writing: Developing a synthesis system. Perspectives, Evidence, Position (PEP) – a foundation for synthesis; Three voices approach.

Critical Writing for your Doctorate

* Defining ‘critical thinking’
* Being critical vs being descriptive
* Using the ‘Three Voices’ technique as a *foundation* for critical writing
* Using criticality to perform different function
* Using multiple approaches to criticality
* Following a cumulative, argument narrative

Doctoral Editing Techniques

* What does editing involve?
* The ‘Three Levels’ approach (whole thesis, chapter, paragraph)
* Editing techniques (sticky note shuffle, mindmapping, snip and shuffle, existential paragraphs)
* Establishing narrative coherence
1. \* Each month we will publish a new version of this programme as further sessions are confirmed. Look out for updates via the Friday email from the RESEARCH DEGREES blackboard site and check the Doctoral School blog events calendar for new sessions. [↑](#footnote-ref-2)
2. Instructions on how to create an Epigeum account are on the SHaRD site <https://blogs.shu.ac.uk/shard/resources/epigeum-online-training/how-to-create-an-epigeum-account/> [↑](#footnote-ref-3)