

Mass training workshop on supplementary skills for researchers (27 May – 14 June 2019)

Training Programme Week overview

Timings	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:30	Introduction into the project and the trainers Expectations, outcomes for the week and the learning journey The Vitae Researcher Development Framework	Writing and Publishing in high quality journals (II)	Three Minutes Thesis (3MT) presentations – individual presentations	Bidding and winning: grant proposal writing: research questions, objectives, pathways to impact and costing projects (II)	Taking charge: Career Development approaches and useful metrics and benchmarks
10:30 – 10:50	COFFEE BREAK (20 minutes)				
10:50 – 12:30	Research metrics and research quality indicators - what they are, how they are useful and how can they benefit your research	Writing and Publishing in high quality journals (III)	Research Impact: what it is and how do we achieve it and measure it? (I)	Project Management and managing people and teams (I)	Action Planning for the future: where next?
12:30 – 14:00	LUNCH (1.5 hours)				
14:00 – 15:30	Research quality - Originality, Significance and Rigour	Communicating with confidence – with peers, industry and lay audiences; What is an excellent presentation?	Research Impact: what it is and how do we achieve it and measure it? (II)	Project Management and managing people and teams (II)	World Café on significant themes from the workshop
15:30 – 15:50	COFFEE BREAK (20 minutes)				
15:50 – 17:00	Writing and Publishing in high quality journals (I)	Working with businesses and successful knowledge transfer	Bidding and winning: grant proposal writing: research questions, objectives, pathways to impact and costing projects (I)	Intellectual Property Rights; why is it important to understand IPR?	Certificate presentation, closing presentations and post workshop survey
Finish time: 17:00					
	Homework 1: Abstract writing and submission preparation for tutor feedback	Homework 2: 3MT preparation			

Workshop Daily Plan

(Find below [slides](#) and [training material links](#))

DAY ONE	
Session title	Description
Introduction into the project and the trainers	<ul style="list-style-type: none"> • Overview of the training team and international experience. • Overview of the participants (from pre evaluation questionnaire). • Group Activity: Participants to introduce themselves to each other. • Overview of the project.
Expectations, outcomes for the week and the learning journey	<ul style="list-style-type: none"> • What the course is covering and how it will be delivered. • The learning journey. • What is expected from the participants and what they can expect from the trainers. • Expected Outcomes from the week. • Individual Activity – participants to write down the personal goals and metrics they will use to measure achievement and class discussion on what attendees would like to go away with from the course.
The Vitae Researcher Development Framework	<ul style="list-style-type: none"> • Overview of the RDF (purpose, domains, sub domains). • The presentation of the programme and link back to topics in course. • Group Activity – study one main Vitae Domain per group (from Vitae cards) and each group describes their domain to other groups.
BREAK	
Research metrics and research quality indicators - what they are, how they are useful and how can they benefit your research	<ul style="list-style-type: none"> • Group Activity on the definition and key traits of an “outstanding researcher” including mid-career profiles and senior researcher profiles and professor level. • The 5 Ps and justification for this set of quality research indicators: Pounds, PhDs, Publications, Public Profile/Impact, and Prestige. • Group metrics (Subject based, Institutional) and national reviews (REF as an example) • International standards, career development and examples of outstanding profiles. • Tracking participant’s record on the 5 Ps: where are they and where do they aim to be in 5 years? – Individual activity and class discussion. • Other metrics and the importance of understanding the concept of The Citizen Researcher – mentoring and citizenship. • Possible case study from Vietnam.
LUNCH	
Research quality - Originality, Significance and Rigour	<ul style="list-style-type: none"> • Definitions of O,S,R as quality indicators. • Why do we need research quality indicators? • Recognizing O,S,R in your work and that of others • Peering and reviewing; learning from examples, leading by example. • Validation frameworks – REF *** system – definitions and examples • Group activity and class report; peer review papers, rating the quality of papers and discussing findings with the class (volunteer approach).

<u>BREAK</u>	
Writing and Publishing in high quality journals (I)	<ul style="list-style-type: none"> • Why write well? • Sentence level skills including: <ul style="list-style-type: none"> - reduce clutter - throat clearing - qualifiers / hyperbole - match number of subject and verb - (Exercise on this) - use strong verbs - avoid passive voice - (exercise on these) • Paragraphs: <ul style="list-style-type: none"> - topic sentences - paragraph length - exercise on identifying break - reading back to spot flaws • Structure: <ul style="list-style-type: none"> - clarify role - avoid repetition - IMRAD and CONVO - reverse outlining
<u>DAY TWO</u>	
Session title	Topic description
Writing and Publishing in high quality journals (II)	<ul style="list-style-type: none"> • What do you believe? (Provocative questions). • How to write an abstract. • Exercise: write an abstract. • Seven simple suggestions videos.
<u>BREAK</u>	
Writing and Publishing in high quality journals (III)	<ul style="list-style-type: none"> • Maths, plots, diagrams • Reviewing • Proofreading • Exercise on proofreading someone's abstract
<u>LUNCH</u>	
Communicating with confidence – with peers, industry and lay audiences; What is an excellent presentation?	<ul style="list-style-type: none"> • Seminar and Group activity on presentation skills
<u>BREAK</u>	
Working with businesses and successful knowledge transfer	<ul style="list-style-type: none"> • Group activity defining knowledge transfer. • Group activity examining the benefits, challenges, pitfalls and opportunities of researchers collaborating with businesses – from both the business and researcher perspective.

	<ul style="list-style-type: none"> • Presentation on knowledge transfer benefits. • Group activity discussing specific knowledge transfer activities. • Presentation outlining main knowledge transfer activities. • Case study video (by Professor Mike Blundell, Coventry University) to finish.
<u>DAY THREE</u>	
Session title	Topic description
Three Minutes Thesis (3MT) presentations – individual presentations	<ul style="list-style-type: none"> • Participants present their 3 minutes theses to the class.
<u>BREAK</u>	
Research Impact: what it is and how do we achieve it and measure it? (I)	<ul style="list-style-type: none"> • Presentation: What is research impact? • Individual activity: What activities to achieve impact? • Presentation and group activity: What are the different types and levels of impact? • Group activity and presentation: Why is research impact important • UK context for research – REF/Research Councils • Group activity: Examples of impact in UK – REF case study • Individual activity: Example of impact in Vietnam • Group activity and presentation: Working with others to achieve impact • Presentation: Planning, capturing and measuring impact • Group activity on pitching impact to external people
<u>LUNCH</u>	
Research Impact: what it is and how do we achieve it and measure it? (II)	<ul style="list-style-type: none"> • As above
<u>BREAK</u>	
Bidding and winning: grant proposal writing: research questions, objectives, pathways to impact and costing projects (I)	<ul style="list-style-type: none"> • Understanding Bidding for Grants as a process – why bid, where, what with, what for, who with? • Group Activity on arranging steps in the process with a report back to class. • Writing a grant proposal as part of the bidding process • What do funders want and what do you have to offer? • From Idea to Impact – articulating purpose, goals, RQs, objectives and outcomes; defining Impact as an expected outcome • Individual activity on writing clear research objectives in the context of your next bid writing activity and report to class.
<u>DAY FOUR</u>	
Session title	Topic description

Bidding and winning: grant proposal writing: research questions, objectives, pathways to impact and costing projects (II)	<ul style="list-style-type: none"> • Bid to win - tips, DOs and DON'Ts and lessons from bids reviewing activities. • Costing bids. • Collaborative bidding. • Preparing for delivery. • Exploiting ideas – the notion of Technology Readiness Level and the relationships between TRLs and funders – from fundamental science to impactful science – bids spinning from good ideas. • Individual exercise on ideas/bids – the RQs that matter to you and the impact they would bring (output kept for planning session on Friday).
<u>BREAK</u>	
Project Management and managing people and teams (I)	<ul style="list-style-type: none"> • Part I is principally about managing “things” and managing stakeholders (collaborators, industrial partners). • From grant applications to delivering impactful projects. • Project management principles. • Project planning activity in groups and report to class. Followed by a summing up session. • Identifying risk and risk management.
<u>LUNCH</u>	
Project Management and managing people and teams (II)	<ul style="list-style-type: none"> • Part II is about managing people and working in teams • Group activity on leadership qualities, role modelling and the difference between mentoring, coaching and leading • Building effective teams • Managing conflict • Negotiation skills: intro and activity (volunteers) • Leadership vs management
<u>BREAK</u>	
Intellectual Property Rights; why is it important to understand IPR?	<ul style="list-style-type: none"> • Introductory group activity looking at what counts as Intellectual Property • Group activity identifying the Intellectual Property researchers produce and what legal protections are in place • Group activity exploring the reasons why researchers should protect the Intellectual Property • Group role play to examine Intellectual Property ownership in business-researcher collaborations
<u>DAY FIVE</u>	
Session title	Topic description
Taking charge: Career Development approaches and useful metrics and benchmarks	<ul style="list-style-type: none"> • Research career planning <ul style="list-style-type: none"> - Class discussion - Why do we plan and what should our plans look like? - What are the KPIs for research academics? - Why are mentors important? - Grounding: Rigor, Significance and Originality - Peering and Benchmarking

	<ul style="list-style-type: none"> - Working backwards from Professorship - KPIs for researchers – in detail – publications, pounds, PhDs, prestige and public profile • Focus on YOU – you and your research strategy <ul style="list-style-type: none"> - Presentation followed by individual reflection - Promoting yourself as a researcher - including individual activity on “what do others know about you”. - Collaborators – presentation and individual exercise - “who do you work with and who do you want to work with?” - Skill building and “auditing” yourself as a researcher – individual activity
<u>BREAK</u>	
Action Planning for the future: where next?	<ul style="list-style-type: none"> • Full individual activity session: a series of activities that lead to building a career mind map of oneself and where one wants to be on a 5 year and 10 years timescale. <ul style="list-style-type: none"> - What type of scientist are you? - take home exercise - What are your enablers and disablers? - How does your research strategy and topic fit in your context? - What are your strengths and how do you maximise benefit from them? - What are your weaknesses and how do you overcome the barriers? - How do you know you are on the right path? - Milestones and the next 6 months.
<u>LUNCH</u>	
World Café on significant themes from the workshop	<ul style="list-style-type: none"> • Full Group activity session closing with class discussion. • Based on 4 (or 8) significant questions coming out of the workshop. • Focused on barriers and enablers and cross matched with the workshop sessions that have been instrumental to understand, resolve and overcome barriers to Impact, impactful relationships and achieving scientific goals as measured by international quality metrics. • Starts with explanation of the session purpose and logistics. • Work in groups of 4 – for each question. • View other groups results. • Draw on the session. • Draw on the course (what the trainers took from the course; best moments for each side – trainers and attendees, the workshop in pictures displayed) and close.
<u>BREAK</u>	
Certificate presentation, closing presentations and post workshop survey	<ul style="list-style-type: none"> • Commentary on slides regarding session content and some guidelines.

Slides

- [Day One](#)
- [Day Two](#)
- [Day Three](#)
- [Day Four](#)
- [Day Five](#)

Training material links

- [1. D1 S1 RDF overview](#)
- [2. D1 S2 Professor profile](#)
- [3. D1 S2 MCR profile](#)
- [4. D1 S3 Example journal article 1](#)
- [5. D1 S3 Example journal article 2](#)
- [6. D1 S3 Example journal article 3](#)
- [7. D1 S3 Example journal article 4](#)
- [8. D2 S1 Ashbys abstract](#)
- [9. D2 S1 Vietnamese abstracts](#)
- [10. D2 S3 Vietnamese presentation 1](#)
- [11. D2 S3 Vietnamese presentation 2](#)
- [12. D3 S2 Research impact activities](#)
- [13. D3 S2 REF case study](#)
- [14. D3 S2 Impact in Vietnam](#)
- [15. D4 S1 Assigning costs](#)
- [16. D5 S2 Understanding yourself](#)
- [17. D5 S2 Action planning](#)