King's College LONDON

Researcher
Development
Programme
2015-16

Contents

The **Researcher Development Unit** provides high quality, innovative and relevant training and development opportunities for research students and research staff, in line with external requirements, King's strategy and other appropriate initiatives.

The Researcher Development Unit is based in the Graduate School.

The **Graduate School** is a university-wide professional services centre whose prime purpose is to provide support for, and encourage, the best possible postgraduate student experience and to ensure that all students at King's College London fulfil their full potential. It aims to attract the best students in the world and ensure that our postgraduates have a world-class experience while studying for their doctorates or master's degrees.

Welcome

We are delighted to commend the 2015–16 Researcher Development Programme to you.

A POSTGRADUATE RESEARCH DEGREE is a wonderful opportunity to develop skills that will stand you in good stead for the rest of your career. Not only does King's offer you the chance to explore your research interests, but we also offer a wide range of complementary training and development opportunities that will help you to be successful in research, or whatever career you choose to pursue in the long term. The Researcher Development Programme has something for everyone. We provide workshops on everything from preparing for your upgrade and making the most of conferences through to stress management and public speaking. There are face-to-face courses, but also online webinars and e-learning modules. Personalised support is available from a dedicated Careers Consultant and two Writing Fellows. We even have funding for new initiatives, if you think there is something we are missing. I hope you have an inspiring and thoroughly enjoyable time at King's. **Professor Karen O'Brien, Vice-Principal (Education)**

RESEARCH STAFF AT KING'S are a vital part of the academic community. We are committed to supporting you as you help us fulfil our mission to advance knowledge, learning and understanding in the service of society. You make major contributions to our research and academic endeavours, whether undertaking, writing up and publishing research or supporting others to undertake research. King's is rightly proud of its recent success in the Research Excellence Framework exercise, moving up from 11th (in 2008) to 6th in the 'power' ranking and from 22nd to 7th in the 'quality' ranking, leading to the largest increase in research funding in cash terms in the UK. This was due, in no small part, to the dedication and energies of our research staff, for which King's is extremely grateful. A recent demonstration of our commitment to research staff is that from 2015–16, we will have two extra posts to support your development. This forms part of ongoing work to implement our action plan to deliver on the principles of the Concordat to Support the Career Development of Researchers. The Researcher Development Programme, and the many activities you will find in this brochure, are also part of that commitment. **Chris Mottershead, Vice-Principal (Research & Innovation)**

WE ALL NEED HELP TO FULFIL OUR POTENTIAL. However brilliant a researcher you are, a really fruitful and enjoyable career will most likely be hampered without the ability to present your ideas clearly, manage your time and motivate yourself. Whatever skills you need help developing, that is where the Researcher Development Programme comes in. I hope this brochure whets your appetite. I really encourage you to seize the opportunities on offer. **Dr Nigel Eady, Head of Researcher Training & Development**

How to use this guide

You are encouraged to take up to 10 days of personal, professional and career development training each year. Postgraduate students have to report on training undertaken every six months as part of the progress monitoring system, but everyone's training needs are different.

Reflect on your skills

We recommend you start by reflecting on your needs. You might find these three tools helpful:

1. Our list of workshop themes
   (see page 15)
2. Researcher Development Framework
   (see page 60)
3. PhD phase model
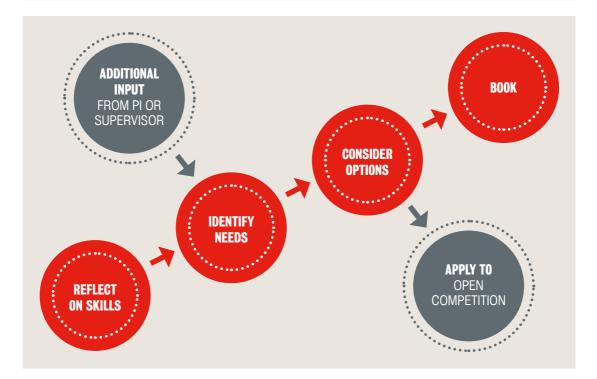   (see **www.kcl.ac.uk/PhDphases**)

Identify your needs

Have a discussion with:

- Either your Principal Investigator/line manager, if you are a member of research staff, perhaps as part of your annual Performance Development Review or appraisal,
- Or your supervisor, if you are undertaking a research degree, to identify areas in which you might benefit from development.

Consider your options

This brochure outlines training available through the RDU as well as other training providers within King's. The most up to date information, and much more, is available on our webpages: **www.kcl.ac.uk/rdp**

If you cannot identify a training opportunity to meet your needs, you may be able to apply to the *Open Competition* for funding. **www.kcl.ac.uk/opencompetition**

ADDITIONAL INPUT FROM PI OR SUPERVISOR

BOOK

CONSIDER OPTIONS

IDENTIFY NEEDS

REFLECT ON SKILLS

APPLY TO OPEN COMPETITION

How to book

How to book

Please book all workshops through our online booking system, Skills Forge, using your King's user name and password. **http://training.kcl.ac.uk** Note that workshops are available to book one term at a time. Where an alternative booking system is in operation, for example, to see our careers consultant, it is clearly indicated.

Why bother?

We design our training to enable you to be a more effective researcher, and to prepare you for whatever career path you end up choosing. What we offer is based on the skills and capabilities that employers from a wide range of sectors, including research, say they are looking for. Many researchers tell us that the discussions they have and the contacts they make, at workshops or through other projects, lead to creative ideas and new collaborations.

When should I undertake training?

It is completely up to you, though PhD students might find our phase model helpful: **www.kcl.ac.uk/PhDphases** We build as much flexibility into our programme as we can. We recognise you are busy and have lots of demands on your time. We run multiple iterations of our most popular courses, and, typically, summer term courses are less heavily booked. An increasing number of courses are now available online so you can access them whenever and wherever you want. Our main advice is – 'Don't leave it until it's too late!'.

Who runs the activities?

The majority of activities in this brochure are delivered by the Researcher Development Unit (RDU). Many are run by members of the RDU, others are funded by the RDU, or delivered closely in collaboration with other groups, in or outside King's. Where activities are entirely organised by another provider, these are indicated with an asterisk*.
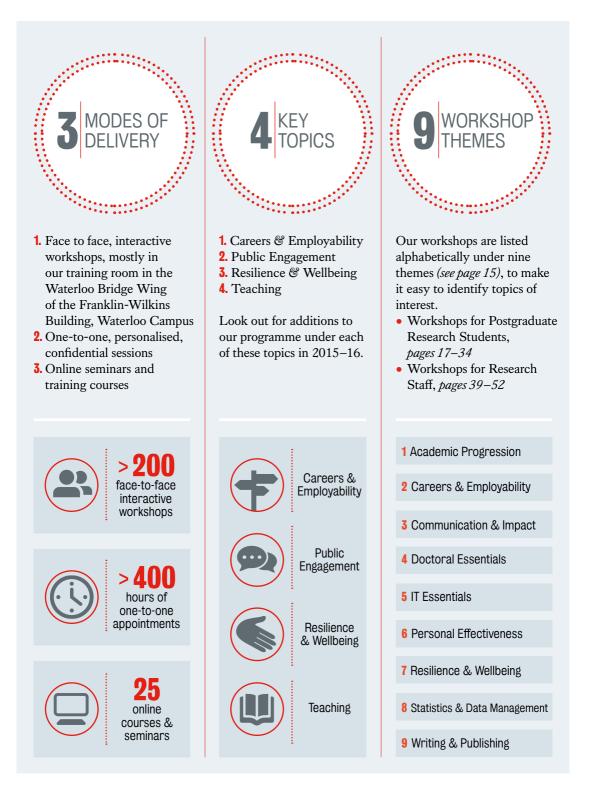
Feedback
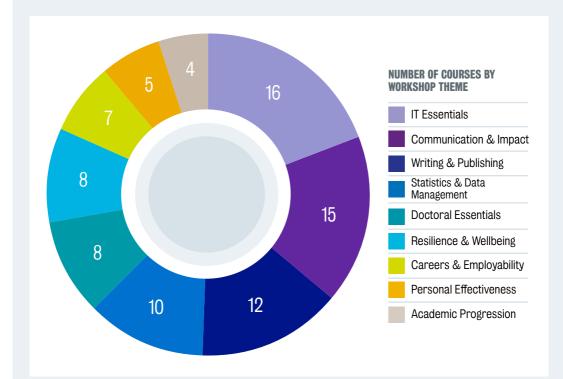
Please let us know how you think we are doing. You can contact us on **researcherdevelopment@kcl.ac.uk**, **020 7848 3931**. We take your views really seriously. We adjust our programme, which operates from September – July each year, based on your feedback, for example, after workshops. Where possible we make changes during the year, e.g. adding extra courses, modifying content. Every two years we invite you to take part in one of two national surveys, the Postgraduate Research Experience Survey (PRES – for PGRs), and the Careers in Research Online Survey (CROS – for research staff). Action plans are then developed, delivered and disseminated via faculty representatives.

PLEASE NOTE: as of September 2015, we have introduced a new 'no show' policy for our workshops, *see page 68*.

Researcher Development Unit
Tel 020 7848 3931
Email researcherdevelopment@kcl.ac.uk

What we offer 2015-16

3 MODES OF DELIVERY

1. Face to face, interactive workshops, mostly in our training room in the Waterloo Bridge Wing of the Franklin-Wilkins Building, Waterloo Campus
2. One-to-one, personalised, confidential sessions
3. Online seminars and training courses

>200 face-to-face interactive workshops

>400 hours of one-to-one appointments

25 online courses & seminars

4 KEY TOPICS

1. Careers & Employability
2. Public Engagement
3. Resilience & Wellbeing
4. Teaching

Look out for additions to our programme under each of these topics in 2015–16.

Careers & Employability

Public Engagement

Resilience & Wellbeing

Teaching

9 WORKSHOP THEMES

Our workshops are listed alphabetically under nine themes *(see page 15)*, to make it easy to identify topics of interest.
- Workshops for Postgraduate Research Students, *pages 17–34*
- Workshops for Research Staff, *pages 39–52*

1 Academic Progression

2 Careers & Employability

3 Communication & Impact

4 Doctoral Essentials

5 IT Essentials

6 Personal Effectiveness

7 Resilience & Wellbeing

8 Statistics & Data Management

9 Writing & Publishing

NUMBER OF COURSES BY WORKSHOP THEME

- IT Essentials
- Communication & Impact
- Writing & Publishing
- Statistics & Data Management
- Doctoral Essentials
- Resilience & Wellbeing
- Careers & Employability
- Personal Effectiveness
- Academic Progression

One-to-one support

We offer **FREE**, confidential, one-to-one advice sessions to all postgraduate research students and research staff.

Think about your career

Careers advice can cover a wide range of issues, from CV writing and career planning to assessing your options. Call **020 7848 7134** to book an appointment with our impartial, professional and experienced careers consultant, Kate Murray. Give an indication of what you wish to discuss and which Campus you would like to visit for your appointment (Strand, Guy's or Denmark Hill).

Improve your writing

We host two Royal Literary Fund Writing Fellows (2015–16: Hilary Davies & Michelle Lovric) who will help you improve and refine your writing skills. They are both professional writers, who can help with a diverse set of writing skills, including:

- thesis organisation and structure
- overcoming writer's block
- fluent academic style
- literature reviews
- research articles & submitting publications
- accurate grammar
- punctuation
- summary skills
- correct use of idiom and register
- job applications

The RLFs offer one-to-one tutorials of between 1 and 1½ hours on Wednesday, Thursday and Friday every week during term time, for researchers from any discipline. Email **Hilary.Davies@kcl.ac.uk** or **Michelle.Lovric@kcl. ac.uk** to arrange an appointment.

Benefit from coaching or mentoring

Coaching is increasingly used by companies and the higher education sector to address the problems and challenges that people face in everyday life. It uses a series of questioning techniques to reframe issues so that the person being coached can identify the best way for them to address the issue. Trained staff in the RDU offer one-to-one coaching sessions to deal with topics such as time and workload management, career direction and personal issues. Our coaches will not address the content or structure of your research as this should be dealt with by your supervisor. Email **kathleen.dorelli@kcl.ac.uk** for further information.

The RDU has a pilot mentoring scheme, which is currently being reviewed before developments are announced. There are a number of other mentoring schemes operating at King's. Further information: **www.kcl.ac.uk/mentoring**

Kate Murray
Careers Consultant
(part-time, 2.5 days per week)
Responsible for careers guidance for postgraduate research students and research staff
Tel 020 7848 7134
Email kate.murray@kcl.ac.uk

Hilary Davies & Michelle Lovric
Royal Literary Fund Writing Fellows
(3 days per week during term time only)
One-to-one writing tuition for research students and research staff
Tel 020 7848 4210
Email hilary.davies@kcl.ac.uk
& michelle.lovric@kcl.ac.uk

Kathleen Dorelli
Coaching & Mentoring
Email kathleen.dorelli@kcl.ac.uk

Hilary Davies, one of the Royal Literary Fund writing fellows, carefully examined a number of the draft chapters of my thesis. She gave extremely helpful and targeted advice on improving my writing. What I've learned will be useful, not only when writing for an academic audience, but also when communicating my research to policymakers and through the media.
Sohail | **History & Political Science** *(PhD student)*

Online learning

As well as face-to-face training, we offer about 20 self-paced, online learning modules through King's virtual learning environment, KEATS (King's E-learning And Teaching Service). *To access our KEATS site, login with your King's username and password, and search for 'Researcher Development Programme'.*
http://keats.kcl.ac.uk

Current courses by theme:

Careers & Employability
Careers and professional skills programme for researchers including the following themes:
- Decision-making
- Opportunity Awareness
- Self-awareness
- Transition Management

Communication & Impact
- Developing Your Online Presence
- Selecting a Conference, Presenting and Networking

Doctoral Essentials
- Planning and Managing Your PhD as a Project
- Preparing for the Upgrade from MPhil to PhD
- Preparing for the Viva
- Starting Your PhD
- Things Every PhD Student Should Know
- Writing Up Your Thesis

Personal Effectiveness
- Managing your Research Supervisor or Principal Investigator
- Organising Your Time
- Project Management in the Research Context

Resilience & Wellbeing
- Stress Management
- The Power of Positive Thinking

I found the session content very useful. The webinar format meant that I could actually have my CV up on the screen at the time and make amendments as the webinar took place. This was a great use of time.
Freya | Social Genetic & Developmental Psychology (staff)

Statistics & Data Management
+ Intellectual Property in the Research Context
+ Research Ethics

Writing & Publishing
+ Getting Published in the Arts
+ Getting Published in the Sciences

Webinars

We run some of our workshops as webinars (web-based seminars). All you need to attend is a computer and an internet connection. Typically the trainer will give a presentation, with opportunities to interact and ask questions. Below is the current list of webinars.
To book and log-on: www.kcl.ac.uk/rdp-webinars

Develop Your Brand: LinkedIn Profile Building and Career Research
Trainer: Kate Murray
LinkedIn is a massive database of people's career journeys. Join this webinar to find out more about how to use it effectively in your career research, how to communicate with interesting contacts, and how to promote your own personal brand.

Improving CVs for Academia and Outside
Trainer: Kate Murray
This webinar will help you understand the basic outline of a CV, whether for academia or elsewhere. Join this webinar to find out more and see further resources to help you with these tricky application documents.

Motivation – Your Tools to Greater Success
Trainer: Ross English
Motivation is essential for attaining goals and has proven to be a key to success. This webinar is designed to help research students understand the importance of motivation during their PhD and identify which factors motivate them. This session will also provide theories and techniques to boost self-

motivation in order for research students to thrive throughout their PhD.

Preparing for Interview
Trainer: Kate Murray
If you have understood the basic principles behind what employers are looking for, you're half-way to being well-prepared for an interview. Join this webinar to develop this understanding and listen to some 'poor' and 'better' sample answers.

More webinars will be added during the year. Contact Craig Dooley with any questions or suggestions.

Craig Dooley
E-learning Development Adviser
Responsible for the development and support of online courses, webinars and all digital learning for the RDU.
Tel 020 7848 3977
Email craig.dooley@kcl.ac.uk

Key topics

Based on your feedback, we are highlighting activities in four particular areas this year. We have identified specific actions to supplement previous activity. The information here is indicative and does not outline everything being done under each topic. We will continue to collate information about support in each area, from across King's, into a series of more detailed webpages: **www.kcl.ac.uk/rdp-topics**

1. Careers & Employability

All the activities of the Researcher Development Programme are designed to provide transferable skills which will equip you to be successful in whichever career sector you choose. However, we also offer a wide range of career-specific activities, many of which are designed and delivered by our Careers Consultant, Kate Murray. We are currently reviewing our provision in this area and are planning to increase support for research staff in particular.

Funding for researcher societies
We are launching a funding scheme for researcher societies in September 2015. In return for planning and running one careers event, we will provide up to £1,000 to each successful researcher society. The funds will need to cover costs for the event but may also be used for other society activities. Our Careers Consultant will provide guidelines for the successful running of these events. Further information: **www.kcl.ac.uk/researcher-societies**

Personalised career support
As well as one-to-one, confidential careers advice *(see page 6)* you might benefit from mentoring by a King's alumnus through King's Connect – the alumni mentoring scheme: **https://alumni.kcl.ac.uk/mentoring**

Training & events
We offer ten careers workshops under our Careers & Employability theme: seven face-to-face and three webinars. They cover everything from CVs and interviews to assessment centres and LinkedIn. Research staff have four additional workshops in our Academic progression theme. They are all designed to help you think through which direction you want to go in next and to be prepared, whether that's further research or not. Our regular Careers Spotlight events comprise short talks from a panel of speakers, followed by a lively Q&A. Each Careers Spotlight focuses on a particular sector, e.g. patent law, science publishing or media.

Careers information
You also have access to a number of other sources of information and inspiration:
- **Graduate School blog** includes case studies of what former King's PhD students did next, as well as careers advice and event updates: **http://blogs.kcl.ac.uk/kclgradschool**
- **KEATS careers & professional skills module** – a structured online tool to think through career options *(see page 8)*.
- **King's Careers & Employability** is based on Level One of the Macadam Building, Strand Campus – use the Careers Library or speak to the information staff there who can point you to useful resources. Join GradClub (**www.gradclub.co.uk**) once you have left King's.

2. Public engagement
Public engagement workshops

We have completely revamped our public engagement training for 2015–16. We are now offering five half-day workshops to enable you to develop your own ideas and receive more focused training in areas of particular interest:

1. Introduction to public engagement
2. Developing your own public engagement activity
3. Using blogs and social media
4. Engaging school children
5. Making headlines – promoting your work to the media

Small grant scheme

We are launching a small grant scheme in September 2015, offering up to £750 to research staff/students for the delivery of a public engagement project or activity. Priority will be given to individuals who have undertaken one of our training workshops. Awardees will attend a follow up workshop to reflect on and discuss their experiences with their peers. Further information: **www.kcl.ac.uk/PE-smallgrants**

3-Minute Thesis competition

We continue to run 3 Minute Thesis, which encourages PhD students to develop the capacity to explain their research effectively in three minutes, in a language appropriate to a non-specialist audience. The winners of the four campus heats compete in the King's final, with the overall King's winner going forward to the national, online semi-finals. Further information: **www.kcl.ac.uk/3MT**

STEM Ambassadors programme

We actively promote the STEM (science, technology, engineering and mathematics) Ambassadors programme. STEM Ambassadors boost their own professional skills, experience and confidence through delivering activities to encourage young people to consider STEM careers and qualifications. STEM Ambassadors run after-school clubs and challenge days; help with projects and lessons; and give careers talks.

Key topics

3. Resilience & Wellbeing

We recognise that undertaking research, as a student or staff member, has its ups and downs. Often mental wellbeing depends on how you manage relationships with other people who play a role in your work (and non-work) life. For most of us, most of the time, such relationships are straightforward. However, if problems arise, and they are not dealt with promptly, the impact on your wellbeing (and your research) can be serious. We continue to work with colleagues across King's to assess the support available to you when problems arise. A working group, chaired by Professor Jon Cooper (IoPPN), has been looking at provision for research students in particular. Whilst high quality support is vital to address problems, we also want to promote active lifestyles and positive mental health to reduce the likelihood of difficulties occurring.

Workshops

We offer eight workshops under our Resilience & Wellbeing theme, of which one is offered as a webinar as well as face-to-face. The workshops cover stress management, assertiveness skills, motivation, conflict resolution and more. We have rewritten our workshops for part-time students and have introduced a new workshop on mindfulness.

Take time out

We recently ran a Take Time Out Day for research students/staff at Honor Oak Park Sports Ground. The aim was to offer time out from research with informal sport and activity provided by King's BeActive programme. The full range of King's support services was represented, including mindfulness and counselling. We will run similar events in the future and will continue to promote social and sporting opportunities like BeActive: **www.kcl.ac.uk/campuslife/sport/beactive**

The Compass

If you are looking for support and do not know where to turn, then contact The Compass, whose advisers will point you in the right direction: **www.kcl.ac.uk/thecompass**, **thecompass@kcl.ac.uk**, **020 7848 7070**, **@KingsCompass**

4. Teaching

If you wish to pursue an academic career, many Faculties/Departments will offer you the option of undertaking some teaching. Teaching opportunities are also available to you through the King's Summer Schools, King's Awards, and via external collaborators such as The Brilliant Club.

Tutorials for school children

The Brilliant Club is an external, not-for-profit organisation specialising in training and supporting doctoral students/research staff to teach in local schools with low rates of participation in higher education. The Brilliant Club offers a limited number of places on an enhanced development programme that equips researchers to deliver university-style tutorials based on their own research. This is a great opportunity to enhance teaching skills for anyone interested in pursuing an academic career. Further information: **www.thebrilliantclub.org**

Delivering workshops

The Train the trainer scheme run by the RDU and nominated for a Times Higher Education award in 2013, trains research staff to deliver training workshops as part of the Researcher Development Programme. Contact **kathleen. dorelli@kcl.ac.uk** for further information.

Teaching qualifications

King's Learning Institute (KLI) provides advice and support for individuals wanting to teach, with the opportunity to train towards a qualification. KLI offers various courses. Further information: **www.kcl.ac.uk/kli**
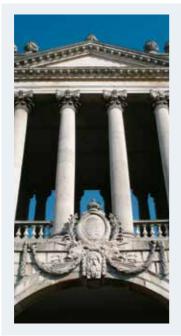
- **Preparing to Teach** is a one-day, practical course aimed at early career researchers (PhD students, Graduate Teaching Assistants, Postdoctoral Researchers and those with some role in supporting student learning) or members of staff with little or no current teaching experience. Covering a range of introductory topics, participants will develop their teaching skills, gaining confidence to support their students' learning.

- **Enhancing Academic Practice** is a 30-credit freestanding module aimed at PhD students or members of staff with some teaching responsibilities who want to study towards a qualification in academic practice. It is studied on a part-time basis for 6 months. The module is mapped against the UK Professional Standards Framework, Standard Descriptor 1 (Associate Fellowship) and upon successful completion participants are eligible for recognition as an Associate Fellow of the Higher Education Academy.

- The **Postgraduate Certificate in Academic Practice in Higher Education** (PGCAPHE) is a compulsory qualification for probationary academic staff, although there are a limited number of places for PhD students or GTAs with higher than average teaching loads. The programme is mapped against the UK Professional Standards Framework, Standard Descriptor 2 (Fellowship) and is comprised of Enhancing Academic Practice and two optional 15-credit modules. Studied on a part-time basis the programme normally takes 2 years to complete but it is possible to complete within 1 year.

The Brilliant Club has been an outstanding place to learn the art of teaching. **Althaf | Law** *(PhD student)*

Our outcomes 2014-15

Researcher Development Programme summary of workshop feedback

92% overall learning experience very good /good

93% pre-course administration very good/ good

90% training relevant to needs

49% improved knowledge/ skills a great deal

Reported benefits

Contacts formed

Collaborations initiated

Ideas birthed

Skills enhanced

Options expanded

Effectiveness improved

Confidence increased

Enthusiasm refreshed

Workshop themes

All our workshops fall under one of nine themes.

1 ACADEMIC PROGRESSION (RESEARCH STAFF)
Many research staff would like to progress to an academic staff role. What do you need, to be able to move onwards and upwards?

2 CAREERS & EMPLOYABILITY
Where next? Whatever direction your future career takes, we have activities to help you weigh up your options and be prepared.

3 COMMUNICATION & IMPACT
Presenting research clearly and engagingly is not easy. We cover everything from posters and policymakers to public engagement.

4 DOCTORAL ESSENTIALS (PGRs)
The process of undertaking a PhD can be daunting. We help demystify it with tips on getting started, preparing for upgrade and navigating the viva.

5 IT ESSENTIALS*
Our courses will help you use software, like Microsoft Word and Powerpoint, to its full potential, as well as referencing tools and databases.

6 PERSONAL EFFECTIVENESS
Why are some people so calm under pressure? We have courses to help you solve problems creatively and manage your time and project(s) well.

7 RESILIENCE & WELLBEING
We have a range of courses to help you cope with the highs and lows that everyone experiences doing research.

8 STATISTICS & DATA MANAGEMENT
Analysing data is central to many research projects. Our courses cover the core techniques commonly required and address data management and responsibility.

9 WRITING & PUBLISHING
Writing clearly and persuasively is a skill. Our writing courses cover literature reviews and research proposals, as well as how to construct an argument.

* courses organised by Library Services

COURSES AT OTHER LONDON INSTITUTIONS As well as internal courses, all King's research students are able to access numerous additional courses run by other London institutions. The eight members of the *Bloomsbury Postgraduate Skills Network* share a selection of places on their internal courses with other members of the network. To view the list of courses and to book: **http://courses.grad.ucl.ac.uk/ bloomsbury** | Members of the *Bloomsbury Postgraduate Skills Network*: University College London, Birkbeck, London School of Economics, London School of Hygiene and Tropical Medicine, School of Advanced Study, School of Oriental and African Studies, Royal Veterinary College

Thank you very much for today's seminar, it felt really relevant, intimate and more interactive than I expected. These events really help me to formulate where I want my future career to go and what can I do now to help it. So thank you for a wonderful job you do and I'm looking forward to future sessions!
Aine | Developmental Neurobiology *(PhD student)*

Courses for
Postgraduate
Research
Students

Every faculty appoints an academic, usually known as the **Head of Graduate Studies (HoG)**, who represents the Graduate School in their faculty, and represents their faculty within the Graduate School. They work within their Faculties to ensure that the commonly-agreed standards of facilities, training and supervision are maintained and that complaints are dealt with promptly. Amongst other roles, they:

- Deal with the variety of issues which students face, e.g. authorising extension of submission deadlines or changes of supervisor/project/funding.
- Ensure that all students in their faculty have access to appropriate research and transferable skills training.
- Help draw up the King's *Core Code of Practice* and ensure that supervisors and Heads of Department/Division are aware of, and confirm to, King's policies, as presented in the *Core Code of Practice*.

KEY CONTACT
Dr Ross English
University Lead on Doctoral Student Development
Responsible for training and development for postgraduate research students
Tel 020 7848 4326
Email ross.english@kcl.ac.uk

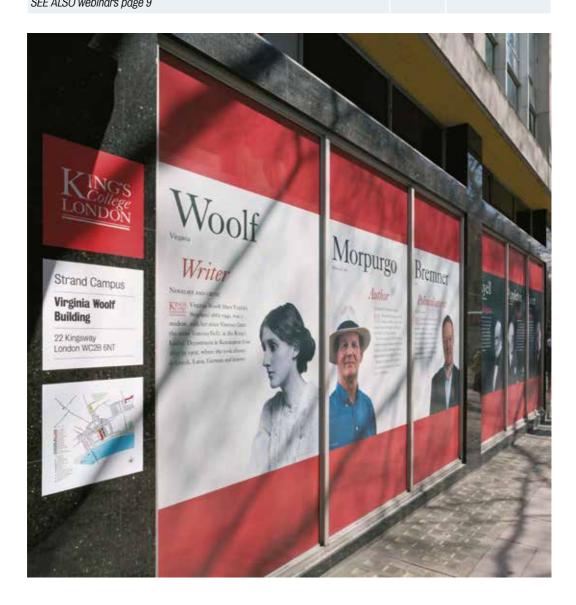| FACULTY	HEADS OF GRADUATE STUDIES
Arts & Humanities	Dr Mark Betz
Dental Institute	Dr Abigail Tucker
Law	Dr Ann Mumford
Life Sciences & Medicine	Dr Linda Klavinskis
Natural & Mathematical Sciences	Dr Mohammad Shikh-Bahaei
Nursing & Midwifery	Dr Joanne Fitzpatrick
Psychiatry, Psychology & Neuroscience	Professor Jon Cooper
Social Science & Public Policy	Dr Chris Kinsey

CAREERS & EMPLOYABILITY

COURSE TITLE	CODE	DATES
Deciding What's Next: Careers Outside Academia for Arts/Humanities, Law & Social Sciences *Kate Murray* Perhaps you've already decided that you are going to be leaving academia post-PhD or your current contract. Or perhaps you're still trying to make up your mind. This workshop will encourage you to consider where your strengths lie and how you might research careers that play to those strengths. Case studies and data in this workshop are particularly appropriate for non-scientists.	**PGR226**	17 November 2015 8 March 2016
Deciding What's Next: Careers Outside Academia for the Sciences *Kate Murray* Perhaps you've already decided that you are going to be leaving academia post-PhD or your current contract. Or perhaps you're still trying to make up your mind. This workshop will encourage you to consider where your strengths lie and how you might research careers that play to those strengths. Case studies and data in this workshop are particularly appropriate for scientists.	**PGR225**	17 November 2015 5 April 2016
Deciding What's Next: Staying In or Leaving Academia *Kate Murray* Researchers are often concerned about whether an academic career is the best choice for them. In this workshop, we look at some of the realities of an academic life and review your own career decision-making style to see if this career is the right one for you.	**PGR230**	21 October 2015 9 May 2016
How to Become a Lecturer *Kate Murray* Aimed at PhDs and post-docs, this course will examine the role of a lecturer and look at how that role is changing in the context of the pressures faced by universities. We will look at the skills and experiences employers look for in an 'appointable' candidate and work together to look at how you can develop these alongside your research. Finally, we will look at job applications and how to present yourself and your research at interview.	**RS176**	12 April 2016
Improving Your Applications: CVs, Cover Letters, Forms and More *Kate Murray* How will you make your CV stand out from the crowd? How can you describe your academic experience to a non-academic recruiter? How is a cover letter or personal statement different from your CV? Bring a paper copy of your CV to this workshop where we review samples and critique your existing document in order to help you create stronger applications. *Please bring a recent copy of your own CV to this session.* *SEE ALSO webinars page 9*	**PGR227**	24 November 2015 22 February 2016 13 June 2016
Succeeding at Assessment Centres: Case Studies, Group Work, Psychometric Tests and More *Kate Murray* A day-long immersion in the world of the assessment centre. Recruiters in many different sectors use many different recruitment processes to tease out the best candidates; attend this workshop to hear from an employer about what they're really looking for. We'll look at group exercises, case studies, psychometric tests and give you the opportunity to pit your wits against the process.	**PGR224**	27 January 2016

COURSE TITLE	CODE	DATES
Succeeding at Job Interviews: Questions, Answers and Practice *Kate Murray* The best way to help yourself succeed in interviews is to create situations where you can practise your responses to those tough questions. This workshop explains what recruiters are looking for and explores the different types of interview structures you might have to deal with. It gives you a chance to listen to other people's replies, as well as the invaluable opportunity to articulate your own answers. *SEE ALSO webinars page 9*	**PGR143**	27 October 2015 23 February 2016 17 May 2016

COMMUNICATION & IMPACT

COURSE TITLE	CODE	DATES
3 Minute Thesis Heats *Dr Ross English* King's College London 3 Minute Thesis is a competition open to any King's student studying for a PhD or other doctorate. The rules are simple: explain your research (or an aspect of it) to a non-specialist audience in three minutes. No props, sound or moving images allowed; no poems, raps, songs or mimes; only a single static PowerPoint slide is permissible. The winners will be decided by a panel of judges. A series of heats will be held, with two winning contestants from each heat going forwards to the King's College London 3 Minute Thesis Grand Final. The winner of the Grand Final will be invited to represent the College at the 2016 UK 3 Minute Thesis National Semi-Finals. Further information: **www.kcl.ac.uk/3MT**	**PGR600**	tbc
Communicating with Policymakers *Ross Pow & colleagues* This course provides a set of practical tools and techniques you can use to make sure that your research makes a difference. Designed specifically for researchers who want to communicate with policymakers and other audiences, including the public, this four-hour long session explains the principles of 'message-led' communication and provides practical advice on how to structure and sell your ideas in order to maximise its impact on policy and practice.	**PGR246**	22 September 2015 13 October 2015 26 November 2015
Fundamentals of Giving a Poster Presentation *Dr Ioannis Smyrnias & Dr Kate Lievesley* This course is aimed at research students who have to give a poster presentation during the course of their research degree. It covers the key aspects of ensuring that the poster is effective and well-designed. *SEE ALSO: LIB147 Microsoft PowerPoint for poster presentations*	**PGR113**	13 November 2015 3 February 2016 15 March 2016 17 May 2016
Improving Communication & Emotional Intelligence for Researchers *Dr Ross English & colleagues* To be successful, researchers need to connect with, and impress, a broad range of professional colleagues. This two day course will help you better understand your working style and how you may be perceived by others. It will look at facets of effective communication within such activities as influencing, negotiation and collaboration, and how these skills can be used to achieve the best possible outcome, both for your research projects and your career progression. *Participants are required to complete the MBTI questionnaire prior to attending the course.*	**PGR213**	24 & 25 February 2016
Making the Most of Conferences *Dr Ioannis Smyrnias* This course is aimed at research students who feel they need some guidance in knowing what to expect at their first research conference, including how to network effectively. You will learn to understand what you are aiming to get out of a conference, be able to identify effective networking strategies and develop confidence about conference attendance.	**PGR115**	28 April 2016 24 May 2016

COMMUNICATION & IMPACT

COURSE TITLE	CODE	DATES
Neuro-Linguistic Programming for Researchers *Dr Steve Hutchinson* Neuro-Linguistic Programming (NLP) explores the relationship between how we think (neuro), how we communicate (linguistic) and our patterns of behaviour (programmes). This course provides an overview of how the tools and techniques of NLP can be used to build rapport effectively, improve communication with individuals and audiences, and increase your range of behavioural flexibility.	RS123	7 June 2016
Personality Types in Research Groups *Dr Ross English & Dr Alastair Gill* This course will look at how personalities differ between individuals and the practical implications of this within a research environment. Using the Myers-Briggs Type Indicator (MBTI) as a framework, it will consider specific ways of overcoming problems that arise due to differences in personality and how to use different people's strengths to their best advantage. *Participants are required to complete the MBTI questionnaire prior to attending the course.*	RS148	8 February 2016
Presentation Skills *Simon Cain* This highly participative course will help you deliver presentations with more confidence, and focuses on making practical improvements to your existing presentation skills. The course will support you in delivering presentations/lectures that leave a lasting impact on your audience and raise the profile of your research. To achieve this, you will explore both how to construct, and deliver, an effective presentation. The techniques you will learn are applicable to almost any audience, including colleagues, future employers, students, funders or the general public.	PGR229	30 October 2015 27 November 2015 22 January 2016 11 March 2016 22 April 2016 27 May 2016
Public Engagement 1: Introduction to Public Engagement *Dr Ross English* This half-day workshop is aimed at researchers with little or no experience in engaging the public with their research. It will look at the history of public engagement, different models of public engagement, why engaging the public is important for researchers, how audiences differ, how public engagement can inform and improve research, and existing public engagement opportunities.	PGR248	1 December 2015 17 February 2016 28 April 2016
Public Engagement 2: Developing Your Own Public Engagement Activity *Dr Ross English* Do you want to engage the public with your research but are not sure how to proceed? Have you an idea for public engagement but would like some help developing it? This half-day workshop will enable you to share your public engagement ideas and work with other participants to critique and improve them. Focus will be on the practicalities of public engagement.	PGR249	21 March 2016 24 May 2016

COURSE TITLE	CODE	DATES
Public Engagement 3: Using Blogs and Social Media *tbc* This half-day workshop examines ways in which blogs and social media can be used to engage the public with your research. It will look at issues such as why use these tools, how they can be utilised to inform research as well as disseminate it, how various online platforms differ and what makes for effective online public engagement.	PGR250	1 February 2016 4 April 2016
Public Engagement 4: Engaging School Children *Dr Mary Henes & Rachael Curzons* This session will provide you with an understanding of the connections between public engagement, pedagogy and outreach, and equip you to disseminate your research to pupils in a variety of settings. Drawing on their extensive experience of training early career researchers to deliver programmes of university-style learning to pupils aged 9 to 18, members of The Brilliant Club – a fair access charity – will introduce you to a variety of pedagogical techniques to support public engagement work in schools and with pupils more broadly.	PGR251	2 February 2016 6 April 2016
Public Engagement 5: Making Headlines – Promoting Your Work to the Media *Dr Jenny Gimpel* This workshop will cover different ways of promoting your research across media and social media. It will include tips and exercises on writing press releases, preparing for interviews and communicating specialist subjects to lay audiences. The session is aimed at researchers working in the sciences.	PGR252	8 March 2016 5 May 2016
Public Speaking for Research Students & Research Staff *Dr Eliza Filby & associates* Drawing on acting techniques, this is an interactive course focusing on the art of public speaking in an academic setting. It addresses how to be an effective communicator; how to get your message across and keep your audience engaged; voice projection, posture, body language and how to calm your nerves; and techniques for presenting and methods of communication in the lecture hall, interview room and in a conference setting.	PGR185	29 October 2015 1 March 2016 13 May 2016
Writing and Giving Conference Papers for Arts/Humanities and Social Science Students *Dr Ross English* Have you considered giving a paper at a conference but are uncertain where to start? This course will cover the process and practice of presenting at conferences. It looks at all stages of the conference presentation process, from identifying an area of your research suitable for a paper, through writing an abstract, to the preparation and presenting of a 15–20 minute talk and handling questions from the audience.	PGR159	16 March 2016 6 June 2016

DOCTORAL ESSENTIALS

COURSE TITLE	CODE	DATES
Postgraduate Funding: Considering the Alternatives for Research Students *Dr Luke Blaxill & associates* Need extra funding for fees, living expenses, research, or conferences? This course explores the thousands of alternative grant-making bodies in Britain. By the end of the course, participants will be able to: identify the appropriate and best funding bodies for them, find them via books and the internet, and apply strongly and correctly.	**PGR131**	18 November 2015 10 March 2016
Preparing for the Upgrade in the Arts/Humanities & Social Sciences *Dr Ross English* This course is intended for students in the arts, humanities and social sciences in the run-up to the upgrade from MPhil to PhD. The course will provide guidance on how to construct the upgrade report, prepare for the interview/presentation and what the differences are between an MPhil and a PhD.	**PGR144**	3 December 2015 19 January 2016 2 March 2016 16 May 2016 8 June 2016
Preparing for the Upgrade in the Sciences *Dr Daniel Martin, Dr Joanna Hudson, Dr Siobhan Lynch & Dr Kate Lievesley* This course is intended for students in the science disciplines in the run-up to the upgrade from MPhil to PhD. The course will provide guidance on how to construct the upgrade report, prepare for the interview/presentation and what the differences are between an MPhil and a PhD.	**PGR174**	28 October 2015 16 November 2015 9 December 2015 26 January 2016 26 February 2016 21 March 2016 27 April 2016
Preparing for the Viva *Dr Ioannis Smyrnias, Dr Barbara Ruggeri & Dr Daniel Martin* This course is intended for research students in the FINAL stages of writing up their thesis to help prepare them for the oral examination. This workshop identifies the regulations, expectations and outcomes of the viva and aims to address participants' questions and anxieties.	**PGR105**	9 November 2015 10 February 2016 26 April 2016 6 May 2016 10 June 2016
Starting Your PhD in the Arts/Humanities & Social Sciences *Dr Ross English* This course provides an overview of the PhD, what it is and how to manage the research project more effectively. This course is particularly aimed at first year research students in the arts, humanities and social sciences. *SEE ALSO: LIB165 Microsoft Project introduction*	**PGR101**	20 October 2015 17 November 2015 8 December 2015 10 March 2016
Starting Your PhD in the Sciences *Dr Joanna Hudson & Dr Daniel Martin* This course provides an overview of the PhD, what it is, what to expect and how to start the research project more effectively. This course is particularly aimed at first year research students in biomedical and health sciences, medicine, dentistry and the physical sciences and engineering. *SEE ALSO: LIB165 Microsoft Project introduction*	**PGR100**	20 October 2015 7 December 2015 17 March 2016

COURSE TITLE	CODE	DATES
Writing Up the Thesis in the Arts/Humanities & Social Sciences *Dr Ross English* This course is for research students in the arts, humanities and social sciences who are entering the writing-up phase of their PhD thesis. In addition to addressing key questions about the structure and content of a thesis, it will also explore writing strategies and how to cope with 'writer's block'. *SEE ALSO:* *LIB118 Microsoft Word long documents for theses* *LIB280 Desktop EndNote for PC*	**PGR104**	6 November 2015 20 April 2016 2 June 2016
Writing Up the Thesis in the Sciences *Dr Ioannis Smyrnias, Dr Daniel Martin & Dr Barbara Ruggeri* This course is intended for research students in the sciences who are entering the writing up phase of their PhD thesis. In addition to addressing key questions about the structure and content of a thesis, it will also explore writing strategies and how to cope with 'writer's block'. *SEE ALSO:* *LIB118 Microsoft Word long documents for theses* *LIB280 Desktop EndNote for PC*	**PGR103**	6 November 2015 19 January 2016 2 March 2016 11 May 2016 2 June 2016

Your input and suggestions as well as those of my fellow classmates were invaluable! I redid the presentation after the class and presented it the following week at an academic conference. There were some very positive comments on the presentation itself, as well as the research. The workhop was timely, so informative and very creative.

Maitripushpa | Theology & Religious Studies *(PhD student)*

IT ESSENTIALS*

COURSE TITLE	CODE	DATES
Desktop EndNote for PC	**LIB280**	Please check Skills Forge for dates
Introduction to RefWorks This course explains how to use RefWorks online bibliographic software to manage your references and create citations and a bibliography.	**LIB250**	
Key Library Resources for Arts & Humanities **Key Library Resources for Law** **Key Library Resources for Natural & Mathematical Sciences** **Key Library Resources for Social Sciences** **Literature Review Workshop for Postgraduates in Health & Clinical Sciences** These courses cover databases and information resources in specific subject areas.	**LIB225** **LIB223** **LIB226** **LIB224** **LIB229**	
Lexis Library Training **Westlaw Training** These courses cover searching legal databases.	**LIB248** **LIB247**	
Microsoft Excel functions This one-day course is for experienced users of Excel, and helps you to understand the scope of the functions in Excel and how they can be used for statistical analysis.	**LIB128**	
Microsoft PowerPoint introduction This one-day course covers creating a presentation; graphics; tables and charts. **Microsoft PowerPoint intermediate** This one-day course covers customising the PowerPoint environment; design templates; diagrams; special effects.	**LIB145** **LIB146**	
Microsoft PowerPoint for poster presentations (PC/Mac) This course complements course PGR113 Poster Presentations. It covers technical aspects of creating a poster for a presentation.	**LIB147/8**	
Microsoft Project introduction Microsoft Project is the industry standard for project management, and this one-day course covers the basics of Project; creating a project plan; managing tasks; managing resources; finalising the project plan. **Microsoft Project intermediate** This one-day course covers updating the plan once the project reaches the implementation phase, and includes updating the plan; managing costs; reporting; reusing project information.	**LIB165** **LIB166**	
Microsoft Word long documents for theses (PC/Mac) This specially developed one-day course covers the advanced features of Word required to create, manage and revise long documents such as theses, and includes making long documents easier to use; styles; tables and charts; reference marks and notes; inserting pictures and other files.	**LIB118/** **LIB118M**	

* courses organised by Library Services

PERSONAL EFFECTIVENESS

COURSE TITLE	CODE	DATES
Creativity and Problem Solving *Dr Steve Hutchinson* Have you ever found yourself stuck in a rut, having the same thoughts again, and again, when what you really need are fresh insights, new concepts and original ideas? The course will cover: how you as an individual approach problems and some specific problems that might occur for researchers, a process of generating solutions, and a range of creativity techniques and how to implement them.	**RS114**	2 November 2015 24 February 2016
Effective Speed Reading for Researchers *Dr Steve Hutchinson* In order for academic reading to be effective, it needs to be a combination of efficient (in terms of speed and retention), strategic (in terms of appropriately targeted) and critical. This course will give you a number of tools to help you to read more quickly, more strategically and more critically.	**PGR152**	30 November 2015 9 December 2015 14 December 2015 21 January 2016–AM 21 January 2016–PM 15 February 2016 25 February 2016 11 April 2016 4 May 2016 6 June 2016
Leadership Skills for Research Students *Hilary Davies* How do you envisage your career development beyond your personal research? Many PhD students go on to take positions of responsibility, whether in academia or in a broader professional context. Yet it is often the case that the skills required for self-motivation are not the same as those required to manage and motivate others to perform well. This course will look at the qualities that characterise good leadership; different leadership styles; how to draw on and develop the skills and expertise of a team; and some aspects of conflict management. Participants will share ideas, come up with solutions to common leadership challenges and reflect upon good practice.	**PGR242**	7 December 2015 11 March 2016 10 June 2016
Managing Research Projects *Kate Lievesley* This workshop is for researchers who would like to develop their project management skills for research projects. The course covers how key project management tools and techniques can be used to improve your productivity. You will be given the opportunity to practice applying them on your own projects.	**RS169**	19 October 2015 11 November 2015 28 January 2016 7 April 2016
Time Management for Researchers *Dr Ross English & Dr Ioannis Smyrnias* Researchers have many demands on their time but often find it difficult to prioritise those demands and manage their time effectively. The result can be detrimental to a researcher's work and their work-life balance. This workshop will examine why achieving effective time management can be challenging, how to prioritise your time and protect those priorities, and will suggest some techniques that can help you get things done.	**PGR232**	23 November 2015 5 February 2016 9 June 2016

RESILIENCE & WELLBEING

COURSE TITLE	CODE	DATES
Assertiveness Skills for Researchers *Dr Sarah Robins-Hobden* Workplace satisfaction and productivity can be greatly increased with an assertive approach to situations and other people. You may not be able to control every situation, but you can (with practice) change your behaviour, and that can have a positive influence on the responses of others. The workshop focuses on how to find a better balance and respect for the needs of ourselves and others. A variety of strategies are discussed and practised, so you can find the techniques that work best for you in both work and personal situations. The workshop is conducted in a safe and confidential environment.	**RS125**	2 December 2015 9 February 2016 19 May 2016
Introduction to Mindfulness *Dr Siobhan Lynch* There is an increasing interest in mindfulness, fuelled by the growing body of scientific literature which suggests it can help reduce stress and increase wellbeing. This 3 hour session provides an introduction to mindfulness and includes a number of experiential exercises and practical tips.	**PGR253**	26 October 2015 20 January 2016 25 May 2016
Motivation – Your Tools to Greater Success *Dr Ross English* Motivation is essential for attaining goals and has proven to be a key to success. This workshop is designed to help research students to understand the importance of motivation during their PhD and to identify which factors motivate them. This session will also provide theories and techniques to boost self-motivation in order for research students to thrive throughout their PhD. *SEE ALSO webinars page 9*	**PGR219**	19 November 2015 16 February 2016 6 May 2016
Resolving Conflict in the Research Environment *Dr Sarah Robins-Hobden* This workshop establishes the nature of interpersonal conflict, and how it can arise and persist in professional and personal contexts. Difficult situations and relationships can be better understood with conflict resolution theory, and this workshop will also offer a range of techniques and tools for resolving conflict in any area of your life. The main focus of the session will be how to manage conflict with colleagues in an effective way. It will be conducted in a safe and confidential environment.	**PGR180**	30 October 2015 14 March 2016

Springboard was a turning point in my career and personal life and I hope other women will benefit from it as I did.
**Maria Teresa |
Haemato-oncology
(staff)**

COURSE TITLE	CODE	DATES
Springboard Women's Development Programme *Dr Emma Williams* The Springboard Women's Development Programme is an award winning international programme which allows women to identify the clear, practical and realistic steps they want to take in their career development, and allows them to develop the skills and self-confidence to take those steps. During the programme, you will review topics such as qualities, networking, goals, assertiveness and managing your image. You will work individually and in small groups with other women to challenge and support each other, guided by an experienced tutor. You will also have the chance to hear women guest speakers talk about the challenges they have faced during their personal and professional life. The programme consists of four development days set over four months. You are expected to investigate topics between sessions using a workbook, which many participants find is a great resource after the course.	**RS165**	Cohort 1: 13 November 2015 11 December 2015 15 January 2016 12 February 2016 Cohort 2: 18 March 2016 15 April 2016 20 May 2016 17 June 2016
Stress Management for Researchers *Dr Sarah Robins-Hobden* Stress is a common part of daily life, though our responses to stressors may be more damaging than the stress itself. This workshop will provide you with a variety of techniques to identify and manage stress better, in both the short and long term, taking into account the nature of your research environment and the need for balance in your life. This course is suitable for researchers at any stage and in any discipline.	**RS118**	25 November 2015 14 March 2016 19 May 2016
Surviving the Part-Time PhD 1: Prioritisation and Work-Life Balance *Dr Ross English & Dr Kate Lievesley* Completing a part-time PhD often means juggling different priorities and managing the competing demands of study, work and private life. This half-day workshop will encourage participants to consider how to prioritise the various pressures on their time and avoid taking on too many tasks. It will also look at the question of what constitutes an ideal life-work balance or how to best achieve that. *NB: This session is for part-time research students only.*	**PGR254**	24 November 2015 26 January 2016
Surviving the Part-Time PhD 2: Planning Your PhD and Maintaining Motivation *Dr Ross English & Dr Kate Lievesley* This half-day workshop will look at issues part-time research students can face in planning their studies around other commitments and in maintaining their motivation over a long period of time. It will draw on principles of project and time management in examining how best to plan a PhD and will then go on to look at some of the biggest threats to motivation and how they can be avoided. *NB: This session is for part-time research students only.*	**PGR255**	24 November 2015 26 January 2016

STATISTICS & DATA MANAGEMENT

COURSE TITLE	CODE	DATES
Essentials of copyright – what academic staff need to know* This course provides an introduction and overview of copyright considerations for academics – including teaching staff, researchers, and administrators – when creating and running courses, and conducting or supporting research. It will help you understand key concepts, and learn about the landscape of legislation and licences, using copyrighted material in teaching and research, copyright in works you create, and the support available to assist you.	**LIB841**	Please check Skills Forge for dates
Introduction to Quantitative Methods for Qualitative Researchers *Dr Alastair Gill* Statistics are frequently used to support arguments, viewpoints and theories, but what does a qualitative researcher need to know? This session is a very simple introduction to quantitative methods and the basic assumptions of these techniques (and some of the common pitfalls). The aim is the help build critical thought and literacy in this area and give you the tools to understand work containing statistics and to evaluate reported findings. The course may also help you think about possibilities for incorporating quantitative and statistical methods in your own work.	**PGR256**	5 November 2015
Introduction to Statistics for Researchers – 6 half-day course *Dr Derek Cooper* The course is designed for those who have little understanding of statistical methods and wish to apply statistical techniques in practice. The fundamentals of popular statistical procedures and tests (including descriptive statistics, confidence intervals, hypothesis testing, data transformation, t-tests, Mann-Whitney and Wilcoxon Tests, Chi-square and Fishers Exact Tests, oneway ANOVA, linear regression and binary logistic regression) will be explained. Delegates will perform simple calculations during the sessions to help understanding. The use of the statistics package SPSS will be demonstrated. Statistics notes and a comprehensive SPSS workbook will be given to all participants. By the end of the sessions you will understand fundamental statistical concepts so you can decide the appropriateness of statistical procedures and tests, and use SPSS to apply the relevant techniques. *Participants MUST bring a calculator or other suitable device.*	**PGR257**	Cohort 1: 3, 10, 17, 24 November 2015/ 1, 8 December 2015 Cohort 2: 11, 18, 25 January 2016/1, 8, 15 February 2016 Cohort 3: 9, 16, 23 March 2016/ 6, 13, 20 April 2016 Cohort 4: 27 April 2016/4, 11, 18, 25 May 2016/ 1 June 2016
Learning to use NVivo* This one-day course is for new users of NVivo qualitative analysis software, and is designed to help researchers get used to the interface, try out the basic coding functions, and explore the ways NVivo can be used to investigate qualitative data.	**LIB301**	Please check Skills Forge for dates
Managing Your Research Data* Good research data management is essential to ensure that data can be preserved and remain accessible in the long-term. This course looks at the management of your research data throughout the project lifecycle – from project design to storage, preservation, re-use and archiving. It provides guidance on your legal responsibilities to keep data secure and confidential, on data storage options and on retention and disposal. It will include practical exercises on best practice in data management planning.	**LIB842**	Please check Skills Forge for dates

* courses organised by Library Services

COURSE TITLE	CODE	DATES
Measures of Agreement and Statistical Methods for Assessing Diagnostic Tests *Dr Derek Cooper* This course focuses on the statistical methods used for measuring agreement for both categorical and quantitative data. Participants will learn about standard measures and techniques that are used to evaluate the performance of diagnostic tests and assess the agreement between observers. *Participants MUST bring a calculator or other suitable device.*	**PGR149**	8 February 2016 4 May 2016
Responsible Conduct in Research: Research Ethics, Governance and Integrity *Marice Lunny* This course is particularly aimed at research staff and students who are doing research involving human subjects and/or of a sensitive nature. You will learn how to conduct your research in line with the relevant policies, guidelines and funder and professional body requirements, to ensure your research is ethical, publishable and of the highest possible standard. King's expectations of staff and students in terms of research conduct will be explained. By the end of the session, you will understand the importance of responsible conduct in research, what research misconduct is and how King's can support you in conducting research of a high standard of integrity. Practical training in King's research ethics application process will also be provided.	**RS170**	3 November 2015 9 February 2016 5 April 2016
SPSS introduction* This one-day course for first time users covers the IBM SPSS Statistics interface, entering data into the program, and output of basic descriptive statistics. **SPSS intermediate*** This one-day course is aimed at researchers who are already familiar with IBM SPSS Statistics and who need to perform statistical analyses using inferential statistics.	**LIB310** **LIB311**	Please check Skills Forge for dates
Survival Analysis *Dr Derek Cooper* This course will focus on statistical methods used to assess the time to an event. Participants will be shown how to perform standard survival analysis techniques including Kaplan-Meier, Logrank Test and Cox Regression. Interpretation of SPSS output will be considered. *Participants MUST bring a calculator or other suitable device.*	**PGR150**	15 February 2016 11 May 2016

WRITING & PUBLISHING

COURSE TITLE	CODE	DATES
Citations Count! Measuring Your Publication Impact* This course covers why citations are important (particularly in health and sciences) and how citation measures are calculated. It discusses the challenges with measuring citations, and possible factors to consider when choosing where to publish your research.	**LIB220**	Please check Skills Forge for dates
Editing Your Thesis Effectively *Jenny Potter* Aimed principally at final-year postgraduate researchers preparing to edit their doctoral thesis, this one-day course offers participants an intensive induction into the theory and practice of editing academic writing. Prior to the workshop, you will be asked to submit examples of academic writing you admire, together with any specific points of syntax or grammar you wish to cover, and you must bring to the workshop up to 1,000 words of your own writing on which to practise the techniques learned. The course is particularly suitable for researchers working in narrative fields.	**PGR107**	26 November 2015 18 April 2016
Fundamentals of Good Writing *Nicholas Murray* Are you concerned about your writing ability? Do you lack confidence when faced with a blank page? Would you like to be a more elegant, effective, stylish writer? This course will look at the fundamentals of good writing using a combination of presentations and short individual and group writing exercises. It will focus on clarity, precision, effectiveness, the elements of sentence and paragraph construction, editing your own writing and how to avoid the most common errors of grammar and style. It will be of particular benefit to students wanting to broaden their written communication skills for wider or non-specialist readerships, *but it is not intended for students with specific second language issues*.	**PGR110**	14 October 2015 18 November 2015 13 January 2016 17 February 2016 9 March 2016 13 April 2016 11 May 2016 8 June 2016
How to Construct an Argument *Hilary Davies* Do you find it difficult to marshal your thoughts in a coherent way? Has your supervisor told you your argument is confused? Are you overwhelmed at the idea of ordering your research so that it supports your basic thesis? This course seeks to help postgraduate research students to develop clarity and logic by looking at what constitutes good argumentation. We will examine the sorts of vocabulary you can use to help structure the development of your thought; how to establish hierarchies of argument; how to discriminate between what to include and exclude; and how to write clear sentences and avoid jargon. There will be presentations and the opportunity to work in groups. You will also try out your new skills in evaluating and re-writing passages to improve your style. This course is aimed at students in any discipline wishing to hone rhetorical skills for research or application in the wider world, *but will not address specific second language issues*.	**PGR241**	26 October 2015 1 December 2015 20 May 2016
Open Access Publishing – What Researchers and Authors Need to Know* This course will look at what Open Access is and how it affects you. It will help you find out about College policy and various funder policies, Open Access Publishing, and self-archiving your research in an online repository.	**LIB840**	Please check Skills Forge for dates

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COURSE TITLE	CODE	DATES
Search Strategies for Systematic Reviews* This two hour course provides practical advice on information retrieval for systematic reviews.	**LIB261**	Please check Skills Forge for dates
Writing a Literature Review for the Arts/Humanities & Social Sciences *Dr Alastair Gill* An integral part of research is engaging with the existing literature. At doctoral level this can be an inspiring activity as researchers interpret what has been published already. This session explores the relationship between your research and what already exists, covers the key principles of organising and critiquing published work and identifies the importance of key themes to help you structure your writing about others' work. It is suitable for research students in the arts, humanities & social sciences at any stage of their doctorate.	**PGR258**	3 December 2015 16 February 2016 22 April 2016
Writing a Literature Review for the Sciences *Dr Ioannis Smyrnias, Dr Daniel Martin & Dr Cristiana Velloso* An integral part of research is engaging with the existing literature. At doctoral level this can be an inspiring activity as researchers interpret what has been published already. This session explores the relationship between your research and what already exists, covers the key principles of organising and critiquing published work and identifies the importance of key themes to help you structure your writing about others' work. It is suitable for research students in the sciences at any stage of their doctorate.	**PGR259**	10 November 2015 2 December 2015 19 January 2016 25 February 2016 3 March 2016 26 April 2016
Writing for Publication in the Arts & Humanities *Dr Eliza Filby* This course is designed for early career researchers who have limited experience of writing about their research but are now ready to submit research papers, journal articles or monographs for publication. Participants will be introduced to the academic publishing industry; the different types of publishing, the grading of various journals, the peer review process, and how publishing relates to the REF. The stage by stage process of writing a journal article from submission to publication will also be covered. Focus will be placed on writing style; how to read one's own and other's writing; different ways of constructing and demonstrating evidence and rhetorical styles; how to plan and write for a journal (and the ways in which it is different from writing a PhD); the submission, peer review and redrafting process and how to put together a book proposal. Participants should have a clear view of publications in mind but not necessarily a draft of an article.	**PGR260**	22 March 2016 19 April 2016
Writing for Publication in the Sciences *Dr Anna Sharman* The course will help you understand what scientific journals want, how to navigate the peer review process, how to choose the journal that will give you the best results as fast as possible, and how to structure and write your paper. You will get a chance to work on your own next paper, putting together key sentences into a structure and abstract. You should come with a research paper in mind that you are planning to write before long, even if you don't have all the results yet.	**PGR261**	23 October 2015 4 December 2015 11 February 2016 8 April 2016 12 May 2016 3 June 2016

WRITING & PUBLISHING

COURSE TITLE	CODE	DATES
Writing for Publication in the Social Sciences *Dr Adrian Blau* This course is aimed at research students and early career research staff in the social sciences who have no, or limited, experience of writing for publication. The half-day session will cover issues including, different ways of turning a PhD or thesis chapter into publishable work, different ways of structuring a paper and how to find a good way of framing your paper. It will also look at how to deal with a rejection, how to deal with a revise and resubmit and how to use social media to advertise accepted papers.	**PGR262**	25 November 2015 7 March 2016
Writing Research Proposals *Dr Geoff Oldham* This course is for early career researchers who are ready to write a research proposal, but have no significant experience of doing this. The focus will be mainly on how to prepare a proposal for external funding in the sciences and social sciences paying particular attention to what the funders and the peer reviewers are looking for. Participants will consider: selecting an appropriate funding scheme; ways to conceptualize an original research project; how to present an argument to support the proposed work; how to plan research, set verifiable objectives, select appropriate methodologies and develop a time schedule related to the aims and objectives; responding to the results of peer review. Participants should be prepared to write and talk about their plans and have a specific project in mind based on current research, or new ideas that they now wish to develop and submit for support.	**RS108**	12 November 2015 10 December 2015 29 January 2015 18 February 2016 4 March 2016 21 April 2016 10 May 2016 15 June 2016

Looking back to this time last year, we really couldn't have guessed the knowledge we would gain, the skills we would acquire and the friendships we would make through the Lion's Den programme. It's been a great experience for us and we would definitely recommend that you give it a try!
Christos | Neuroimaging & Christina | Age-related diseases *(PhD students)*

I attended the course on 'Developing your online presence' a little while ago. Then recently BBC Radio sent me a tweet, asking if they could interview me about my research. Had I not followed your advice, and maintained my academic online presence, I definitely would not have had that opportunity to promote myself and my research. Thank you.
Tom | War Studies
(PhD student)

King's Interdisciplinary Social Science Doctoral Training Centre (KISS DTC)

KISS DTC provides studentships, training and other support for doctoral research in the social sciences at King's. It is funded by the Economic and Social Research Council (ESRC) as part of its national network of doctoral training centres and is based in the Graduate School.

KISS DTC is unusual in that its activities are open to all social science PhD students, not just those funded by the ESRC. KISS DTC is organised around 15 cross-cutting research themes in the broad domains of health, regulation and public services, social change, and security. Each theme is overseen by a designated theme leader, responsible for organising seminars, workshops, and other activities designed to bring together postgraduate students and staff working on cognate research, but based in different departments and divisions across King's.

KISS DTC provides an extensive advanced training programme of short courses and summer schools covering quantitative, qualitative and digital methods, social theory and knowledge exchange. It is also developing knowledge exchange and placement opportunities with organisations across the public, private and third sectors.

Further information: **www.kcl.ac.uk/kissdtc**
Contact: **kissdtc@kcl.ac.uk** or **020 7848 3747**

King's also leads or partners in six other Doctoral Training Partnerships/Centres supported by the UK Research Councils. Each offers a structured training programme of doctoral research.

Further information: **www.kcl.ac.uk/study/pg/school/dtp**

Emma Buckley-Watson
King's Interdisciplinary Social Science Doctoral Training Centre (KISS DTC) Manager
Responsible for the administration of the Doctoral Training Centre
Tel 020 7848 3747
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Dr Caitlin Patrick
Social Science Research Methods Co-ordinator
Responsible for RDP courses for social scientists and research methods training and co-ordination for the KISS-DTC
Tel 020 7848 3745
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The Brilliant Club has been amazing experience. It's been very inspiring to work with students so eager to learn! Seeing young people getting excited about the research I am doing, has made me more excited about it as well. I've learned a huge amount about lesson planning, pedagogy, and teaching techniques that will stay with me throughout my academic career.
Natalie | Neuroimaging
(PhD student)

I attended a workshop on surviving assessment centres – a recruitment process commonly used in industry. I found it very helpful. The sessions gave me the opportunity to understand what interviewers at assessment centres look out for, and how to participate effectively in team-based tasks in a recruitment setting.
Mercy | Medical Statistics *(PhD student)*

Courses for
Research
Staff

King's has held the European Commission's HR Excellence in Research award since 2012. This award is conferred based on evidence of commitment to the Concordat to Support the Career Development of Researchers. The Concordat outlines, in a set of key principles, the working conditions and career development opportunities research staff should expect.

King's is committed to improving its policies and procedures to ensure the welfare and support of research staff. King's has an action plan in place to ensure that the Concordat's principles are implemented. The training courses in this brochure are a central part of King's support for research staff, with particular reference to principles 3 & 4 of the Concordat.

Principle 3
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

Principle 4
The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

KEY CONTACT
Kay Dorelli
Research Staff Development Support Manager
Responsible for the administration of activities to implement the Concordat to Support the Career Development of Researchers
Tel 020 7848 4321
Email kathleen.dorelli@kcl.ac.uk
www.kcl.ac.uk/concordat

ACADEMIC PROGRESSION

COURSE TITLE	CODE	DATES
How to Become a Principal Investigator *Kate Murray & colleagues* Aimed at post-docs, this course examines how academics can make the leap to being an independent researcher and running a research project as a PI. Looking at research that illustrates the qualities needed to successfully transition into this role, the course will help you decide how to develop these alongside your research. Finally we will look at job applications and how to present yourself and your research at interview.	RS144	23 May 2016
Leadership Skills for Post-Docs *tbc* Many post-docs aspire to positions of leadership, either within or outside of academia. You may also have leadership and management responsibilities within your current roles, including your own research projects and acting as an informal supervisor for PhD students, Masters students and undergraduate project students. These roles can present a variety of challenges, including those challenges that all leaders and managers face, alongside those experienced by unofficial leaders/managers. This course will provide an insight into the skills required to be a good leader and manager and look at ways of dealing with common issues.	RS167	12 January 2016
The Strategic Academic *Shelda Debowski* Getting established as an academic can be challenging and confusing. It can be hard to work out what matters and how to plan for a long-term future. This workshop offers early career academics and researchers a strategic road map to success. It guides you through the process of clarifying your career priorities, identifying your critical goals and addressing time wasters. The workshop will encourage you to think about how you are positioning yourself for success by employing a strategic approach to your career.	RS175	14 April 2016
Things Every Post-Doc Needs to Know *tbc* This course provides an insight into a variety of issues that are important to research staff in an academic environment. It addresses questions many post-docs want answered, but are often afraid to ask! Topics include the REF, research metrics, public engagement, research environment and the impact of research, along with HR issues.	RS158	29 February 2016
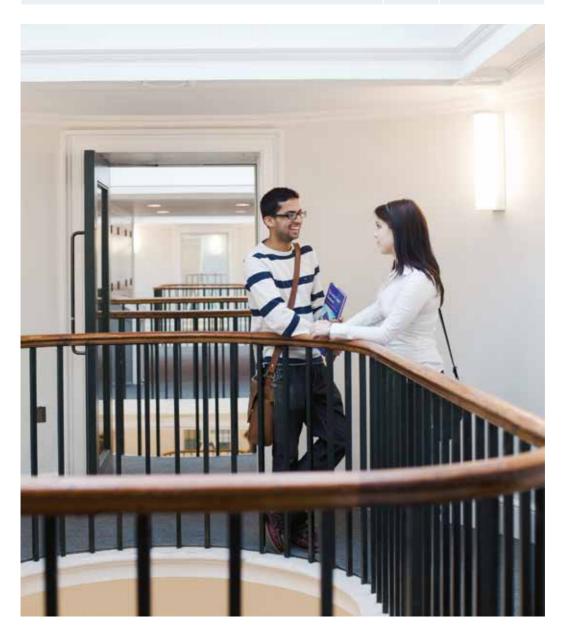
I have good news! I was offered a job... and I will start soon. I just wanted to thank you for all your help and support. I am telling everybody in my group they should consult you and participate in your training courses!

COURSE TITLE	CODE	DATES
Deciding What's Next: Careers Outside Academia for Arts/Humanities, Law & Social Sciences *Kate Murray* Perhaps you've already decided that you are going to be leaving academia post-PhD or your current contract. Or perhaps you're still trying to make up your mind. This workshop will encourage you to consider where your strengths lie and how you might research careers that play to those strengths. Case studies and data in this workshop are particularly appropriate for non-scientists.	**PGR226**	17 November 2015 8 March 2016
Deciding What's Next: Careers Outside Academia for the Sciences *Kate Murray* Perhaps you've already decided that you are going to be leaving academia post-PhD or your current contract. Or perhaps you're still trying to make up your mind. This workshop will encourage you to consider where your strengths lie and how you might research careers that play to those strengths. Case studies and data in this workshop are particularly appropriate for scientists.	**PGR225**	17 November 2015 5 April 2016
Deciding What's Next: Staying In or Leaving Academia *Kate Murray* Researchers are often concerned about whether an academic career is the best choice for them. In this workshop, we look at some of the realities of an academic life and review your own career decision-making style to see if this career is the right one for you.	**PGR230**	21 October 2015 9 May 2016
How to Become a Lecturer *Kate Murray* Aimed at PhDs and post-docs, this course will examine the role of a lecturer and look at how that role is changing in the context of the pressures faced by universities. We will look at the skills and experiences employers look for in an 'appointable' candidate and work together to look at how you can develop these alongside your research. Finally, we will look at job applications and how to present yourself and your research at interview.	**RS176**	12 April 2016
Improving Your Applications: CVs, Cover Letters, Forms and More *Kate Murray* How will you make your CV stand out from the crowd? How can you describe your academic experience to a non-academic recruiter? How is a cover letter or personal statement different from your CV? Bring a paper copy of your CV to this workshop where we review samples and critique your existing document in order to help you create stronger applications. *Please bring a recent copy of your own CV to this session.* *SEE ALSO webinars page 9*	**PGR227**	24 November 2015 22 February 2016 13 June 2016
Succeeding at Assessment Centres: Case Studies, Group Work, Psychometric Tests and More *Kate Murray* A day-long immersion in the world of the assessment centre. Recruiters in many different sectors use many different recruitment processes to tease out the best candidates; attend this workshop to hear from an employer about what they're really looking for. We'll look at group exercises, case studies, psychometric tests and give you the opportunity to pit your wits against the process.	**PGR224**	27 January 2016

COURSE TITLE	CODE	DATES
Succeeding at Job Interviews: Questions, Answers and Practice *Kate Murray* The best way to help yourself succeed in interviews is to create situations where you can practise your responses to those tough questions. This workshop explains what recruiters are looking for and explores the different types of interview structures you might have to deal with. It gives you a chance to listen to other people's replies, as well as the invaluable opportunity to articulate your own answers. *SEE ALSO webinars page 9*	**PGR143**	27 October 2015 23 February 2016 17 May 2016

COMMUNICATION & IMPACT

COURSE TITLE	CODE	DATES
Communicating with Policymakers *Ross Pow & colleagues* This course provides a set of practical tools and techniques you can use to make sure that your research makes a difference. Designed specifically for researchers who want to communicate with policymakers and other audiences, including the public, this four-hour long session explains the principles of 'message-led' communication and provides practical advice on how to structure and sell your ideas in order to maximise its impact on policy and practice.	**PGR246**	22 September 2015 13 October 2015 26 November 2015
Improving Communication & Emotional Intelligence for Researchers *Dr Ross English & colleagues* To be successful, researchers need to connect with, and impress, a broad range of professional colleagues. This two day course will help you better understand your working style and how you may be perceived by others. It will look at facets of effective communication within such activities as influencing, negotiation and collaboration, and how these skills can be used to achieve the best possible outcome, both for your research projects and your career progression. *Participants are required to complete the MBTI questionnaire prior to attending the course.*	**PGR213**	24 & 25 February 2016
Neuro-Linguistic Programming for Researchers *Dr Steve Hutchinson* Neuro-Linguistic Programming (NLP) explores the relationship between how we think (neuro), how we communicate (linguistic) and our patterns of behaviour (programmes). This course provides an overview of how the tools and techniques of NLP can be used to build rapport effectively, improve communication with individuals and audiences, and increase your range of behavioural flexibility.	**RS123**	7 June 2016
Personality Types in Research Groups *Dr Ross English & Dr Alastair Gill* This course will look at how personalities differ between individuals and the practical implications of this within a research environment. Using the Myers-Briggs Type Indicator (MBTI) as a framework, it will consider specific ways of overcoming problems that arise due to differences in personality and how to use different people's strengths to their best advantage. *Participants are required to complete the MBTI questionnaire prior to attending the course.*	**RS148**	8 February 2016
Presentation Skills *Simon Cain* This highly participative course will help you deliver presentations with more confidence, and focuses on making practical improvements to your existing presentation skills. The course will support you in delivering presentations/lectures that leave a lasting impact on your audience and raise the profile of your research. To achieve this, you will explore both how to construct, and deliver, an effective presentation. The techniques you will learn are applicable to almost any audience, including colleagues, future employers, students, funders or the general public.	**PGR229**	30 October 2015 27 November 2015 22 January 2016 11 March 2016 22 April 2016 27 May 2016

COURSE TITLE	CODE	DATES
Public Engagement 1: Introduction to Public Engagement *Dr Ross English* This half-day workshop is aimed at researchers with little or no experience in engaging the public with their research. It will look at the history of public engagement, different models of public engagement, why engaging the public is important for researchers, how audiences differ, how public engagement can inform and improve research, and existing public engagement opportunities.	**PGR248**	1 December 2015 17 February 2016 28 April 2016
Public Engagement 2: Developing Your Own Public Engagement Activity *Dr Ross English* Do you want to engage the public with your research but are not sure how to proceed? Have you an idea for public engagement but would like some help developing it? This half-day workshop will enable you to share your public engagement ideas and work with other participants to critique and improve them. Focus will be on the practicalities of public engagement.	**PGR249**	21 March 2016 24 May 2016
Public Engagement 3: Using Blogs and Social Media *tbc* This half-day workshop examines ways in which blogs and social media can be used to engage the public with your research. It will look at issues such as why use these tools, how they can be utilised to inform research as well as disseminate it, how various online platforms differ and what makes for effective online public engagement.	**PGR250**	1 February 2016 4 April 2016
Public Engagement 4: Engaging School Children *Dr Mary Henes & Rachael Curzons* This session will provide you with an understanding of the connections between public engagement, pedagogy and outreach, and equip you to disseminate your research to pupils in a variety of settings. Drawing on their extensive experience of training early career researchers to deliver programmes of university-style learning to pupils aged 9 to 18, members of The Brilliant Club – a fair access charity – will introduce you to a variety of pedagogical techniques to support public engagement work in schools and with pupils more broadly.	**PGR251**	2 February 2016 6 April 2016
Public Engagement 5: Making Headlines – Promoting Your Work to the Media *Dr Jenny Gimpel* This workshop will cover different ways of promoting your research across media and social media. It will include tips and exercises on writing press releases, preparing for interviews and communicating specialist subjects to lay audiences. This session is aimed at researchers in the sciences.	**PGR252**	8 March 2016 5 May 2016
Public Speaking for Research Students & Research Staff *Dr Eliza Filby & associates* Drawing on acting techniques, this is an interactive course focusing on the art of public speaking in an academic setting. It addresses how to be an effective communicator; how to get your message across and keep your audience engaged; voice projection, posture, body language and how to calm your nerves; and techniques for presenting and methods of communication in the lecture hall, interview room and in a conference setting.	**PGR185**	29 October 2015 1 March 2016 13 May 2016

IT ESSENTIALS*

COURSE TITLE	CODE	DATES
Desktop EndNote for PC	**LIB280**	Please check Skills Forge for dates
Introduction to RefWorks This course explains how to use RefWorks online bibliographic software to manage your references and create citations and a bibliography.	**LIB250**	
Key Library Resources for Arts & Humanities **Key Library Resources for Law** **Key Library Resources for Natural & Mathematical Sciences** **Key Library Resources for Social Sciences** **Literature Review Workshop for Postgraduates in Health & Clinical Sciences** These courses cover databases and information resources in specific subject areas.	**LIB225** **LIB223** **LIB226** **LIB224** **LIB229**	
Lexis Library Training **Westlaw Training** These courses cover searching legal databases.	**LIB248** **LIB247**	
Microsoft Excel functions This one-day course is for experienced users of Excel, and helps you to understand the scope of the functions in Excel and how they can be used for statistical analysis.	**LIB128**	
Microsoft PowerPoint introduction This one-day course covers creating a presentation; graphics; tables and charts. **Microsoft PowerPoint intermediate** This one-day course covers customising the PowerPoint environment; design templates; diagrams; special effects.	**LIB145** **LIB146**	
Microsoft PowerPoint for poster presentations (PC/Mac) This course complements course PGR113 Poster presentations. It covers technical aspects of creating a poster for a presentation.	**LIB147/8**	
Microsoft Project introduction Microsoft Project is the industry standard for project management, and this one-day course covers the basics of Project; creating a project plan; managing tasks; managing resources; finalising the project plan. **Microsoft Project intermediate** This one-day course covers updating the plan once the project reaches the implementation phase, and includes updating the plan; managing costs; reporting; reusing project information.	**LIB165** **LIB166**	
Microsoft Word long documents for theses (PC/Mac) This specially developed one-day course covers the advanced features of Word required to create, manage and revise long documents such as theses, and includes making long documents easier to use; styles; tables and charts; reference marks and notes; inserting pictures and other files.	**LIB118/** **LIB118M**	

* courses organised by Library Services

PERSONAL EFFECTIVENESS

COURSE TITLE	CODE	DATES
Creativity and Problem Solving *Dr Steve Hutchinson* Have you ever found yourself stuck in a rut, having the same thoughts again, and again, when what you really need are fresh insights, new concepts and original ideas? The course will cover: how you as an individual approach problems and some specific problems that might occur for researchers, a process of generating solutions, and a range of creativity techniques and how to implement them.	**RS114**	2 November 2015 24 February 2016
Effective Speed Reading for Researchers *Dr Steve Hutchinson* In order for academic reading to be effective, it needs to be a combination of efficient (in terms of speed and retention), strategic (in terms of appropriately targeted) and critical. This course will give you a number of tools to help you to read more quickly, more strategically and more critically.	**PGR152**	30 November 2015 9 December 2015 14 December 2015 21 January 2016–AM 21 January 2016–PM 15 February 2016 25 February 2016 11 April 2016 4 May 2016 6 June 2016
Managing Research Projects *Kate Lievesley* This workshop is for researchers who would like to develop their project management skills for research projects. The course covers how key project management tools and techniques can be used to improve your productivity. You will be given the opportunity to practice applying them on your own projects.	**RS169**	19 October 2015 11 November 2015 28 January 2016 7 April 2016
Time Management for Researchers *Dr Ross English & Dr Ioannis Smyrnias* Researchers have many demands on their time but often find it difficult to prioritise those demands and manage their time effectively. The result can be detrimental to a researcher's work and their work-life balance. This workshop will examine why achieving effective time management can be challenging, how to prioritise your time and protect those priorities, and will suggest some techniques that can help you get things done.	**PGR232**	23 November 2015 5 February 2016 9 June 2016

I had a meeting with you a few weeks ago where you gave me some tips on my CV and interviewing. I just thought I'd drop you a quick email to say thank you very much for the chat. It really helped. The end result is I've recently been offered a job which I will begin the end of next month.

RESILIENCE & WELLBEING

COURSE TITLE	CODE	DATES
Assertiveness Skills for Researchers *Dr Sarah Robins-Hobden* Workplace satisfaction and productivity can be greatly increased with an assertive approach to situations and other people. You may not be able to control every situation, but you can (with practice) change your behaviour, and that can have a positive influence on the responses of others. The workshop focuses on how to find a better balance and respect for the needs of ourselves and others. A variety of strategies are discussed and practised, so you can find the techniques that work best for you in both work and personal situations. The workshop is conducted in a safe and confidential environment.	**RS125**	2 December 2015 9 February 2016 19 May 2016
Introduction to Mindfulness *Dr Siobhan Lynch* There is an increasing interest in mindfulness, fuelled by the growing body of scientific literature which suggests it can help reduce stress and increase wellbeing. This 3 hour session provides an introduction to mindfulness and includes a number of experiential exercises and practical tips.	**PGR253**	26 October 2015 20 January 2016 25 May 2016
Resolving Conflict in the Research Environment *Dr Sarah Robins -Hobden* This workshop establishes the nature of interpersonal conflict, and how it can arise and persist in professional and personal contexts. Difficult situations and crelationships can be better understood with conflict resolution theory, and this workshop will also offer a range of techniques and tools for resolving conflict in any area of your life. The main focus of the session will be how to manage conflict with colleagues in an effective way. It will be conducted in a safe and confidential environment.	**PGR180**	30 October 2015 14 March 2016
Springboard Women's Development Programme *Dr Emma Williams* The Springboard Women's Development Programme is an award winning international programme which allows women to identify the clear, practical and realistic steps they want to take in their career development, and allows them to develop the skills and self-confidence to take those steps. During the programme, you will review topics such as qualities, networking, goals, assertiveness and managing your image. You will work individually and in small groups with other women to challenge and support each other, guided by an experienced tutor. You will also have the chance to hear women guest speakers talk about the challenges they have faced during their personal and professional life. The programme consists of four development days set over four months. You are expected to investigate topics between sessions using a workbook, which many participants find is a great resource after the course.	**RS165**	Cohort 1: 13 November 2015 11 December 2015 15 January 2016 12 February 2016 Cohort 2: 18 March 2016 15 April 2016 20 May 2016 17 June 2016
Stress Management for Researchers *Dr Sarah Robins-Hobden* Stress is a common part of daily life, though our responses to stressors may be more damaging than the stress itself. This workshop will provide you with a variety of techniques to identify and manage stress better, in both the short and long term, taking into account the nature of your research environment and the need for balance in your life. This course is suitable for researchers at any stage and in any discipline.	**RS118**	25 November 2015 14 March 2016 19 May 2016

STATISTICS & DATA MANAGEMENT

COURSE TITLE	CODE	DATES
Essentials of copyright – what academic staff need to know* This course provides an introduction and overview of copyright considerations for academics – including teaching staff, researchers, and administrators – when creating and running courses, and conducting or supporting research. It will help you understand key concepts, and learn about the landscape of legislation and licences, using copyrighted material in teaching and research, copyright in works you create, and the support available to assist you.	**LIB841**	Please check Skills Forge for dates
Introduction to Statistics for Researchers – 6 half-day course *Dr Derek Cooper* The course is designed for those who have little understanding of statistical methods and wish to apply statistical techniques in practice. The fundamentals of popular statistical procedures and tests (including descriptive statistics, confidence intervals, hypothesis testing, data transformation, t-tests, Mann-Whitney and Wilcoxon Tests, Chi-square and Fishers Exact Tests, oneway ANOVA, linear regression and binary logistic regression) will be explained. Delegates will perform simple calculations during the sessions to help understanding. The use of the statistics package SPSS will be demonstrated. Statistics notes and a comprehensive SPSS workbook will be given to all participants. By the end of the sessions you will understand fundamental statistical concepts so you can decide the appropriateness of statistical procedures and tests, and use SPSS to apply the relevant techniques. *Participants MUST bring a calculator or other suitable device.*	**PGR257**	Cohort 1: 3, 10, 17, 24 November 2015/ 1, 8 December 2015 Cohort 2: 11, 18, 25 January 2016/1, 8, 15 February 2016 Cohort 3: 9, 16, 23 March 2016/ 6, 13, 20 April 2016 Cohort 4: 27 April 2016/4, 11, 18, 25 May 2016/ 1 June 2016
Learning to use NVivo* This one-day course is for new users of NVivo qualitative analysis software, and is designed to help researchers get used to the interface, try out the basic coding functions, and explore the ways NVivo can be used to investigate qualitative data.	**LIB301**	Please check Skills Forge for dates
Managing Your Research Data* Good research data management is essential to ensure that data can be preserved and remain accessible in the long-term. This course looks at the management of your research data throughout the project lifecycle – from project design to storage, preservation, re-use and archiving. It provides guidance on your legal responsibilities to keep data secure and confidential, on data storage options and on retention and disposal. It will include practical exercises on best practice in data management planning.	**LIB842**	Please check Skills Forge for dates
Measures of Agreement and Statistical Methods for Assessing Diagnostic Tests *Dr Derek Cooper* This course focuses on the statistical methods used for measuring agreement for both categorical and quantitative data. Participants will learn about standard measures and techniques that are used to evaluate the performance of diagnostic tests and assess the agreement between observers. *Participants MUST bring a calculator or other suitable device.*	**PGR149**	8 February 2016 4 May 2016

* courses organised by Library Services

STATISTICS & DATA MANAGEMENT

COURSE TITLE	CODE	DATES
Responsible Conduct in Research: Research Ethics, Governance and Integrity *Marice Lunny* This course is particularly aimed at research staff and students who are doing research involving human subjects and/or of a sensitive nature. You will learn how to conduct your research in line with the relevant policies, guidelines and funder and professional body requirements, to ensure your research is ethical, publishable and of the highest possible standard. King's expectations of staff and students in terms of research conduct will be explained. By the end of the session, you will understand the importance of responsible conduct in research, what research misconduct is and how King's can support you in conducting research of a high standard of integrity. Practical training in King's research ethics application process will also be provided.	**RS170**	3 November 2015 9 February 2016 5 April 2016
SPSS introduction* This one-day course for first time users covers the IBM SPSS Statistics interface, entering data into the program, and output of basic descriptive statistics. **SPSS intermediate*** This one-day course is aimed at researchers who are already familiar with IBM SPSS Statistics and who need to perform statistical analyses using inferential statistics.	**LIB310** **LIB311**	Please check Skills Forge for dates
Survival Analysis *Dr Derek Cooper* This course will focus on statistical methods used to assess the time to an event. Participants will be shown how to perform standard survival analysis techniques including Kaplan-Meier, Logrank Test and Cox Regression. Interpretation of SPSS output will be considered. *Participants MUST bring a calculator or other suitable device.*	**PGR150**	15 February 2016 11 May 2016

* courses organised by Library Services

The tips and suggestions gained from the session have already helped enormously as I gave a lecture this week to a large audience and it was by far my most successful public speaking event with regards to confidence, preparation and enjoyment.
Alexandra | Geography *(PhD student)*

WRITING & PUBLISHING

COURSE TITLE	CODE	DATES
Citations Count! Measuring Your Publication Impact* This course covers why citations are important (particularly in health and sciences) and how citation measures are calculated. It discusses the challenges with measuring citations, and possible factors to consider when choosing where to publish your research.	**LIB220**	Please check Skills Forge for dates
Fundamentals of Good Writing *Nicholas Murray* Are you concerned about your writing ability? Do you lack confidence when faced with a blank page? Would you like to be a more elegant, effective, stylish writer? This course will look at the fundamentals of good writing using a combination of presentations and short individual and group writing exercises. It will focus on clarity, precision, effectiveness, the elements of sentence and paragraph construction, editing your own writing and how to avoid the most common errors of grammar and style. It will be of particular benefit to students wanting to broaden their written communication skills for wider or non-specialist readerships, but it is not intended for students with specific second language issues.	**PGR110**	14 October 2015 18 November 2015 13 January 2016 17 February 2016 9 March 2016 13 April 2016 11 May 2016 8 June 2016
Open Access Publishing – What Researchers and Authors Need to Know* This course will look at what Open Access is and how it affects you. It will help you find out about College policy and various funder policies, Open Access Publishing, and self-archiving your research in an online repository.	**LIB840**	Please check Skills Forge for dates
Search Strategies for Systematic Reviews* This two hour course provides practical advice on information retrieval for systematic reviews.	**LIB261**	Please check Skills Forge for dates
Writing for Publication in the Arts & Humanities *Dr Eliza Filby* This course is designed for early career researchers who have limited experience of writing about their research but are now ready to submit research papers, journal articles or monographs for publication. Participants will be introduced to the academic publishing industry; the different types of publishing, the grading of various journals, the peer review process, and how publishing relates to the REF. The stage by stage process of writing a journal article from submission to publication will also be covered. Focus will be placed on writing style; how to read one's own and other's writing; different ways of constructing and demonstrating evidence and rhetorical styles; how to plan and write for a journal (and the ways in which it is different from writing a PhD); the submission, peer review and redrafting process and how to put together a book proposal. Participants should have a clear view of publications in mind but not necessarily a draft of an article.	**PGR260**	22 March 2016 19 April 2016

WRITING & PUBLISHING

COURSE TITLE	CODE	DATES
Writing for Publication in the Sciences *Dr Anna Sharman* The course will help you understand what scientific journals want, how to navigate the peer review process, how to choose the journal that will give you the best results as fast as possible, and how to structure and write your paper. You will get a chance to work on your own next paper, putting together key sentences into a structure and abstract. You should come with a research paper in mind that you are planning to write before long, even if you don't have all the results yet.	**PGR261**	23 October 2015 4 December 2015 11 February 2016 8 April 2016 12 May 2016 3 June 2016
Writing for Publication in the Social Sciences *Dr Adrian Blau* This course is aimed at research students and early career research staff in the social sciences who have no, or limited, experience of writing for publication. The half-day session will cover issues including, different ways of turning a PhD or thesis chapter into publishable work, different ways of structuring a paper and how to find a good way of framing your paper. It will also look at how to deal with a rejection, how to deal with a revise and resubmit and how to use social media to advertise accepted papers.	**PGR262**	25 November 2015 7 March 2016
Writing Research Proposals *Dr Geoff Oldham* This course is for early career researchers who are ready to write a research proposal, but have no significant experience of doing this. The focus will be mainly on how to prepare a proposal for external funding in the sciences and social sciences paying particular attention to what the funders and the peer reviewers are looking for. Participants will consider: selecting an appropriate funding scheme; ways to conceptualize an original research project; how to present an argument to support the proposed work; how to plan research, set verifiable objectives, select appropriate methodologies and develop a time schedule related to the aims and objectives; responding to the results of peer review. Participants should be prepared to write and talk about their plans and have a specific project in mind based on current research, or new ideas that they now wish to develop and submit for support.	**RS108**	12 November 2015 10 December 2015 29 January 2015 18 February 2016 4 March 2016 21 April 2016 10 May 2016 15 June 2016

I would definitely recommend this course. It's been really useful to meet other women from a range of disciplines who experience the same stresses, issues and concerns about work life balance and who understand the unique stresses of doing a PhD.
Faith | Psychological Medicine (*PhD student*)

The Open Competition funded the training programme, Research with Reach: Valuing ideas beyond the academe, which I co-convene. This funding has had a significant impact on my personal development: we developed organisational and budgeting skills; learnt invaluable communication skills; and, most importantly, laid the foundations for an ongoing professional network, both within and beyond the academe.

Penny | English *(PhD student)*

The intro to supervision course equips you with the confidence and all the relevant information and points of contact that you require to be an effective supervisor. It also provides helpful scenarios of situations you are likely to face; showing you how best to deal with them and how King's can assist you.
Lindsey | Immunology *(staff)*

Courses for
Research Degree Supervisors & Principal Investigators

New Supervisors

King's requires all new postgraduate research degree supervisors to attend an appropriate training course. Supervisors can choose from the central course ('Introduction to Research Degree Supervision at King's') or equivalent faculty-based courses where they exist. The central course is run four times a year by the *Researcher Development Unit*.

Experienced Supervisors

King's requires all supervisors to undertake 'refresher training' once every 5 years. This training is delivered as a 90 minute webinar. However, experienced supervisors moving to King's from another institution must first attend the 'Introduction to Research Degree Supervision at King's' course. The Postgraduate Certificate in Academic Practice in Higher Education, run by King's Learning Institute includes a module called 'Postgraduate Research Supervision'. Successful completion of this module provides an exemption from either of the RDU courses.

Introduction to Managing in a Research Context for New Principal Investigators

King's requires that all academics responsible for supervising PhD students undergo regular training to ensure that they are familiar with current developments in policy, procedure and best practice with regard to research degree supervision. A similar workshop is being offered to academics who are new to line managing research staff.

KEY CONTACT
Dr Nigel Eady
Head of Researcher Training & Development
Responsible for the Researcher Development Programme and Unit
Tel 020 7848 3913
Email nigel.eady@kcl.ac.uk

Introduction to Research Degree Supervision at King's *Dr Nigel Eady & academic colleagues* This course is suitable for you if you: • Have never supervised research students before • Have just started supervising postgraduate research degrees • Have supervised three or fewer students to completion • Have moved to King's from another institution This course includes an introduction to the national context for postgraduate research degrees, the College's Core Code of Practice and other policies and procedures, as well as the support services that are available to students and supervisors. There are also discussion groups focusing on supervisory skills and styles and problems that can arise during research degree supervision. **To book: https://internal.kcl.ac.uk/student/grad-school/s-visor/train/ courses.aspx**	21 October 2015 14 January 2016 07 March 2016 07 June 2016 09.30 – 13.00 Waterloo Campus
Research Degree Supervision Refresher Training WEBINAR *Dr Nigel Eady* This online, web-based course is suitable for you if you: • Have supervised three or more students to completion but have never attended a supervisor training course • Attended a supervisor training course 5 or more years ago *Please note: if you have recently moved to King's from another institution, you must attend the half-day Introduction course above.* This course comprises discussion of supervisory skills and styles, as well as problems that can arise during research degree supervision. It includes a short review of the Core Code of Practice and College policies and procedures. You can join the course without having to leave your office. All you need is a computer with an internet connection. **To book: https://attendee.gotowebinar.com/rt/6127474215852755713** Select the date you wish to join the webinar. You will then receive a confirmation email containing information about how to join it on the day.	14 September 2015 09.00 – 10.30 8 December 2015 07.00 – 08.30 5 February 2016 14.00 – 15.30 14 April 2016 09.00 – 10.30 13 June 2016 14.00 – 15.30
Introduction to Managing in a Research Context for New Principal Investigators *Dr Nigel Eady with colleagues from across King's* A workshop for new and recently appointed Principal Investigators to cover aspects of management in a research context such as: • Good practice in the management of research staff • Recruitment and selection procedures • Policies pertaining to the use of Fixed Term Contracts • Pay, grading and promotion • Appraisal • Support for researchers including personal, professional and career development training • Advice on funding for research staff • Authorship and intellectual property • Impact and engagement **To book: please email researcherdevelopment@kcl.ac.uk**	Dates tbc 09.00 – 16.00 Guy's Campus

Other development opportunities

Boost your Library and IT skills

Library Services provides a range of classroom and online courses for researchers. These include literature searching, search skills for systematic reviews, reference management software (such as EndNote and RefWorks), and research data management. These are complemented by researcher specific IT courses, including Word long documents for theses, SPSS and NVivo. Start exploring key electronic and print resources for your subject using the curated collection of Library Subject guides: **http://libguides.kcl.ac.uk**

Further information:
www.kcl.ac.uk/library
Email **libraryservices@kcl.ac.uk**

Develop entrepreneurial skills

The annual Lion's Den challenge offers training in business skills and support in developing a business plan – based on research carried out at King's or just on an idea that you might have. Open to all students and research staff, the competition encourages the development and commercialisation of new ideas and entrepreneurial skills. Lion's Den culminates with a live final where finalists pitch to a judging panel. A total prize fund of over £10,000 is on offer.

Further information:
www.lionsdenchallenge.co.uk
Email **innovation@kcl.ac.uk**
Follow **@innovatekings**

Understand inclusive practice

The King's Equalities Team (**www.kcl.ac.uk/equality**) delivers a range of workshops to equip staff with the key principles of inclusive practice and provide you with practical actions that will assist you in contributing towards a more inclusive culture at King's. Current half-day workshops include: Inclusive working for staff; Inclusive working for managers, both of which cover the fundamental aspects of inclusive working practice; and Unconscious Bias, which explores the role unconscious bias plays in limiting our best efforts to create an inclusive organisation.

To book **training.kcl.ac.uk**

Learn a language

Speaking more than one language is increasingly beneficial in today's global job market. The Modern Language Centre (MLC) provides courses to King's students and staff, whether to improve existing language skills or to learn a new language. The MLC offers credit-bearing language modules, evening language classes, e-learning courses and private tuition. King's staff and students are entitled to a discounted rate on some fee-paying courses; tuition is free to those students taking a language module within their programme.

Further information:
www.kcl.ac.uk/mlc
Tel **020 7848 2890**
Email **modern.language@kcl.ac.uk**
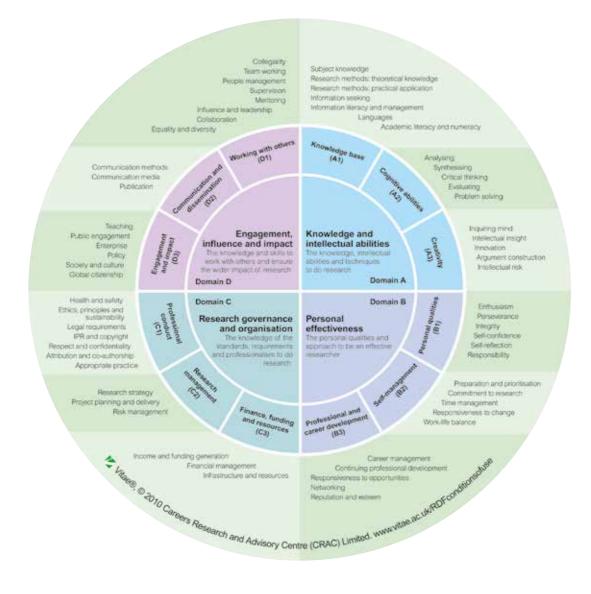
Improve academic English and study skills

The English Language Centre (ELC) offers training for all King's students. All courses are free, operate across all campuses and start at different times during the academic year. Study Skills classes are aimed at all students, irrespective of first language or programme, and focus on the academic skills necessary for successful study including Academic Argument, Writing Critically and Presentation Skills. Academic English classes are aimed at non-native speakers who would like to improve their academic English language skills and include Academic Grammar, Vocabulary and Pronunciation Skills.

Further information:
www.kcl.ac.uk/elc

I just wanted to say thank you for your advice and support. The session with you played a key role in my preparation for the viva and I am happy to inform you that I passed (subject to the completion of minor corrections).

Researcher Development Framework

The Researcher Development Framework (RDF)
has been developed by Vitae in collaboration with
the higher education sector and other stakeholders.
Further details about the RDF are available at
www.vitae.ac.uk/rdf

For Researchers

The Researcher Development Framework (RDF) is a national framework which researchers at any career stage can use to identify their skills and strengths and to plan their personal, professional and career development. At King's, we encourage researchers to use the RDF in discussions with your supervisor or line manager to identify and prioritise skills that you need to develop. The Researcher Development Framework comprises four broad domains, which are each divided into three sub-domains and then individual skill descriptors.

A. Knowledge and intellectual abilities
B. Personal effectiveness
C. Research governance and organisation
D. Engagement, influence and impact

Further information: **www.vitae.ac.uk/rdf**

For Supervisors, Principal Investigators and Line Managers

The Researcher Development Framework provides a way to fulfil the requirements of the QAA Code of Practice for research degree programmes, the Concordat to Support the Career Development of Researchers (**www.vitae.ac.uk/concordat**) and the Roberts recommendations on training for postgraduate research students and research staff. Combined with the programme of workshops outlined in this brochure, this provides a way for supervisors and line managers to ensure that your postgraduate research students and postdoctoral research staff obtain the training and development recommended by the College's Core Code of Practice on postgraduate research degrees and by the College's appraisal system and the Concordat.

Assessing Development Needs

All our workshops are listed by the RDF domain and sub-domain they come under, in a table on *pages 62–65*. You can also search for training courses by RDF domain on Skills Forge: **http://training.kcl.ac.uk**

Researcher Development Framework
www.vitae.ac.uk/rdf

Concordat
www.vitae.ac.uk/concordat

Skills Forge
http://training.kcl.ac.uk

Thank you so much for your help. You'll be pleased to know my article was accepted for publication. My session with you was really useful in showing me how best to prepare for submitting it.

Researcher Development Framework

1 | ACADEMIC PROGRESSION

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D			COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
RS144 HOW TO BECOME A PRINCIPAL INVESTIGATOR/ LECTURER						●							**RS175** THE STRATEGIC ACADEMIC					●	●				●		
RS167 LEADERSHIP SKILLS FOR POST-DOCS					●						●		**RS158** THINGS EVERY POST-DOC NEEDS TO KNOW					●	●				●		

2 | CAREERS & EMPLOYABILITY

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D			COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
PGR226 DECIDING WHAT'S NEXT: CAREERS OUTSIDE ACADEMIA FOR ARTS/ HUMANITIES, LAW & SOCIAL SCIENCES				●		●							**RS176** HOW TO BECOME A LECTURER						●						
PGR225 DECIDING WHAT'S NEXT: CAREERS OUTSIDE ACADEMIA FOR THE SCIENCES				●		●							**PGR227** IMPROVING YOUR APPLICATIONS: CVS, COVER LETTERS, FORMS AND MORE						●					●	
PGR230 DECIDING WHAT'S NEXT: STAYING IN OR LEAVING ACADEMIA					●	●							**WEB** PREPARING FOR INTERVIEW						●						
WEB DEVELOP YOUR BRAND: LINKEDIN PROFILE BUILDING AND CAREER RESEARCH						●				●			**PGR224** SUCCEEDING AT ASSESSMENT CENTRES: CASE STUDIES, GROUP WORK, PSYCHOMETRIC TESTS AND MORE				●		●						
WEB IMPROVING CVs FOR ACADEMIA AND OUTSIDE						●				●			**PGR143** SUCCEEDING AT JOB INTERVIEWS: QUESTIONS, ANSWERS & PRACTICE						●						

3 | COMMUNICATION & IMPACT

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D			COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
PGR600 3 MINUTE THESIS HEATS											●	●	**PGR249** PUBLIC ENGAGEMENT 1: INTRODUCTION TO PUBLIC ENGAGEMENT												●
PGR246 COMMUNICATING WITH POLICYMAKERS											●	●	**PGR249** PUBLIC ENGAGEMENT 2: DEVELOPING YOUR OWN PUBLIC ENGAGEMENT ACTIVITY								●				●
PGR113 FUNDAMENTALS OF GIVING A POSTER PRESENTATION											●		**PGR250** PUBLIC ENGAGEMENT 3: USING BLOGS AND SOCIAL MEDIA											●	
PGR213 IMPROVING COMMUNICATION AND EMOTIONAL INTELLIGENCE FOR RESEARCHERS				●	●						●		**PGR251** PUBLIC ENGAGEMENT 4: ENGAGING SCHOOL CHILDREN					●						●	●
PGR115 MAKING THE MOST OF CONFERENCES	●					●				●	●		**PGR252** PUBLIC ENGAGEMENT 5: MAKING HEADLINES – PROMOTING YOUR WORK TO THE MEDIA											●	
RS123 NEURO-LINGUISTIC PROGRAMMING FOR RESEARCHERS				●	●								**PGR185** PUBLIC SPEAKING FOR RESEARCH STUDENTS & RESEARCH STAFF					●						●	
RS148 PERSONALITY TYPES IN RESEARCH GROUPS					●					●			**PGR159** WRITING AND GIVING CONFERENCE PAPERS FOR ARTS/ HUMANITIES AND SOCIAL SCIENCE STUDENTS					●	●					●	
RS229 PRESENTATION SKILLS											●														

4 | DOCTORAL ESSENTIALS

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D			COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
PGR131 POSTGRADUATE FUNDING: CONSIDERING THE ALTERNATIVES FOR RESEARCH STUDENTS									●				**PGR101** STARTING YOUR PHD IN THE ARTS/ HUMANITIES AND SOCIAL SCIENCES					●			●				
PGR144 PREPARING FOR THE UPGRADE IN THE ARTS/HUMANITIES AND SOCIAL SCIENCES		●		●	●			●					**PGR100** STARTING YOUR PHD IN THE SCIENCES					●			●				
PGR174 PREPARING FOR THE UPGRADE IN THE SCIENCES		●		●	●			●					**PGR104** WRITING UP THE THESIS IN THE ARTS/HUMANITIES AND SOCIAL SCIENCES	●	●			●						●	
PGR105 PREPARING FOR THE VIVA		●		●	●								**PGR103** WRITING UP THE THESIS IN THE SCIENCES	●	●			●						●	

Researcher Development Framework

5 | IT ESSENTIALS

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
LIB280 DESKTOP ENDNOTE FOR PC	●											
LIB250 INTRODUCTION TO REFWORKS	●											
LIB225 KEY LIBRARY RESOURCES FOR ARTS & HUMANITIES	●											
LIB223 KEY LIBRARY RESOURCES FOR LAW	●											
LIB226 KEY LIBRARY RESOURCES FOR NATURAL & MATHEMATICAL SCIENCES	●											
LIB224 KEY LIBRARY RESOURCES FOR SOCIAL SCIENCES	●											
LIB248 LEXIS LIBRARY TRAINING	●											
LIB229 LITERATURE REVIEW WORKSHOP FOR POSTGRADUATES IN HEALTH & CLINICAL SCIENCES	●											

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
LIB128 MICROSOFT EXCEL FUNCTIONS	●											
LIB147/8 MICROSOFT POWERPOINT FOR POSTER PRESENTATIONS	●										●	
LIB145 MICROSOFT POWERPOINT INTRODUCTION	●										●	
LIB146 MICROSOFT POWERPOINT INTERMEDIATE	●										●	
LIB165 MICROSOFT PROJECT INTRODUCTION	●							●				
LIB166 MICROSOFT PROJECT INTERMEDIATE	●							●				
LIB118(M) MICROSOFT WORD LONG DOCUMENTS FOR THESES	●										●	
LIB247 WESTLAW TRAINING	●											
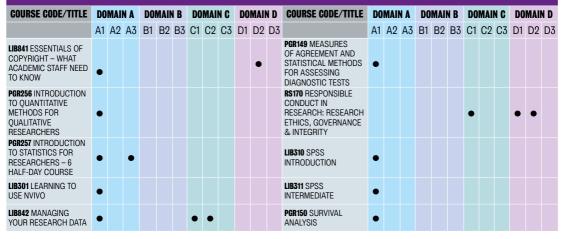
6 | PERSONAL EFFECTIVENESS

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
RS114 CREATIVITY AND PROBLEM SOLVING			●									
PGR152 EFFECTIVE SPEED READING FOR RESEARCHERS	●											
PGR242 LEADERSHIP SKILLS FOR RESEARCH STUDENTS				●						●		

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
RS169 MANAGING RESEARCH PROJECTS					●			●		●		
PGR232 TIME MANAGEMENT FOR RESEARCHERS				●	●					●		

7 | RESILIENCE & WELLBEING

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
RS125 ASSERTIVENESS SKILLS FOR RESEARCHERS				●	●							
PGR253 INTRODUCTION TO MINDFULNESS				●	●							
PGR219 MOTIVATION – YOUR TOOLS TO GREATER SUCCESS				●	●							
PGR180 RESOLVING CONFLICT IN THE RESEARCH ENVIRONMENT										●		

COURSE CODE/TITLE	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
RS165 SPRINGBOARD WOMEN'S DEVELOPMENT PROGRAMME				●	●	●						
RS118 STRESS MANAGEMENT FOR RESEARCHERS					●							
PGR254 SURVIVING THE PART-TIME PHD 1: PRIORITISATION AND WORK-LIFE BALANCE					●							
PGR255 SURVIVING THE PART-TIME PHD 2: PLANNING YOUR PHD AND MAINTAINING MOTIVATION					●			●				

8 | STATISTICS & DATA MANAGEMENT

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
LIB841 ESSENTIALS OF COPYRIGHT – WHAT ACADEMIC STAFF NEED TO KNOW	●										●	
PGR256 INTRODUCTION TO QUANTITATIVE METHODS FOR QUALITATIVE RESEARCHERS	●											
PGR257 INTRODUCTION TO STATISTICS FOR RESEARCHERS – 6 HALF-DAY COURSE	●		●									
LIB301 LEARNING TO USE NVIVO	●											
LIB842 MANAGING YOUR RESEARCH DATA	●						●	●				

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
PGR149 MEASURES OF AGREEMENT AND STATISTICAL METHODS FOR ASSESSING DIAGNOSTIC TESTS	●											
RS170 RESPONSIBLE CONDUCT IN RESEARCH: RESEARCH ETHICS, GOVERNANCE & INTEGRITY								●		●	●	
LIB310 SPSS INTRODUCTION	●											
LIB311 SPSS INTERMEDIATE	●											
PGR150 SURVIVAL ANALYSIS	●											

9 | WRITING & PUBLISHING

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
LIB220 CITATIONS COUNT! MAKING AND MEASURING YOUR PUBLICATION IMPACT	●										●	
PGR107 EDITING YOUR THESIS EFFECTIVELY	●										●	
PGR110 FUNDAMENTALS OF GOOD WRITING											●	
PGR241 HOW TO CONSTRUCT AN ARGUMENT			●									
LIB840 OPEN ACCESS PUBLISHING – WHAT RESEARCHERS AND AUTHORS NEED TO KNOW	●										●	
LIB261 SEARCH STRATEGIES FOR SYSTEMATIC REVIEWS	●											

COURSE CODE/TITLE	DOMAIN A			DOMAIN B			DOMAIN C			DOMAIN D		
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
PGR258 WRITING A LITERATURE REVIEW FOR THE ARTS/HUMANITIES & SOCIAL SCIENCES					●						●	
PGR259 WRITING A LITERATURE REVIEW FOR THE SCIENCES					●						●	
PGR260 WRITING FOR PUBLICATION IN THE ARTS & HUMANITIES	●								●		●	
PGR261 WRITING FOR PUBLICATION IN THE SCIENCES	●								●		●	
PGR262 WRITING FOR PUBLICATION IN THE SOCIAL SCIENCES	●								●		●	
RS108 WRITING RESEARCH PROPOSALS	●								●		●	

The trainer running the course I attended clearly knew her topic inside out. She also had a personal interest in it which meant we got really effective and informed answers to our questions. I've used what I learnt on the course regularly over the last two years. It was comfortably one of the top two courses I've attended at King's.
Richard | War Studies *(PhD student)*

Frequently asked questions

If these FAQs do not answer your question, please first check the more comprehensive FAQ section on the RDU webpages, **www.kcl.ac.uk/rdp-faqs** before contacting the *Researcher Development Unit* office, email **researcherdevelopment@kcl.ac.uk** or call **020 7848 3931**

1. Why can't I get into the online booking system ('Skills Forge') to book an online training course?

* Check you are using the correct address: **http://training.kcl.ac.uk**
* Check you are using your King's email username and password to log in
* If your username begins with a 'k' try changing the case
* If none of the above work, try resetting your password **https://kclpword.kcl.ac.uk/courion/sspr**
* If you are still unable to log in please contact the IT Services help desk: **www.kcl.ac.uk/it/support**

2. Why can't I find a course on the Skills Forge website that has been scheduled in the Researcher Development Programme training brochure?

* Our courses are available to book one term at a time. Please check the date of the course you are interested in.
* Your user status will affect the courses you can view and book onto on Skills Forge. For example, if you are a student and try to view a course that is for research staff only, you will not be able to see it (and vice versa).

3. How many training days am I entitled to?

* All King's research students are entitled to 10 days of transferable skills training per year. All research staff are also encouraged to undertake 10 days of training per year.
* The Research Councils require all their funded students and post-docs to fulfil the training requirement of 10 days per year.
* Not all this training needs to be taken through the Researcher Development Programme. For example, some might be used for career development activities undertaken during a research conference.
* The most important consideration for whether an activity will be considered appropriate is that it has a clearly identifiable developmental component. Courses that involve skills specific

Thank you for putting on the additional training which was particularly helpful.

Frequently asked questions

to your research and are of no use beyond the end of the project are not considered to be 'transferable'.

- If you are a student, remember it is your responsibility to discuss your training activities with your supervisor at least once a year and that you need to record all of your development activities on your progress monitoring reports.
- Research staff are encouraged to discuss their training and development needs at their annual appraisal.

4. What happens if I can't attend a course?

- To withdraw from a course, login to Skills Forge and cancel your online booking. Please note that you must cancel your booking at least 48 hours before the course is due to take place.
- If you are sick on the day of the course, please contact the RDU office as soon as possible on **020 7848 3931**.

- **As of September 2015, any individual who accrues two 'no shows' will be blocked from booking future courses.** A 'no show' is defined as being absent for a workshop without having given the RDU office prior notifcation. We are instigating this process to try and reduce the number of people who do not turn up for workshops. This wastes resources, especially when a workshop has a waiting list. The recording of a 'no show' will be at the discretion of the Head of Researcher Training and Development.

- The block on booking future courses will only be removed once notification is received from your faculty that no future courses will be missed without giving appropriate notice.

Further information: **www.kcl.ac.uk/rdp-no-shows**

**Madeleine House
Researcher Development
Support Manager**
Responsible for administration of RDP
Tel 020 7848 3931
Email researcherdevelopment@kcl.ac.uk

Contacts

If you have any queries or would like to discuss your training needs further, please contact a member of the *Researcher Development Unit*. For more information, visit **www.kcl.ac.uk/rdp**

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Training & development opportunities for all postgraduate research students & research staff

www.kcl.ac.uk/rdp