

DOCTORAL TRANSFERABLE SKILLS PROGRAMME (2018-19)

We look forward to welcoming you at the start of your research degree at LSHTM.

LSHTM is piloting a new Doctoral Transferable Skills Programme (D-TSP) for research degree students entering their first year. If you are starting your research degree in September 2018, January 2019 or May 2019, we invite you to read on.

What is the Doctoral Transferable Skills Programme?

The D-TSP includes three blocks of short professional development courses designed to enhance your research and transferable skills. Taking these courses will help you acquire abilities listed in [Vitae's Researcher Development Framework](#). This framework is endorsed by UK Research Councils and valued by employers.

What will I need to do?

The D-TSP is divided in three blocks of 1-2 weeks each. We ask you to take one D-TSP block per year if you are studying full-time, and one block every two years if you are studying part-time. For example, if you are studying full-time, we ask you to take block 1 in year 1, block 2 in year 2 and block 3 in year 3.

When will it run?

Teaching for block 1 will run from the 28th January until the 15th February 2019 at LSHTM, as described below. The same block 1 courses will run again in May 2019. Two courses ('Research Degree Record System' and 'Introduction to teaching for research degree students' are delivered online, and you do not need to be physically present at the School for those.

In addition to enhancing your skills, the D-TSP is also intended to allow you to spend time with other students in your year, and to familiarise yourself with the School's academic environment.

	BLOCK 1	Date and Time	
1	Research Information Skills 1 and 2	Part 1: Monday 28 th January	12.30 pm – 1.30 pm
		Part 2: Monday 4 th February	12.30 pm – 3.30 pm
2	Managing your Research Degree Project	Tuesday 29 th January	12.30 pm – 3.30 pm
3	Using Conceptual Frameworks for Research	Wednesday 30 th January	11.00 am – 12.30 pm
4	Ethics and Good Research Practice for RD Students	Wednesday 30 th January	1.00 pm – 2.30 pm
5	Improving your Assertiveness	Thursday 31 st January	9.30 am – 12.30 pm
6	Complete Mendeley 1&2	Thursday 31 st January	1.30 pm – 3.30 pm
7	Introduction to Teaching for RD Students	Monday 11 th – Friday 15 th February	Online: Moodle*
8	Research Degrees Record System (RDR)	Available Online	Online: SharePoint*

* You do not need to be physically present at the School for these courses.

Please note by clicking on the title in the table above you will be taken to the Transferable Skills Programme booking system – please follow the on-screen instructions to complete your booking.

Please note:

- Research Information Skills 1 and 2 – You must attend both parts.
- The Endnote workshop has been replaced with Mendeley in the Jan 2019 block; you will be able to attend an Endnote session in the May 2019 block.
- Introduction to Teaching for Research Degree Students will run online via the Schools VLE – Moodle, joining instructions will be sent to those registered closer to the time.
- For the Research Degrees Record System (RDR) session, you will be taken directly to the online video/pdf resource.

Frequently Asked Questions and course descriptions are enclosed below.

FREQUENTLY ASKED QUESTIONS

1. I am based overseas and cannot stay in London for the D-TSP. What should I do?

If you cannot attend a D-TSP block in a particular term, we encourage you to attend the block in one of the subsequent two terms. The same rule applies if you are unable to book a place on to your required workshop. For example, if you cannot attend block 1 in January 2019, we encourage you to attend it in May 2019. D-TSP courses are essential to your studies, so we recommend you take them as you start each year to maximise relevance to your ongoing activities.

2. I have already done training that covers the content of some courses in the D-TSP. Do I still need to attend?

We encourage you to look at the course descriptors below and discuss your training needs with your supervisory team. If you and your supervisors think that your existing training is sufficient, please write to the Head of the Doctoral College (Audrey.prost@lshtm.ac.uk), copying your Faculty Research Degree Manager and first supervisor, explaining how your existing training covers the skills imparted in the D-TSP. Bear in mind that although training you may have received elsewhere (e.g. through an undergraduate or Masters' degree) may cover elements of the D-TSP, D-TSP content will cover processes specific to the School and may therefore still be new and useful to you.

3. I am on the DrPH programme. Should I attend the D-TSP?

We encourage you to attend the D-TSP courses that do not clash with your taught modules.

4. I am on a doctoral training partnership programme. Should I attend the D-TSP?

Many MRC and ESRC doctoral training partnerships have programmes similar to the D-TSP. You will have been given information about these training opportunities when joining. You do *not* need to attend the D-TSP if you are in such a doctoral training partnership.

5. Will you monitor attendance at the D-TSP?

Yes, we will monitor attendance to the D-TSP and you will be asked to discuss your attendance as part of meetings with your supervisory team and Departmental Research Degree Coordinator.

6. How do I book myself on to D-TSP workshops?

Once the above workshops have been confirmed, they will be available to book via the [Transferable Skills Programme online booking form](#) – you can also find other workshops you may wish to attend. Termly emails promoting all workshops will be sent via the Transferable Skills email address – Transferableskills@lshtm.ac.uk

7. I have further questions or comments. Who do I contact?

Please contact your Faculty Research Degree Managers and the Head of the Doctoral College in the first instance.

Our emails are:

EPH: Jenny.fleming@lshtm.ac.uk

PHP: Joanna.bending@lshtm.ac.uk

ITD: Helen.white@lshtm.ac.uk

Head of Doctoral College: Audrey.prost@lshtm.ac.uk

COURSE DESCRIPTORS FOR BLOCK 1

1. RESEARCH INFORMATION SKILLS [1 AND 2]

AIM

These sessions aim to provide attendees with the information skills required to carry out their research. By the end of the two sessions, attendees will be able to complete a systematic search of the relevant literature, transfer their search across multiple sources and understand how to obtain full-text copies of the literature required. They will be introduced to the skills required to manage their information, open access publishing and research data management. We will also address how to set up alerting systems to stay up to date with relevant literature as it is published. Presentation, computer-based workshop with group and individual work. Handouts and exercises will be provided in the session. There is a homework task to be completed between the two sessions.

CONTENT

Part 1: the six steps to an effective literature search

1. Defining your search topic
2. Choosing the resources to search
3. Choosing your search terms
4. Compiling your search strategy and running your search
5. Finding the full text
6. Managing your information

Individual exercise to be completed in your own time prior to the second class.

Part 2: managing your systematic searching information

- Editing and refining searches
- Searching across multiple resources
- Alternative search options, including citation searching
- Saving searches and keeping up to date
- Finding items not available at LSHTM
- Keeping accurate records of searches
- Research data management and open access publishing

2. MANAGING YOUR RESEARCH DEGREE PROJECT

AIM

To introduce you to key principles of project management that will help you complete your research project within the agreed timelines and available resources.

CONTENT

Planning your research programme is key to success in your career as a researcher. For most doctoral students or junior researchers, delivering work to deadlines and within allocated resources is challenging.

This course will explore the research project cycle and examine the nature of project management from the perspective of academic research. The course will also examine some of the key elements of financial management and institutional processes and procedures, as well as risk assessment and time and resources management.

Participants will:

- Understand the research project lifecycle
- Explore project management tools and techniques.
- Understand financial management and requirements and explore institutions processes and procedure.
- Gain guidance on time management relevant to managing a research project
- Develop the ability to produce an overall strategy to manage effectively a research project

3. USING CONCEPTUAL FRAMEWORKS FOR RESEARCH

AIM

This workshop will introduce students to the use of conceptual frameworks in research. Students will gain an understanding of the importance of conceptual frameworks to research in general, and begin to consider application in their own research.

A conceptual framework is the fundamental theoretical 'map' that guides a research project, provides conceptual coherency to research questions and objectives, and offers a structure for the methodological steps of a study. A conceptual framework is based on the research aim and objectives, research questions or hypotheses. It can be developed as an illustration, table or thematic guide, but ultimately, it must demonstrate how the research hypothesises the identification and/or associations between the issues/factors (e.g., variables) that will be investigated. The conceptual framework guides, for example, the development of study instruments, data analysis plan and interpretation of the findings.

The session will include: 1) interactive lecture; 2) practical group work; and 3) brief feedback and discussion.

CONTENT

By the end of the session, you will be able to:

- Describe uses for a conceptual framework for research;
- Identify various approaches to developing a conceptual framework;
- Consider options for conceptual frameworks for their research or another topic of interest

4. ETHICS AND GOOD RESEARCH PRACTICE FOR RESEARCH DEGREE STUDENTS

AIM

The session will be a mixture of presentations, discussion and case studies. Attendees will have the opportunity to review and comment on issues and discuss scenarios that may arise on their research projects. Topics to be covered include:

- Applications, approvals, committees
- Good Research Practice
- Practical elements of research integrity
- Confidentiality and data protection practicalities
- Informed consent
- Essential documents and data management basics

CONTENT

By the end of the session, you will be able to:

- Understand when various approvals need to be obtained, including ethics approvals
- Discuss practical elements to ensure good research practice
- Discuss and decide methods for protection data, and managing data, including anonymization of data
- Manage documents required during the course of the project, and after the project ends

5. IMPROVING YOUR ASSERTIVENESS

AIM

To help participants identify situations where they want to be more assertive and develop some skills and techniques to be able to. After the course participants should be able to:

1. Identify the basic behaviour type's people adopt
2. Define and describe assertive behaviour and the benefits of working using this style
3. Understand some assertive techniques and apply these to their work situations

By the end of the session, you will be able to:

- Identify the four basic behavioural styles: passive; aggressive; manipulative; assertive
- Discuss why people choose these behaviours
- Understanding assertive behaviours and the benefits it can bring both parties
- Identify situations where you need to be more assertive
- Think about how to develop emotional Intelligence
- Explore personal barriers preventing you from being more assertive
- Know key techniques to behave and communicate assertively

6. COMPLETE MENDELEY – 1 and 2

AIM/CONTENT

To guide students on how they can use Mendeley for reference management (Level 1), as a PDF annotation tool and for creating collaborative study groups (Level 2).

By the end of the session, you will be able to:

- Accessing Mendeley through web and desktop versions
- Adding references manually
- Adding PDF
- Deleting references
- The Watched Folder
- Creating Folder
- Creating Groups and collaborating in study groups
- Editing style
- Removing field codes

7. INTRODUCTION TO TEACHING AND LEARNING FOR RESEARCH DEGREE STUDENTS

Mode of study: Online (Moodle)

Notional learning hours: 4-6 hours

Time commitment

This module is designed as an online study module so the 4-6 hours can be undertaken when it is convenient for you once the course has begun. However, while distance education gives you the flexibility to structure your learning around other existing commitments, active participation is required in order to build an effective community of practice.

AIM

This online study module provides participants with an overview of the basic principles of teaching and learning in the context of LSHTM, focusing particularly on small group teaching. We will consider how best to plan for learning, how to manage the learning environment including computer practicals and how to mark assignments and give constructive feedback. Participants will be required to complete a range of short tasks to demonstrate their understanding which they will receive personalised feedback on.

CONTENT

By the end of this online study module, actively engaged participants will be able to:

- Select and evaluate appropriate methods for teaching in their own context
- Identify considerations when managing a range of classroom situations
- Use marking criteria and provide constructive feedback to maximise student learning potential

8. THE RESEARCH DEGREE RECORDS SYSTEM

Mode of study: Online (SharePoint)

Duration: 5.40 minutes

AIM

The Research Degree Record (RDR) is an online tracking and monitoring tool allowing students and their supervisors to record progress on line. It provides a single record of each students' progress and a go to place for all their relevant milestones and information about their course. Supervision meetings are recorded as well as deadlines and key progression points.

CONTENT

By the end of this video, you will be able to:

- Understand the function of RDR
- Know how to log in
- Understand the home screen
- Record and submit supervision meetings
- Record and submit progress monitoring meetings
- View your deadlines
- Request modifications to your supervisory team
- Know where to get help if required