The D-TSP includes many 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.

All new PhD students are expected to attend the Block 1 courses at the beginning of their first year. Block 1 courses run every term. Other courses are offered throughout the year, often more than once. You don’t have to take them all in your first year: choose when they make sense for you. Most of the D-TSP courses will take place on Wednesday afternoons, preferably in a 14:00 – 17:00 slot – although this will depend on trainer and room availability.

The course on 'Introduction to teaching for research degree students' is delivered online, and you do not need to be physically present at the School for this.

In addition to enhancing your skills, the D-TSP Block 1 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.

Course descriptions for Block 1 are below. You will need to book your place on the courses, as below:

<table>
<thead>
<tr>
<th>BLOCK 1 - mandatory</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Literature Searching Skills 1 and 2</td>
<td>Wed 29 January 2020 Wed 05 February 2020 14:00 – 17:00</td>
</tr>
<tr>
<td>2 Introduction to Teaching for RD Students*</td>
<td>Wed 5 February to Wed 12 February 2020 Online: Moodle*</td>
</tr>
<tr>
<td>3 Complete Mendeley</td>
<td>Wed 12 February 2020 14:00 – 16:00</td>
</tr>
<tr>
<td>4 Using Conceptual Frameworks for Research (students with lab based projects can choose not to attend this training)</td>
<td>Wed 19 February 2020 14:00 – 15:30</td>
</tr>
<tr>
<td>5 Project Management (attendance on this session is optional)</td>
<td>Wed 26 February 2020 14:00 – 17:00</td>
</tr>
<tr>
<td>6 Ethics and Good Research Practice for Research Degree Students* (online)</td>
<td>Wed 4 March 2020 14:00 – 15:30</td>
</tr>
<tr>
<td>7 Improving your Assertiveness</td>
<td>Wed 11 March 2020 14:00 – 17:00</td>
</tr>
<tr>
<td>8 Introduction to Endnote</td>
<td>Wed 18 March 2020 14:00 – 17:00</td>
</tr>
</tbody>
</table>

* 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:

- Literature searching Skills 1 and 2 – You must attend both parts.
- 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. Compulsory for anyone planning to teach at LSHTM.
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 courses in a particular term, we encourage you to attend the courses in one of the subsequent terms. The same rule applies if you are unable to book a place on to your required workshop. 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 (Judith.Glynn@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 DTSP. 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 and attending similar courses elsewhere.

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 links in the grid above or through the booking system.

To view all ‘open’ Transferable skills courses please visit the Transferable Skills Programme online booking form. Termly emails promoting all workshops will be sent via the Transferable Skills email address (Transferableskills@lshtm.ac.uk).

In addition, Doctoral Students can also access an external resource, the Bloomsbury Postgraduate Skills Network programme (BPSN), further details can be found here.

See Research Degree Handbook and Doctoral College webpages for details of all training courses available

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:

EPH: Jenny.Fleming@lshtm.ac.uk
PHP: Joanna.Bending@lshtm.ac.uk
ITD: Helen.White@lshtm.ac.uk
Head of Doctoral College: Judith.Glynn@lshtm.ac.uk
COURSE DESCRIPTORS FOR BLOCK 1

LITERATURE SEARCHING 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 fulltext 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.

CONTENT

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.

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

INTRODUCTION TO ENDNOTE

AIM

No previous knowledge of EndNote is required, though a basic understanding of citation styles and familiarity with online database searching in health and related disciplines is assumed.

CONTENT

• Add and import references to EndNote using a variety of methods
• Find and attach full text, sort, search and group references
• Create back-ups of your file, add references to a Word document
• Change and modify bibliographic styles.

COMPLETE MENDELEY 1&2

AIM

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).

CONTENT

• Accessing Mendeley through web and desktop versions
• Adding references manually
• Adding PDF
ETHICS AND GOOD RESEARCH PRACTICE FOR RESEARCH DEGREE STUDENTS

AIM

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

CONTENT

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

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
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

PROJECT MANAGEMENT

AIM

Using time effectively is essential in a busy environment. It doesn’t only allow us to do more, but it improves the quality of our work. This interactive course will focus on how you can use and adapt key principles of project and time management to help you progress and complete your doctoral research project within the agreed timelines and available resources.

CONTENT

By the end of the session participants will:
- Understand the doctoral research project lifecycle
- Explore the benefits of Time Management (including for those working part-time)
- Be introduced to the key elements of Project Management tools and techniques
- Develop the ability to produce an overall strategy to manage your research project effectively

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.

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