

## DOCTORAL TRANSFERABLE SKILLS PROGRAMME (Term 1: Sept 2021)

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 courses will be delivered online for term one and further information will be sent out for the remainder of academic year 2021/22.

All new PhD students are expected to attend the "Block 1" courses at the beginning of their first year. DrPH students are encouraged to attend when they can. Students can also attend them later - 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 online as a live webinar on Wednesday afternoons, preferably in a 2:00 – 5:00 pm slot – although this will depend on trainer. Descriptions of all the Doctoral Transferable Skills courses are available on the [Doctoral Transferable Skills Moodle page](#). Details of all available skills training and courses is available on the [Doctoral College website](#).

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.

**Please note: Due to high student numbers in term one we have included additional training dates in a separate table to help students complete the advised sessions in their first term.**

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

|    | BLOCK 1   | Date                       | Time                     |
|----|---|----------------------------|--------------------------|
| 1  | <a href="#">Introduction to Endnote</a>   | 05 Oct 2021                | 10.00 – 13.00            |
| 2  | <a href="#">Literature Searching Skills 1 and 2</a>   | 06 Oct 2021<br>13 Oct 2021 | 13.30 – 17.00            |
| 3  | <a href="#">How to be assertive without damaging your working relationships</a>   | 12 Oct 2021                | 10.00 – 11.30            |
| 4  | <a href="#">Using Conceptual Frameworks for Research</a><br>(students with lab-based projects can choose not to attend this training) | 19 Oct 2021                | 15.30 – 17.00            |
| 5  | <a href="#">Complete Mendeley</a>   | 20 Oct 2021                | 14.00 – 16.30            |
| 6  | <a href="#">Getting the right things done: take control of your task management</a>   | 27 Oct 2021                | 14.00 – 15.30            |
| 7  | <a href="#">Introduction to Teaching for RD Students</a><br>(Compulsory for anyone planning to teach at LSHTM)                        | 15 Nov 2021                | One-week via Moodle      |
| 8  | <a href="#">Research Ethics Training</a>  | Online course              | Self-study: Open courses |
| 9  | <a href="#">Equality and Diversity Essentials</a>   | Online package             | Self-study: Moodle       |
| 10 | <a href="#">Challenging Unconscious Bias</a>  | Online package             | Self-study: Moodle       |

By clicking on the titles in the table above you will be taken to the Doctoral Transferable Skills Programme booking system – follow the on-screen instructions to complete your booking. Rows 8 to 10 – these links will take you to the relevant e-learning package platform.

- 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.
- E&D Essentials and Challenging Unconscious Bias – can be found under the professional skills development tile of the Doctoral Transferable skills Moodle page.

## Additional Block 1 sessions below:

|   | BLOCK 1 - mandatory (additional sessions)   | Date                       | Time          |
|---|---|----------------------------|---------------|
| 1 | <a href="#">Literature Searching Skills 1 and 2</a>   | 08 Nov 2021<br>10 Nov 2021 | 09.30 – 13.00 |
| 2 | <a href="#">Using Conceptual Frameworks for Research</a><br>(students with lab-based projects can choose not to attend this training) | 10 Nov 2021                | 15.30 – 17.00 |
| 3 | <a href="#">Introduction to Endnote</a>   | 17 Nov 2021                | 14.00 – 17.00 |
| 4 | <a href="#">Getting the right things done: take control of your task management</a>   | 23 Nov 2021                | 10.00 – 11.30 |
| 5 | <a href="#">How to be assertive without damaging your working relationships</a>   | 24 Nov 2021                | 14.00 – 15.30 |
| 6 | <a href="#">Complete Mendeley</a>   | 01 Dec 2021                | 10.00 – 12.30 |

## FREQUENTLY ASKED QUESTIONS

### 1. I cannot attend a D-TSP course. 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 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 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](mailto:Transferableskills@lshtm.ac.uk)).

In addition, Doctoral Students can also access

- The [Doctoral Transferable Skills](#) Moodle page, with resources from the majority of DTSP workshops.
- 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 further resources.

## 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](mailto:Jenny.Fleming@lshtm.ac.uk)

PHP: [Joanna.Bending@lshtm.ac.uk](mailto:Joanna.Bending@lshtm.ac.uk)

ITD: [Helen.White@lshtm.ac.uk](mailto:Helen.White@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 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.

#### 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 AND 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
- Deleting references
- The Watched Folder
- Creating Folder
- Creating Groups and collaborating in study groups
- Editing style
- Removing field codes

## HOW TO BE ASSERTIVE WITHOUT DAMAGING YOUR WORKING RELATIONSHIPS

### AIM

This session will help you to understand what high-quality assertiveness looks like, the impact of your default approach and strategies to help improve outcomes in challenging situations. There will be a fundamental focus on how to do this without harming your working relationships.

### CONTENT

1. We will look at different types of reactions and their impact on challenging situations.
2. We will look at the importance of self-esteem in assertiveness. How developing a sense of your own values and strengths increases the likelihood of assertive responses, and minimises the chance of conflict.
3. The importance of boundaries, knowing when an assertive response is needed.
4. We will look at some basics of technique and practice a specific technique for feedback or redirecting less than ideal behaviour. Giving a usable structure that will help you focus on how you communicate in these situations, showing care for yourself and for the other person.
5. Advice on reducing the risk of conflict.
6. A quick look at what we can learn from the most popular negotiation model to help you get more of what you want without damaging working relationships.

This will be an interactive session. Please be prepared to share thoughts, opinions, scenarios and possibly engage with voice to explore the different areas and techniques.

## 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

## 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.

### CONTENT

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

## GETTING THE RIGHT THINGS DONE: TAKE CONTROL OF YOUR TASK MANAGEMENT

### AIM

- Enhance your understanding of how you approach time management
- Evaluate a number of time management strategies to find what will be most effective for you
- Increase your focus and valuable outcomes through understanding what your priorities are and which need your time the most.

The focus will be on giving your foundational understanding and techniques that will allow you to build upon with approaches that suit you best.

### CONTENT

1. A look at what makes managing your time difficult and what the scope of your control is.
2. Review how you can evaluate your current use of your time and understanding your patterns.
3. Reflect on what you are working towards (short, medium and long term) and the value of those outcomes. Increasing your chances of making high quality choices.
4. Managing tasks in a systemised way.
5. Prioritisation. Looking at the urgent/important approach and some newer ideas and evolutions.
6. Share the 'Getting Things Done' methodology which is the foundation of a lot of the approaches that dominate current time management advice.
7. If we have enough time, sharing things that work for you with other attendees.

This will be an interactive session. Please be prepared to share thoughts, opinions, scenarios and possibly engage with voice. In particular, it would be useful to have your preferred note-taking method to hand to allow us to experiment with a couple of ideas that will be shared in the session.

## RESEARCH ETHICS TRAINING

The LSHTM 'Research Ethics' training course is accessible to all staff and students based in the UK or overseas. The training is aimed at Researchers and Students conducting research involving humans, their tissue, or their data at LSHTM. It would also be useful and of interest to anyone who wishes to learn more about research ethics. The course objectives are to becoming familiar with key ethical guidelines, to understand key ethical principles and how they can be applied to support ethical research, to become familiar with the role and responsibilities of research ethics committee, to identify vulnerability in the context of a research project, and to describe privacy and confidentiality in the context of a research project.

### **Why do we provide research ethics training to our staff?**

Research is vital for improving health and health equity worldwide and all research involving human participants must be conducted to the highest ethical standards, respecting the rights and ensuring the safety of research participants

The certificate obtained upon completion of the training can be uploaded to the projects ethics application before submission to the ethics committee as evidence that the applicants have undergone research ethics training.

### **How can I access the course?**

If you don't already have a log in, you will need to create one. Select Open Access Courses and the Research Ethics course is listed. It should take approximately 3-4 hours to complete with a short assessment at the end. If you require any further information regarding the course, please email [Ethics@lshtm.ac.uk](mailto:Ethics@lshtm.ac.uk).

## EQUALITY AND DIVERSITY ESSENTIALS – ONLINE PACKAGE

### **AIM**

Introduces the concepts of equality, diversity and inclusion, and provides an overview of the main legislation and its practical implications. Enables everyone to play a positive role by exploring how to break down barriers to equality and diversity - including unconscious bias and stereotypes - and challenge unacceptable behaviour effectively.

## CHALLENGING UNCONSCIOUS BIAS – ONLINE PACKAGE

### **AIM**

The reality is that all of us can – and probably do – harbour unconscious biases that can all too easily cause discrimination and inequality. By preparing yourself you can help prevent this from happening. Featuring innovative discovery learning interactions and scenarios, the course enables your staff to recognise and overcome their biases, and provides them with a practical, non-confrontational framework for challenging biased thinking and decisions effectively.