

RESEARCH DEVELOPMENT PROGRAMME



Enhancing the
personal and professional
development of our
research community

2022/2023

WELCOME

The Researcher Development Programme offers a wide range of sessions to help you develop and broaden your research and transferable skills, whether you are a postgraduate research student or member of staff. Our development offer includes a comprehensive programme of hybrid training, online resources and supporting information. This provision is intended to complement that of the schools, so that research students and early career researchers can develop the skills they need to be successful in their research in the short-term, and in whatever career they progress on to afterwards.

All our training falls under the four headings of the Researcher Development Framework (RDF).

- Knowledge and intellectual abilities
- Personal effectiveness
- Research governance and organisation
- Engagement, influence, and impact

The RDF is an external professional development framework for planning, promoting, and supporting the personal, professional and career development of researchers within Higher Education. The RDF articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development. Research staff are members of the VITAE East of England hub and contribute at a regional level to the delivery of the researcher development framework within Higher Education Institutions (HEIs).

If you are a research student or academic staff member at the University, the sessions we offer are free of charge. We encourage you to take these opportunities to develop and refine your skills, as well as connect with colleagues. Our programme is designed to support your research and your career choices. Workshops will be arranged to, as far as possible, avoid teaching times, religious holidays and with later start and earlier finish times to support those with childcare and other commitments.

There is no maximum number of sessions you can attend however it is expected, in line with [The Concordat to Support the Career Development of Researchers](#), that you complete 10 days professional development pro-rata per year.

Updates to this programme will be published online and circulated via e-mail and social media. Please check both to confirm whether there have been any recent changes.

Twitter: @UOS_Research

Please complete the evaluation forms at the end of each research development event as your feedback will be used to review and improve the delivery of the programme.

- Have you identified an area of training that you feel should be provided that is currently not available? Please send any suggestions and comments to [the Research Office](#)
- Are you an experienced researcher?
Do you feel you could help with mentoring a less experienced researcher? There is an opportunity to become involved in the staff mentoring scheme. If you are interested in helping with this, please contact us at [the Research Office](#)

EXTERNAL RESOURCES

[Vitae](#) provides an excellent research development resource for research students, supervisors, and research staff. The University of Suffolk is a member of VITAE and has access to the resources they provide.

[The UK Research Integrity Office \(UKRIO\)](#) is an independent charity, offering support to the public, researchers, and organisations to further good practice in academic, scientific, and medical research. We promote integrity and high ethical standards in research, as well as robust and fair methods to address poor practice and misconduct. We pursue these aims through our publications on research practice, in-depth support and services for research employers, our education and training activities, and by providing expert guidance in response to requests for assistance from individuals and organisations.

The Concordat for Engaging the Public with Research outlines the expectations and responsibilities of research funders with respect to public engagement, to help embed public engagement in universities and research institutes. This will enhance the future of research and benefit the UK society and economy. The Concordat consists of a set of key principles for the future support of public engagement, and under each principle, an explanation of how it may be embedded into institutional practice. Visit our [Concordat for Public Engagement web page](#)

[The Concordat to Support the Career Development of Researchers](#) sets out the expectations and responsibilities of researchers, their managers, employers and funders, sustainability of research careers in the UK and to improve the quantity, quality, and impact of research for the benefit of UK society and the economy. Visit our [HR Excellence in Research Award web page](#)

[The Concordat to Support Research Integrity](#) was published by Universities UK in 2012. It was developed in collaboration with the funding councils, research councils, the Wellcome Trust and other government departments. The concordat seeks to provide a comprehensive national framework for good research conduct and its governance.

[The UK Council for Graduate Education \(UKCGE\)](#) is the leading independent representative body for Postgraduate Education in the UK. Its mission is to be the authoritative voice for postgraduate education in the UK, providing high quality leadership and support to its members to promote a strong and sustainable postgraduate education sector. The UKCGE provides resources and runs several events for research staff, managers and supervisors and University of Suffolk is a subscribing organisation.

[UPEN](#) The Universities Policy Engagement Network, UPEN, is a community of UK universities committed to increasing the impact of research on policy. UPEN offers a dedicated contact point for policymakers, and a collective response to requests for evidence. It organises knowledge exchange events with government, parliament, devolved bodies, and identifies mechanisms to take forward specific projects. UPEN is also developing best practice amongst universities in policy engagement activities and will act as a champion for this relatively new role within universities.

FAQs - HOW DO I...?

Find out what workshops are taking place?

The programme of events is published in the [CPD Research Hub](#)

New events are added throughout the year. Academic Staff and PGR will be emailed with notification of any changes to the published schedule. The programme aims to create and support a distinct research community that draws together research students and academic staff.

BOOK A PLACE:

<https://uos.libcal.com/calendar/rdp?cid=8614&t=g&d=0000-00-00&cal=8614&inc=0>

OR

Email: Andreea Tocca, Head of Research Development, a.tocca@uos.ac.uk

INTRODUCING THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Framework articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development. The Researcher Development Framework (RDF) was developed in response to a range of recommendations to create a UK development framework for postgraduate researchers and research staff in higher education institutions. The Researcher development framework is structured in four domains encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

Domain A:

Knowledge and intellectual abilities

The knowledge, intellectual abilities and techniques to do research.

A1 Knowledge Base

Researchers must develop a sound knowledge of their subject research area and the appropriate methods used, as well as the ability to access and manage Information.

Categories in this sub-domain are:

1. Subject knowledge
2. Research methods—theoretical knowledge
3. Research methods—practical application
4. Information seeking
5. Information literacy and management
6. Languages
7. Academic literacy and numeracy

A2 Cognitive Abilities

Cognitive awareness includes the ability to analyse and evaluate findings, to think critically and to synthesise large volumes of data and material.

Researchers are also required to evaluate evidence and solve complex problems.

Categories in this sub-domain are:

1. Analysing
2. Synthesising
3. Critical thinking
4. Evaluating
5. Problem solving
6. A3 Creativity

Researchers need to have an inquiring mind and understand the role of innovation and creativity in research, allowing them to constructively defend their research.

Categories in this sub-domain are:

1. Inquiring mind
2. Intellectual insight
3. Innovation
4. Argument construction
5. Intellectual risk

Domain B:

Personal effectiveness

The personal qualities and approach to be an effective researcher.

B1 Personal Qualities

There are many personal qualities that are advantageous when undertaking a period of sustained research.

Categories in this sub-domain are:

1. Enthusiasm
2. Perseverance
3. Integrity
4. Self-confidence
5. Self-reflection
6. Responsibility

B2 Self-management

Throughout their career, researchers are required to be very well-organised. This includes the ability to manage their own time; to have a strategic approach to their research; to focus on the research project while maintaining a good work-life balance; respond to change and be largely self-motivated and self-reliant. Categories in this sub-domain are:

1. Preparation and prioritisation
2. Commitment to research
3. Time management
4. Responsiveness to change
5. Work-life balance

B3 Professional and Career Development

A large part of a researchers' career is being able to develop and manage their career. Researchers must have an insight into the transferable nature of their abilities and regularly update their achievement and experience record.

Categories in this sub-domain are:

1. Career management
2. Continuing professional development
3. Responsiveness to opportunities
4. Networking
5. Reputation and esteem

Domain C:

Research governance and organisation

The knowledge of the standards, requirements and professionalism to do research.

C1 Professional Conduct

Researchers are required to abide by Health and Safety regulations and understand any legal and ethical requirements and code of conduct(s) appropriate to their discipline. Categories in this sub-domain are:

1. Health and safety
2. Ethics, principles and sustainability
3. Legal requirements
4. IPR and copyright
5. Respect and confidentiality
6. Attribution and co-authorship
7. Appropriate practice

C2 Research Management

In order for researchers to achieve the most out of their research, it is essential for them to have effective project management. This includes being able to set appropriate research goals and a programme of necessary steps to allow them to reach these goals by prioritising their activities, as well as assessing the risks. Categories in this sub-domain are:

1. Research strategy
2. Project planning and delivery
3. Risk management

C3 Finance, Funding and Resources

In the current climate, it is particularly important that researchers understand good financial management and make best use of the available resources while also knowing the process for funding research.

Categories in this sub-domain are:

1. Income and funding generation
2. Financial management
3. Infrastructure and resources

Domain D:

Engagement, influence and impact

The knowledge and skills to work with others and ensure the wider impact of research.

D1 Working with Others

Researchers are required to interact constructively with colleagues, develop working relationships and be part of and/or build teams. They are also expected to develop and maintain professional networks.

Categories in this sub-domain are:

1. Collegiality
2. Team working
3. People management
4. Supervision
5. Mentoring
6. Influence and leadership
7. Collaboration
8. Equality and diversity

D2 Communication and Dissemination It is essential that researchers are able to communicate their research effectively, by constructing coherent arguments. Categories in this sub-domain are:

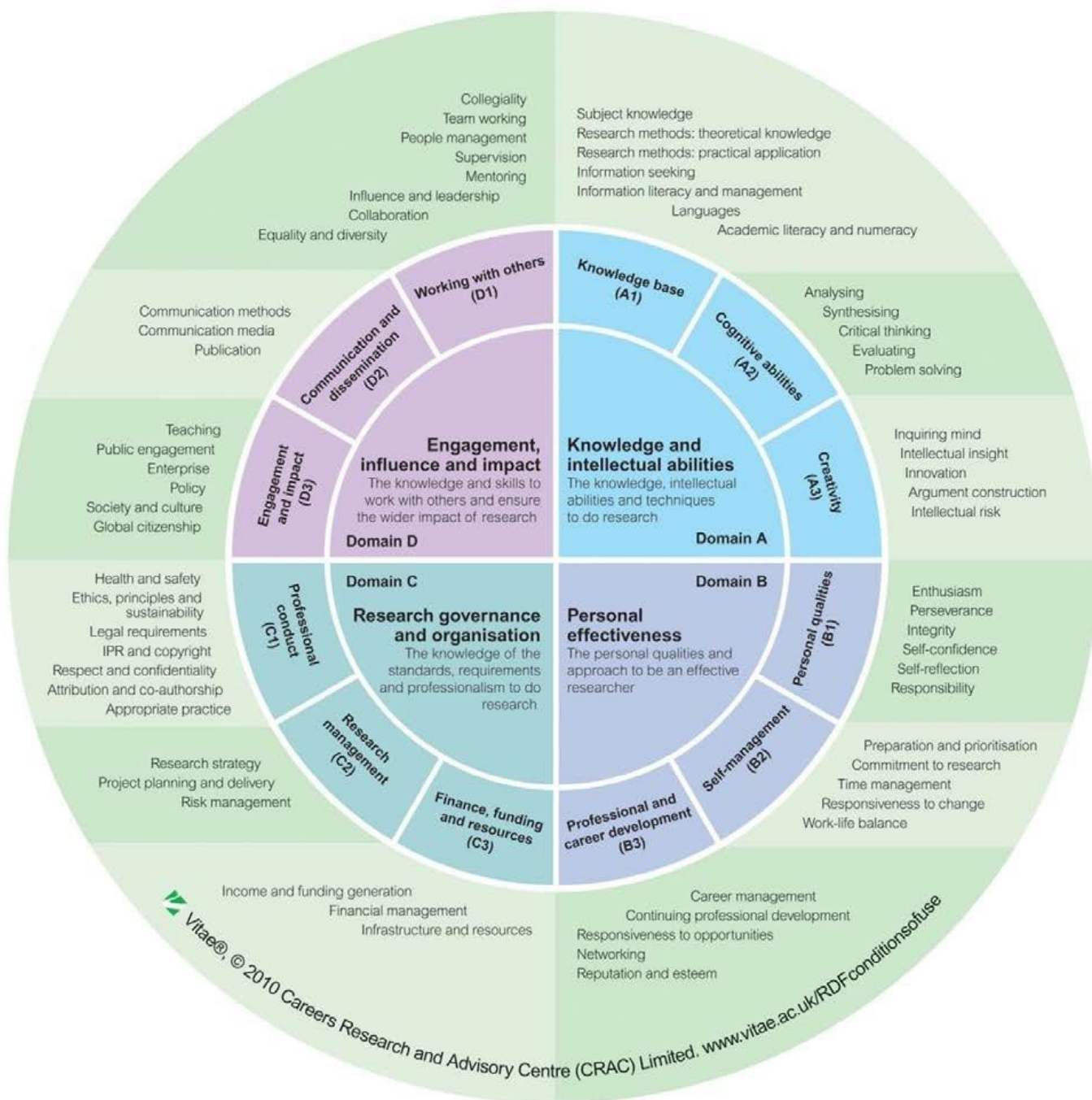
1. Communication methods
2. Communication media
3. Publication

D3 Engagement and Impact

Researchers should have knowledge of the global, economic, organisational and environmental contexts of research. It is important that they are aware of the mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts. Categories in this sub-domain are:

1. Teaching
2. Public engagement
3. Enterprise
4. Policy
5. Society and culture
6. Global citizenship

THE RESEARCHER DEVELOPMENT FRAMEWORK



Please go to [vitae web site](http://www.vitae.ac.uk) for further information.

Workshop: The Health Resilient Researcher

Led by: [Dr Joyce Reed](#)

Thursday 22 September 2022, 10.00am-2.00pm

The workshop is based on Dr Joyce Reed's manual, "*The Health Resilient Researcher*", in which she draws on the biomedical evidence base, clinical experience and personal experience of balancing lifestyle and regaining whole health.

Researcher Development Framework Mapping: D3

Workshop: Impact Culture

Led by [Professor Mark Reed](#)

Thursday 29 September 2022, 09.30am–1.00pm

In this workshop, you will discover how you can transform your working environment and create a culture you can belong in. Whether you seek ideas that will change the world, or you just want to reclaim a place in which you can think deeply, this course invites you to overcome what is preventing you doing the best work of your career. You will be able to discuss practical ideas and creative ways of thinking to re-motivate and inspire you, building on what works and adapting what does not, to create your own culture with your closest colleagues. At the very least, you will see how it is possible to create a protective bubble in a toxic culture. But at best, unexpected new ways of working will emerge and spread from person to person and group to group.

Researcher Development Framework Mapping: D3

Research Repository and Open Access Clinic

Led by: [David Upson Dale](#), Research Repository & OA Compliance Manager

Tuesday 1 November 2022, 2.00-3.00pm

Library - Room L108

If you require assistance depositing your research into OARS (our research repository), or have any questions relating to open access publishing, the Research Excellence Framework (REF), copyright, and retaining the rights over your research, please come along. This is an informal drop-in session with the aim being to quickly resolve issues using demos and a relaxed Q&A format

Researcher Development Framework Mapping: D2

Principal Investigator Roles, Rights and Responsibilities

Led by: [Professor Valerie Gladwell](#), [Andreea Tocca](#), [Stephen Walford](#)

Wednesday 16 November 2022, 1.00-2.30pm

Waterfront Building-W 414

The workshop focuses on the role of the Principal Investigator as a leader and manager and their responsibilities under The Concordat.

We will consider:

- Pre and post award requirements of the Principal Investigator
- Recruiting and hiring great researchers
- Project management, data management and ethics

Researcher Development Framework Mapping: D1

Applying for research grant funding – The pre-award process and project costing

Led by: [Andreea Tocca](#) and [Stephen Walford](#)

Wednesday 23 November 2022, 1.00-2.00pm

Waterfront Building- W413

The session will introduce participants to the support systems in place at University of Suffolk and provide costing guidance. We will consider:

- Where to start? Funding opportunities and planning
- The pre-award process – Guidance, key considerations, and who to contact
- The basics of research grant costings – Including the University of Suffolk costing form and the importance of full economic costing (fEC)

Researcher Development Framework Mapping: A1, C2, C3, D2

Chairing or being a panel member for PGR annual reviews

Led by [Professor Jo Finch](#)

Thursday 1 December, 11.00 am-1.00 pm

Waterfront Building-Room W 413

Mandatory for all staff chairing or acting as panel members of APRs

All supervisors involved in chairing or panel membership of PhD student annual reviews need to complete this training to be involved.

- Outlines the appropriate regulations framework
- Guide in completing the paperwork
- Advice on questioning the student appropriately
- Advice on constructive feedback to the student from the annual review

Researcher Development Framework Mapping: D1, B1, B3

QuestionPro Staff Training

Wednesday 7 December 2022, 2.00 pm-3.00pm

The Research Directorate has recently purchased a research edition license for QuestionPro, an online survey platform. QuestionPro is a GDPR compliant survey software, a digital tool that enables you to design, send and analyse online surveys. QuestionPro is a leading survey software, enabling users to add multiple question types, logic, and personalised branding.

Single sign-on is in place, so you can access the platform when logged in with your university credential via the following link: uos.questionpro.eu

For further guidance on how to use QuestionPro, please access the [Training Centre](#) and sign in with your university details.

The Process and Experience of Supervision

Led by The University of Brighton

14 December 2022, 10.00 am-4.00pm

Waterfront Building- W414

This workshop is compulsory for newly appointed supervisors. All supervisors must attend this training every three years. The intention for this workshop is to offer supervisors the opportunity to explore the process and experience of supervision using case studies. Participants will be provided with an opportunity to network with colleagues and reflect on their own supervisory styles. This session is of equal importance to new and more experienced supervisors at University of Suffolk. In addition to the opportunity for reflection on practice participants will understand:

- The external context for postgraduate research supervision
- The postgraduate research degree framework at University of Suffolk
- The Research Degree Regulations and Codes of Practice for postgraduate research degrees at UEA and University of Brighton
- Tips for successful supervisory relationships

Researcher Development Framework Mapping: D1

ADVANCE HE

Cohort 1

27 January 2023, 9.00 am-3.30 pm, Room W 418
10 February 2023. 9.00 am-3.30 pm, Room W 418

The proposed programme is highly interactive and discursive and will focus on the leadership of initiatives and teams that develop, enhance, or transform research in higher education, acknowledging that the key to successful transformation is inclusive and engaging leadership, teamwork, and collaboration.

Key areas of development included in the RLDP:

- Essential leadership skills
- Managing performance
- Navigating difficult conversations
- Supporting and leading change: from individual to team
- Resilience and wellbeing: for you and others

Through participating in the programme participants will benefit from:

- The acquisition and understanding of a range of approaches, tools, skills, and knowledge appropriate to leading research development and change
- Greater confidence in engaging with, influencing, and supporting colleagues within their own department as well as championing departments within the institution and externally
- An enhanced awareness of strengths: both as individual leaders and within the context of their teams
- A network of peers with whom they can share practices, ideas and even the possibility for research collaboration
- An appreciation of how these approaches and techniques can support their own professional development but also the professional development of colleagues and how this supports institutional research priorities
- Experience of addressing a leadership challenge and delivering a successful solution to support a more effective research culture.

The proposed programme is also aligned to the Researcher Development Framework and Concordat to Support the Development of Researchers.

The programme consists of three modules, delivered through in-person sessions over 2 days supported by online resources and independent study and reflection.

Module 1: Me and my research: Individual agency, influencing, being inclusive, and making a difference. Advance HE – Consultancy Services

Module 2: Our team: Coordinating research activity, project management, grants, and funding, leading with integrity.

Module 3: Institution and culture: Strategy and planning, enterprise, and innovation, supporting change and contributing to performance

The programme is delivered via:

- In-person sessions: These interactive and engaging sessions will focus on working on challenges through facilitator input, group interaction and opportunities for questions and answers.
- Self-directed individual activities (asynchronous): Parts of the programme content and some session-related tasks will be self-directed, and participants can undertake them in flexible ways, at times to fit around their own commitments.
- Personal reading, reflection, and documentation

Research Ethics

Led by [Professor Valerie Gladwell](#)

Tuesday 31 January 2023, 2.00 pm-3.00 pm
Waterfront Building-Room W418

Indicative discussion topics

1. Why is ethics needed?
2. What data are you capturing, why and when and why you might need a data sharing agreement?
3. What are we looking for in an ethics application?
4. The process of the ethics application
5. Developing a “do” and “don't” list from lessons learnt from previous applications
6. Sharing good practice
7. Example ethics form

Understanding critical data literacy

Led by [Dr Javiera Atenas](#)

Tuesday 28 February 2023, 1.00 pm-2.30 pm

Waterfront Building, Room W 419

Data literacy is normally understood as a set of abilities to read, understand, create, and communicate data as information. Much like literacy as a general concept, data literacy focuses on the competencies involved in working with data. However, data literacy can be also understood a mean to participate in the (data filed) society, thus the skills needed to work with data go beyond technicalities and have a strong social component, ergo, need to be grounded on the overarching principles of data ethics and human rights. These workshops aim at working with researchers get familiarised with a set of data skills that may help them work with data at management and research level, while being aware of the potential impact of data on individuals and the society, thus, handling data within an ethical and critical framework.

Ways to increase the visibility of your research

Led by [Professor Colin Martin](#)

Thursday 9 March 2023, 3.00pm-4.30 pm

Room: W 417

Promoting your work improves visibility and ultimately may lead to greater academic and non-academic impact. Use the some of this workshops' ideas to ensure that your research is as widely accessible as it can be.

We will consider ways to increase the visibility of your research at the following points:

- Starting your research
- During your research
- When you decide where to publish
- When to publish

Researcher Development Framework Mapping: D2

Introduction to Open Science workshop

Led by [Dr Javiera Atenas](#)

Thursday 16 March 2023, 1.00 pm-2.30 pm

Waterfront Building, Room W 212

Open Science represents a new approach to the scientific process based on cooperative work and new ways of diffusing knowledge by using digital technologies and new collaborative tools. The OECD defines Open Science as: "to make the primary outputs of publicly funded research results – publications and the research data – publicly accessible in digital format with no or minimal restriction"., but it is more than that. Open Science is about extending the principles of openness to the whole research cycle, fostering sharing and collaboration as early as possible thus entailing a systemic change to the way science and research is done.

This workshop aims at showcasing the overarching principles and methodologies to enhance scientific practices according with the UNESCO recommendations for open science.

Research leadership development programme, ADVANCE HE

Cohort 2

Friday 3 March 2023 Room W6.02

Friday 17 March 2023 Room W4.18

The proposed programme is highly interactive and discursive and will focus on the leadership of initiatives and teams that develop, enhance, or transform research in higher education, acknowledging that the key to successful transformation is inclusive and engaging leadership, teamwork, and collaboration.

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- Personal reading, reflection, and documentation

Negotiating and administering research contracts

Led by

Beth Collins, Head of Research Contracts, University of Surrey, and [Stephen Walford](#), Research Support Manager
Wednesday 15 March 2023, 1.00-2.30pm
Waterfront-W414

The workshop will provide the participants with an overview of the contract negotiation process and the subsequent administration of the contract.

We will consider:

- How to negotiate research contracts
- Types of research contracts, where to use them and requirements
- Support at University of Suffolk for the agreement of research contracts, ensuring they meet ethical, fiscal, and legal requirements

Researcher Development Framework Mapping: C2, C3

Impact Planning Workshop

Led by [Bella Reichard](#)

Wednesday 15th March 2023, 9:30-12:30
Waterfront Building, Room W602 (Boardroom)

This practical workshop gives you the opportunity to learn more about research impact and think through how you can achieve impact. After defining your impact vision and potential steps you can take to work towards this, you will do a comprehensive mapping exercise to capture:

- Who could benefit from your work?
- Who might be interested in your work?
- Who may be neither interested nor directly affected, but could help or hinder your efforts?

Drawing on Mark Reed's framework of "the 3 i's of stakeholder analysis", this workshop will be part training, part retreat. At the centre will be your own work, and by the end of the session, you will have a good idea of the groups, people and other entities that you could (or maybe should?) consider, as well as next steps to put into action. The workshop will also include considerations on what "stakeholder" means, plus ample opportunity to exchange ideas with colleagues from other schools of the university.

Doing Impactful Research, Finding Funding and REF

Thursday 16 March, 9.30 am-3.30 pm

Professor Kiran Trehan, Pro-VC External Engagement and Partnerships at the University of York will lead this practical day. <https://www.york.ac.uk/about/organisation/management/meeting-the-board/kiran-trehan/>

Kiran has been immensely successful at securing funding both from research councils as well as from business and community organisations. She has won awards for her impactful policy research and was a member of the 2021 REF panel for Business and Management.

Kiran's workshop will draw from this experience in three sessions across the day:

1. 'From cups of tea to £000's' – connections between engaging with organisations and communities and securing funding for research
2. Generating a REF impact case from engaged research – including practical session looking at successful 2021 impact cases
3. Tips and lessons from the 2021 REF

The day will include plenty of opportunity to address questions that you might have on your own funding applications or REF impact cases.

Researcher Development Framework: C3

Research project management

Led by [Professor Nicholas Caldwell](#)

Wednesday 29 March 2023, 1.00-2.30pm

Waterfront Building- Room W415

The Research project management is an introduction to the process of managing projects and the tools to assist in planning and tracking progress. This workshop is intended to be applicable to planning and managing research projects.

We will consider:

- The basics of the project planning process.
- The role of stakeholders in your research projects and how to set up effective working relationships to ensure smooth project delivery.
- The project lifecycle and how it links to research projects.
- Project management tools

Researcher Development Framework Mapping: B1, B2, C2

Chairing or being a panel member for PGR annual reviews

Led by [Professor Jo Finch](#)

Tuesday 04 April 2023, 1.00 pm-2.30 pm

Waterfront Building-Room W 309

Mandatory for all staff chairing or acting as panel members of APRs

All supervisors involved in chairing or panel membership of PhD student annual reviews need to complete this training to be involved.

- Outlines the appropriate regulations framework
- Guide in completing the paperwork
- Advice on questioning the student appropriately
- Advice on constructive feedback to the student from the annual review

Researcher Development Framework Mapping: D1, B1, B3

Applying for research grant funding – The pre-award process and project costing

Led by: [Andreea Tocca](#) and [Stephen Walford](#)

Wednesday 12 April 2023, 1.00-2.00pm

Waterfront Building-Room W419

The session will introduce participants to the support systems in place at University of Suffolk and provide costing guidance. We will consider:

- Where to start? Funding opportunities and planning
- The pre-award process – Guidance, key considerations, and who to contact
- The basics of research grant costings – Including the University of Suffolk costing form and the importance of full economic costing (fEC)

Researcher Development Framework Mapping: A1, C2, C3, D2

Managing Workload and Finding Space to Research

Led by: [Dr Amanda Hodgkinson](#)

Tuesday 18 April 2022, 1.00 pm-2.30 pm

Waterfront Building-Room W 414

This workshop will help you to:

- Reflect on your priorities – long, medium, and short term and analyse how your time is spent in relation to these
- Understand some simple time management techniques to help you make the most of the time that you do have
- Build an action plan how to sustain effective work routines.

Researcher Development Framework Mapping: D1

Business, Leadership & Management Research Day

Tuesday 25 April 2023, 9.30 am – 4.00 pm

A day of presentations from PhD students and staff researching in business, leadership, and management.

Training for Internal and External Examiners

Led by: [Professor Clare Rigg](#)

Wednesday 10 May 2023, 10.00am-12.30pm

Waterfront Building

Mandatory training for staff

- The role of PhD examiners
- Preparation for and conduct of the viva decision options providing feedback

Unless you have previous examining experience at PhD level you MUST undertake this training before you can undertake an examining role for a Viva at the University of Suffolk *.

Researcher Development Framework Mapping: D1, D2, D3, B1, B3

Chairing or being a panel member for PGR annual reviews

Led by [Professor Jo Finch](#)

Wednesday 10 May 2023, 2.00 pm-3.30pm

Waterfront Building

Mandatory for all staff chairing or acting as panel members of APRs

All supervisors involved in chairing or panel membership of PhD student annual reviews need to complete this training to be involved.

- Outlines the appropriate regulations framework
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- Advice on constructive feedback to the student from the annual review

Researcher Development Framework Mapping: D1, B1, B3

#AcWriMo – Academic Writing Month

Welcome to Academic Writing Month – November

Visit the [PhD2Published AcWriMo web page](#)

Internationally run since 2011, the month helps us:

- Think about how we write
- Form a valuable support network for our writing practice
- Build better strategies and habits for the future
- And hopefully get stuff done

A series of hour-long writing sessions will run throughout November, led by [Professor Clare Rigg](#).

Most will be virtual (TEAMS), and some will be in a cafe on campus. People are welcome to attend as many or as few as they are able.

Participants abide by the set of 6 rules:

1. Decide on your goal. You might count words, hours put in or projects achieved – it's up to you. But try and push yourself a bit.
2. You declare your goal by signing up on the 'Accountability Spreadsheet' Declare it! Being accountable is key to this working for you. You need to feel a bit of pressure to get the work done.
3. Draft a strategy. Don't start AcWriMo without doing a bit of planning and preparation, like reading.
4. Discuss your progress. You can discuss your progress on social media like Twitter and Facebook or simply with colleagues
5. Keep going through the month and try not to get distracted.
6. Declare your results.

Dates and times are as follows:

November

1 st	12.30pm-1.30pm	
3 rd	3.00pm -4.00pm	
7 th	4.00pm-5.00 pm	
9 th	10.30am-11.30am	Atrium café
11 th	2.00 pm-3.00 pm	
14 th	2.00 pm-3.00 pm	Atrium café
16	9.00 am-10.00 am	
22	4.00 pm-5.00 pm	
24	1.00 pm-2.00 pm	

Research Café

The Institute of Health and Wellbeing are hosting a Research Café for University staff and research students to share empirical techniques and skills, opportunities for funding, and updates regarding their own areas of study, such as conference presentation practice and 'Challenge Labs'. Meetings will be held every other month (first meeting date tbc) and will alternate between in-person and online. These will be a great opportunity for staff to network, identify collaboration opportunities, share ideas, and offer expert support and advice related to research to each other.

Membership is ideal for PhD students upwards who with a particular interest in research surrounding themes of health and wellbeing, including:

- Physical activity and sport
- Long term conditions
- Whole system approaches to wellbeing
- Perinatal wellbeing
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If you would like to join the Research Café Teams channel, please contact Obi Ejiogu (O.Ejiogu2@UOS.AC.UK). All future correspondence will be sent out largely via Teams.

Co-operative Educational Research – Spring 2023

Collaborative Education Research Network Seminar Series - online

In partnership, we have set up an Educational Researchers Network across 12 UK Universities and are collaborating in running an online seminar series, which will expand our dialogic engagement with a wider set of educational researchers and their work. The programme, hosted by UCLan and co-managed by UCLAN and UoS runs weekly (except on agreed holidays) on Wednesdays 4-5pm. The room is open 15 minutes before and after for discussion. The last session of the month features a discussion of a particular published paper.

Wednesdays 4-5pm
(Room open 3.45-5.15)

January 18 th	Opportunity pluralism, widening participation and the implications of higher education regulatory environment. Richard Davies, UCLan
January 25 th	Evidence Reading Group O'Connor, K. 2020. Constructivism, curriculum and the knowledge question: tensions and challenges for higher education. Studies in Higher education, 47(2)
February 1 st 4.15 start	Reframing data ethics in research methods education: a pathway to critical data literacy. Javiera Atenas, University of Suffolk
February 8 th	Developing the digital self-determined learner through heutagogical design Emma Gillaspay, UCLan
February 22 nd	Evidence Reading Group Paper TBC (suggestions to Richard)
March 1 st	Disabled Student Experiences of Higher Education Gayle Brewer, Liverpool University
March 15 th	Title: TBC Ivana Listiakova, University of Suffolk
March 22 nd	Review and planning meeting (All Welcome)

Networking and Research Induction Events

Early Career Research Network

The network is open to all ECRs within five years of gaining their PhD, to those striving for their research independence and to those, changing career direction.

If you are interested in:

- Establishing connections
- Providing reflections on successful collaborations
- Showcases of research examples

Launch event: 27 October 2022, 12.00-2.00 pm

Waterfront Building- W602

Early Career Researcher Network- Brown Bag Lunch Talk events for Spring/Summer 2023

Talks will be held on Wednesdays (last Wednesday of the month) at noon unless noted otherwise.

The Lunch Talk events are in addition to the Research Development Training programme.

The informal events are aimed at facilitating researcher discussions and creating an open dialogue between the invited speakers and the participants.

The first workshop in the series will take place on

Wednesday 22 February 2023, 12.00 pm-1.00 pm, Room W419

Topic: Research Student to Research Staff

Though we encourage registering ahead of time for these events, walk-ins are always welcome, so feel free to bring other colleagues who would benefit from attending.

Don't forget to bring your lunch!

Research Staff Induction

The Research Induction events provide an overview of the key University of Suffolk teams, systems and policies that underpin research activity and research support at University of Suffolk. It is intended to complement other induction resources and initiatives that are available to support staff centrally and within their Schools and Research Institutes.