UNIVERSITY of BRADFORD

Module Details

Module Title	M3 Professional Skills for Researchers
Module Code	PHA7074-B
Academic Year	2023/4
Credits	20
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours

Type	Hours
Independent Study	180
Seminars	4
Lectures	6
Tutorials	4
Practical Classes or Workshops	6

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 3

Module Aims

This module aims to develop a comprehensive understanding of key contemporary and professional issues within research-as-a-career.

This includes development of key concepts in professional research skills relating to the national Researcher Development Framework, professional and personal development planning, and career management. This includes an introduction to research integrity, ethical research, project planning and dissemination of research.

Outline Syllabus
Critically engaging with scholarly literature, information literacy, and practical approaches to scholarly writing. Transitioning into independent researcher: Critical thinking, problematising, and inquiry-based investigation. Self-evaluation and development by reflection on progress against The Researcher Development Framework and Vitae UK Research integrity, ethical research, data management planning, digital data curation, and open access in science. Understanding research as a career inside academia and elsewhere, career and personal development planning, including a needs analysis and academic CV writing. Dissemination of research: presenting your research and practical seminar advice.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate fundamental communication skills, applying scholarly reading strategies to summarise and critically appraise the work of others in a relevant context, and evaluate how these contribute to your own research interests and goals.
02	Critically apply research and research integrity skills, applying approaches and strategies for independent learning and inquiry, solving problems systematically and disseminating research findings.
03	Autonomously manage, process and retrieve information, identify and justify approaches to data management and digital data curation practices and decision-making.
04	Apply knowledge of independent research design, critically engaging in ethical and professional dimensions (including intellectual ownership) of conducting research with integrity.
05	Critically reflect on personal skills development, achievements, areas for development, and PDP strategies appropriate to research, producing a Training Needs Analysis that engages with the domains of the national Researcher Development Framework.

Learning, Teaching and Assessment Strategy

Teaching is delivered as a block at the beginning of Semester 3. Core content is delivered as online lectures, workshops and seminars.

Live lectures introduce substantive theoretical, analytical, and practical aspects of professional skills required for modern research and will include taught input with interactive practice, allowing the application of the knowledge and skills to be foregrounded (LO1-5).

This will be supported by guest webinars (seminars) to teach career and personal development planning and needs analysis (LO5). Workshops offer practical skills development and support. You will be able to develop and apply design and delivery skills for scholarly communication and assessed presenting on your training needs and professional development planning (LO1 & LO5). You will also apply lecture content to case analyses of issues in research integrity (LO2-4).

Tutorials are flexible, online or by telephone, and allow access to individual support as you work on your needs analysis and professional development planning (LO1-5).

Informal formative feedback is during workshops and tutorials as you develop your needs analysis and reflective evaluation material towards assessment. The module tutor/supervisors participate, offering advice, guidance and informal feedback in response to contributions. There is the opportunity to submit an outline presentation for formative feedback.

Formative assessment takes place during our seminars, where you will be asked to present your planning for your summative assessment. During these sessions you can share indicative content in an outline format, practising oral skills, and receiving feedback on your ideas from the module tutor(s) and peers, where appropriate. This will also allow you to practice professional research skills in presentation using online formats, such as Zoom or MS Teams, including preparation of visual aids and interacting with other researchers online.

Summative assessment is a 20 minute critically reflective presentation followed by 10 minutes of questions (LO1-5). Your presentation will cover critical professional skills, e.g.:

your personal needs analysis of future training as you transition into doctoral research or further development.

the development of your own professional skills over previous modules, including:
o scholarly reading skills
o scholarly writing skills
o information and data management
o research project time management

understanding of research integrity

application of ethical thinking and practice in your specialist subject research area

your progress against the national framework for researcher development.

your personal journey and the experiences and readings that have inspired your development and progress.

your action planning for your dissertation or research proposal work.

Please note, this is not an exhaustive list and your presentation will represent your own personal/professional experience and activities, and your approach to becoming a researcher in your discipline area.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework	Oral Presentation (online) with questions 30 Mins)	100%
Formative	Presentation	Outline of oral presentation	N/A

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:
This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.