



**London
South Bank
University**

EST 1892

**Research
Enterprise &
Innovation**

RESEARCH DEVELOPMENT HANDBOOK



HR EXCELLENCE IN RESEARCH

Welcome

At LSBU, we belong to a diverse and enterprising university with a research strategy that addresses real-world challenges in an active research-based culture built from a long-standing and well-established teaching and enterprise environment. Today, the university maintains a strong commitment to its research, aligned to the concept of 'research for all'.

Research at LSBU is carried out by its academic staff at all stages of their development, from Early Career Researchers to Professors. This research activity has rightly been focussed on its 15 Research Centres, which provide a focus for excellence, and a concentration of expertise. Together with the Research Groups these provide a means of supporting staff on all stages of their personal research journeys.

Development of our researchers is taken seriously at LSBU, in line with the principles of the EU HR Excellence in Research Award that the University has held proudly since 2014. Development starts with LSBU's Postgraduate Researcher (PGR) students, and continues to its staff, with bespoke courses, workshops and webinars focussed on delivering research-oriented goals. Its four pathways: Researcher Effectiveness; PGR Supervision; Publications and Impact; and Grant Writing and Bid Development, described here, provide a route to achieving research goals.

A comprehensive calendar of training events has been formulated that maps courses directly to the domains of Vitae's innovative Researcher Development Framework (RDF), as well as to career stage. This handbook is designed to guide researchers through this process, and to link with the annual Research Events Calendar that is hosted on the University's webpages and intranet. Take time to immerse yourself in its pages, and to take the opportunity of the many courses on offer.

Professor Peter Doyle
Acting Director
of Research

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Introduction

Researcher Development at LSBU takes account of the whole research life of an individual, from the day a doctoral student embarks on a programme of study, to the moment a researcher is elevated to professor. Development is very much at the heart of LSBU's research environment, and the university is proud to have held the award of EU HR Excellence in Research award since 2014.

At LSBU, Researcher Development is delivered by a number of partners, led by the university's Research, Enterprise, Innovation (REI) unit, and supported by Organisational Development (OD-HR), Library and Learning Resources (LLR) amongst others. Using Vitae's state-of-the-art Researcher Development Framework (RDF)¹ all researchers have the opportunity to take part in a modern, fully integrated programme of lectures, webinars, workshops and seminars designed to enhance and complement their research experience.

Development Planning

The development of PGR students is a component of the University's innovative Key Skills Development Programme, the details of which are covered by the appropriate handbook².

For staff engaged in research, the development journey commences with induction to the university and the identification of training needs during the appraisal process. All training is mapped to the four main domains of the RDF, colour-coded according to the RDF planning wheel, to ensure that a core syllabus of training opportunities is available, and that horizon scanning for opportunities is recognised.

And at each step of the journey, attendance in development activities, training and seminars are recorded as achievements by HR; and all research staff have the opportunity to sign up for Vitae's dedicated researcher development planning tool.

Course Provision

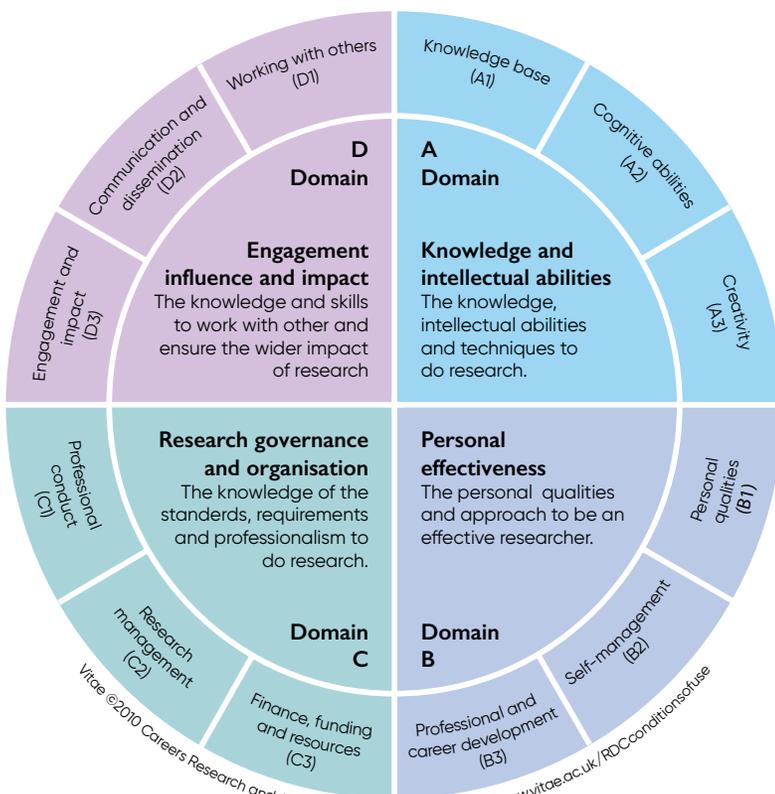
Training for PGR students is handled through the Key Skills Development Programme, while for other researchers, a wide range of courses are available from multiple providers. These training events support the development of a wide range of skills, and in particular those that contribute to enhanced effectiveness in Research Governance and Organisation, and in Engagement, Influence and Impact: essential in today's research environment, and suitable for all levels of development.

¹ www.vitae.ac.uk/rdf

² Key Skills Development Programme Handbook, London Doctoral Academy, 2017

Developing Research Skills

All researcher training seminars and events provided by LSBU's Research, Enterprise and Innovation (REI) and partners are mapped to Vitae's internationally-recognised RDF planning wheel, which is illustrated below. The Vitae planning wheel is divided into four 'Domains' that identify '...the knowledge, behaviour and attributes of successful researchers'. The purpose of the domains, and the planning wheel, is to help 'maximise potential...by developing these attributes'.



The Vitae RDF Planning Wheel

At LSBU, the four RDF domains are used to identify the skills needed by all researchers, and to help provide guidance and support. This allows for accurate planning for individual development, which is a significant part of the LSBU progress.

- **Knowledge & intellectual skills (Domain A)**
 - Research skills & techniques (skills to carry out research)
- **Personal effectiveness (Domain B)**
 - Personal qualities, self-management and career development
- **Research governance & organisation (Domain C)**
 - Research conduct, management and financing
- **Engagement, influence & impact (Domain D)**
 - Communication skills (to engage with various audiences), and networking and team-working (to understand and influence behaviours)

In addition, all skills are mapped to **development stage**, which meshes seamlessly with the University's commitment to researcher development from early to late career, in line with the European Commission's Framework for Research Careers³, which recognises four main 'stages', from postgraduate to professor.

At LSBU this is broken down into the following categories that, combined with the RDF domains, provide clear choices for individuals in mapping out their research journeys:

- **PGR1:** equivalent to the first year(s) of the Postgraduate Research (PGR) programme;
- **PGR2:** equivalent to the second year/ mid-point of the PGR programme;
- **PGR3:** equivalent to the third year/ later stage of the PGR programme.
- **ECR:** Early Career Researcher (PhD holders or equivalent who are not yet fully independent);
- **ESR:** Established Researcher (researchers who have developed a level of independence); and
- **LR:** Leading Researcher (researchers leading their research area or field).

To develop a successful career in research in the modern era, one needs an array of skills. The ability to plan, self-manage and communicate to different audiences and across different media. An ease with public speaking. Adaptability and resilience. LSBU's training programme provides the transferable skills training you need, whatever your professional career goals and aspirations. So sign-up for our training events to expand your horizon and open the doors to the world.

Dr Karl Smith,
Research Impact
Manager

³ European Commission, Towards a Framework for Research Careers, July 2011

The Development Cycle

Annually, each researcher – staff and PGR student – undertakes a programme of development designed to enhance skills required in the current academic climate. For PGR students and those academic staff engaged in research activity, this programme forms part of a continuous process is intended to guide each person on their journey towards being a more effective and successful researcher. In both cases, the development cycle process helps each individual to identify their training and development needs, providing the opportunity to plan-out their future research career.

Postgraduate Research Students

Postgraduate researchers are subject to an annual-review development cycle described in the LSBU Key Skills Development Programme Handbook (London Doctoral Academy, 2017).

For **PGR students**, the cycle depends on its four stages⁴, recorded in the appropriate parts of the University's HAPLO PGR manager system:

Stage 1: Self (Skills) audit.

This process requires self-reflection and consideration of skills sets.

Stage 2: Development Plan.

The development plan leads on from the skills audit, identifying both training and personal development needs.

Stage 3: Recording.

Recording is a means of logging development and documenting achievement and progression.

Stage 4: Review.

Annual review closes the cycle and allows new targets to be set for development.

Staff Engaged in Research

For **Early Career** to **Leading Researchers**, development forms part of the annual appraisal cycle, with learning needs identified as part of the work plan setting, as indicated below.

The Staff Appraisal Cycle

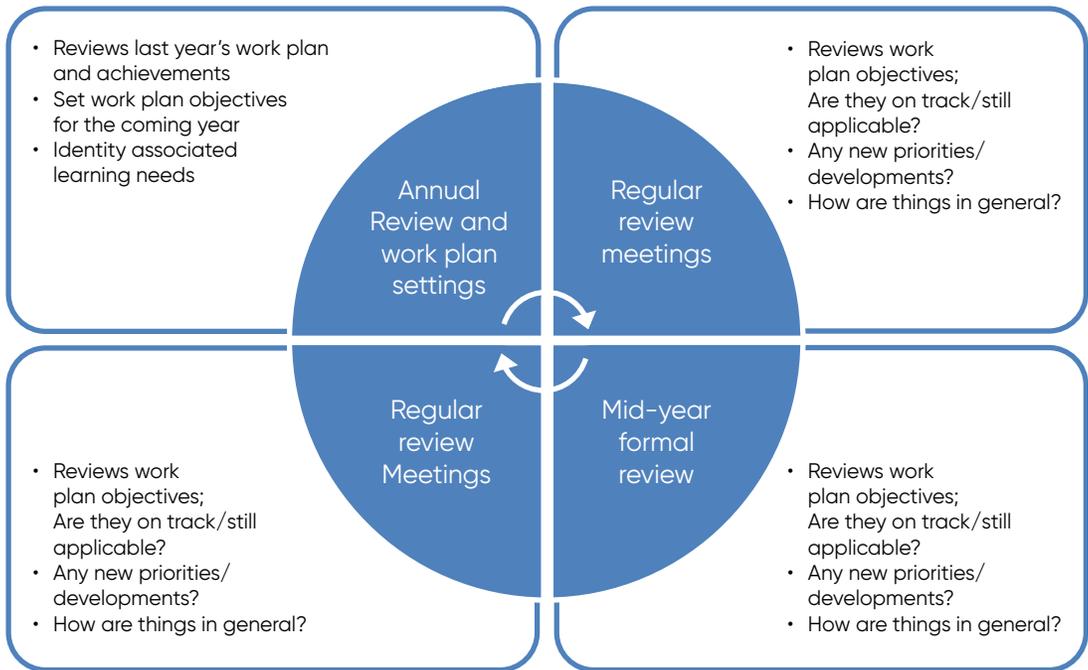


Figure 1: Review and Development Circle

Training and development activities for both staff and students are outlined in a training calendar that is published annually on the HAPLO PGR manager, iTrent, and the relevant research pages on both the intranet (MyLSBU and OurLSBU) and internet. All activities are listed according to RDF planning domain, as well as stage of development, in order to give the greatest choice possible for individuals.

For staff, training attendance is logged through iTrent, which provides the opportunity for all researcher development sessions to be recorded on My Workplace, the LSBU system for people development.

In addition, the university provides the opportunity for staff to sign up for the Vitae RDF Planner Web application, which is a means of recording the personal development of all researchers. The Vitae RDF Planner is a web-based application that organisations and individuals can use to map professional development⁵.

The application is available to all those researchers who want to have a means of recording their development. For example, Researchers can use the RDF Planner for professional development, to identify strengths, action plan, review achievements and create a portfolio of evidence. Through the RDF Planner, organisations can direct researchers to suitable courses and development opportunities linked to the RDF.

⁵ <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework-planner>

The Training Programme

The Training Programme developed by Research, Environment and Innovation (REI) comprises lectures, seminars, workshops, webinars and other development opportunities. The programme is delivered by REI, together with seminars and training sessions run by individual schools and other partners across the University, specifically Organisational Development (OD), Library and Learning Resources, including Digital Skills (LLR), and the Centre for Research Informed Teaching, including Skills for Learning (CRIT).

The training programme provides support and resources for all researchers, focussed primarily upon research and research-related activities. This sits alongside the wide range of training and development activities offered by OD, as well as the mentoring programmes and training opportunities provided within the Research Centres and Research Groups.

The training and development programme for PGR students is discussed fully in the London Doctoral Academy handbook Key Skills Development Programme, available online as part of the PGR Manager system.

Each session, seminar and workshop is identified with reference to one of the four RDF Domains – to indicate the area or competency that it is seeking to develop – together with the recommended development stage as discussed above.

The Key Skills programme at LSBU gives researchers a chance to compare and discuss strategies for their own development. It reinforces and provides the tools needed to become well-rounded researchers. Whether it's how to get the most out of your supervisor relationship, networking, or preparing for your Viva. They are all equally important in your journey through a PhD.

Zoe De Grussa
PhD Student

School of
Built Environment &
Architecture

Core Sessions for PGR Students

The London Doctoral Academy delivers the following Core Key Skills Development Sessions, to be attended by all PGR students over the life of their programme. Sessions are delivered as both face-to-face sessions and webinars in two blocks. Though focussed on PGR students, these sessions are open to all researchers.

Block 1 (delivered in the autumn and spring) comprises:

- **Key Skills in the Research Environment** describes the development process and starts students on the path to development
- **The Student Supervisor Relationship** examines the roles and responsibilities of the students and supervisor
- **Insights into Personal Effectiveness** looks at key areas of personal effectiveness
- **Developing Research Skills** introduces students to project planning and stages of research development
- **Research Ethics ensures** that all students are aware of the ethical considerations of their research.

Stage/ Block	PGR 1	PGR 2	PGR 3	A	B	C	D
PGR Induction				■	■	■	■
Block 1	Key Skills in the Research Enviroment			■	■	■	■
	Student-Supervisor Relationship				■	■	■
	Insights into Personal Effectiveness				■	■	■
	Developing Research Skills			■		■	
	Research Ethics					■	

Block 1: Core Sessions relative to RDF Domain and Development Stage

Block 2 (delivered in the autumn and spring, see below) comprises:

- **Researcher Integrity** examines through a workshop roles and responsibilities of researchers, and of honesty, rigour, transparency and duty of care
- **Conference Presentations** is a two-part workshop that examines good practice in the development and delivery of good conference presentations
- **Writing for Publication** is a two-part workshop that considers the purpose and process of academic publication, and provides practical advice for authors
- **The Viva and Beyond** is for late stage PGR students, and considers the process of the Viva examination, and provides advice and support
- **Career Development** with fewer than 50% of PGR students staying in Academia, this session examines the possibilities.

Stage/ Block	PGR 1	PGR 2	PGR 3	A	B	C	D
Block2		Researcher Integrity			■	■	
		Conference Presentations					■
		Writing for Publication					■
			The Viva & Beyond			■	
			Career Development			■	
PGR Summer School				■	■	■	■

Block 2: Core Sessions relative to RDF Domain and Development Stage

In addition to these core courses there are a wide range of optional seminars, webinars and workshops that are available to all PGR students and individuals with significant responsibilities for research.

Sessions for Research Staff

Training for Research staff is designed to deliver a range of courses and seminars that get to the heart of the research environment. Training is delivered by a number of specialist providers and is targeted to staff in order to deliver on the relevant RDF domain and to reflect the relevant development stage.

In order to maximise the value of the courses, training is designed to be smart and agile, with lunch-time seminars and webinars being preferred. Training is provided in the following areas, forming distinct pathways: Researcher Induction; Grant Writing for Success; Publications and Impact; PGR Supervision; and Researcher Effectiveness.

All training sessions are bookable through the University's iTrent system, and are listed on the Research Events calendar posted on the LSBU Website, and on the OurLSBU intranet pages.

Researcher Induction

A range of sessions are provided in order to provide induction to both the university systems and the support provided to researchers at all stages of development.

Researcher Induction							
Stage/ Delivery	ECR	ESR	LR	A	B	C	D
REI	Introduction to New Researchers			■	■	■	■
LLR	Introduction to New Researchers			■	■	■	■
OD	Introduction to New Academics			■	■	■	■

Induction Programmes for New Researchers/Academics

Grant Writing for Success

Delivered by REI Pre- and Post-Awards team, the Grant Writing programme represents a series of seminars and lunchtime workshops that are designed to guide academics through the Grant Writing process and beyond.

Grant Writing for Success							
Stage/ Delivery	ECR	ESR	LR	A	B	C	D
REI	Introduction to Grant Writing			■	■	■	
REI	Grantfinder4 Education			■	■	■	
REI	Grant Writing Workshop			■	■	■	
REI	Costing and Pricing for Research Proposals					■	
REI	Writing a Pathway to Impact Statement					■	■
REI	Briefing & Networking					■	■
REI	Post-Award: what next				■	■	■

Grant Writing for Success for Researchers

Publications and Impact

A range of training courses, seminars and workshops are provided to guide researchers through the publication process, and the concept of maximising impact.

Publications							
Stage/ Delivery	ECR	ESR	LR	A	B	C	D
REI	Introduction to Research Outputs				■	■	■
REI	Developing a Publications Strategy				■		■
REI	What Makes REFable Publication?				■		■
REI	Optimising Outputs				■		■
REI	Dealing with Editors & Reviewers						■
REI/LLR	Open Access & Symplectic					■	■
REI	Measuring and Developing the Impact of your Research				■		■

Publications

PGR Supervision

Delivered by REI and partners, the Postgraduate Research Supervision training sessions are intended to supplement the training provided through the Epigeum online training programme, and to enhance the skills of potential supervisors.

PGR Supervision							
Stage/ Delivery	ECR	ESR	LR	A	B	C	D
REI	Introduction to Supervision			■	■		■
REI	The Student-Supervisor Relationship				■		■
REI	HAPLO: LSBU's PGR Manager System			■			
Online training	EPIGEUM Supervisor Training			■	■	■	■
REI	Supervision from the Professionals					■	■
REI	Surviving the Viva			■			■

PGR Supervision

Researcher Effectiveness

Delivered by OD, this set of training sessions aims to enhance a range of effectiveness skills for staff engaged in research.

Researcher Effectiveness							
Stage/ Delivery	ECR	ESR	LR	A	B	C	D
OD	Listening Skills				■		■
OD	Maximising Personal Impact				■		
OD	Planning your Career Path				■		
OD	Resilience				■		
OD	Presentation Skills				■		■
OD	Improving Self Awareness				■		■
OD	Giving & Receiving Feedback			■	■		■
OD	Communication Essentials				■		■
OD	Time Management				■		
OD	Project Management				■		
OD	Conflict Resolution				■		■

Researcher Effectiveness

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