Prof. Phillip Wright
Head of the Engineering Graduate School

http://www.sheffield.ac.uk/egs/
Dr. Jonathan Howse
Reader – Chemical Engineering
Deputy Head of the Engineering Graduate School

http://www.sheffield.ac.uk/egs/
EGS Induction.

Dr. Jonathan Howse
Deputy Head of the Engineering Graduate School (Progression)

http://www.sheffield.ac.uk/egs/
Bloom’s Taxonomy of Learning
(New Version)

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Increasing difficulty

http://www.sheffield.ac.uk/egs/
Bloom’s Taxonomy of Learning (New Version)

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

PhD

http://www.sheffield.ac.uk/egs/
Supervision

requirements

http://www.sheffield.ac.uk/egs/
Supervision

Faculty of Engineering

Your Department

YOU

Supervisor

2nd Supervisor

Other Dept.

Other Dept.

Other Dept.

http://www.sheffield.ac.uk/egs/
Supervision

Faculty of Engineering

Your Department

YOU

Supervisor

Other Faculty

Other Dept.

2nd Supervisor

http://www.sheffield.ac.uk/egs/
Supervision

Faculty of Engineering

Your Department

YOU

Supervisor

2nd Supervisor

Industrial Supervisor

http://www.sheffield.ac.uk/egs/
# PhD Timeline

<table>
<thead>
<tr>
<th>Time (months)</th>
<th>Task</th>
<th>Dept</th>
<th>EGS / RIS</th>
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<td>Inductions</td>
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<td>&quot;6 month milestone&quot;</td>
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<td>12</td>
<td>Confirmation Review</td>
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<td>→</td>
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<td>Submit Thesis</td>
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<td>→</td>
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<tr>
<td></td>
<td>DDP Submit e-Portfolio</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

http://www.sheffield.ac.uk/egs/
When to hand in your thesis

• From 2 years onwards.

• Absolute, Absolute deadline is 4 years from your first registration date (adjusted for any Leave of Absences)

• Would you work work for free ?
Leave of Absence

• Apply as soon as possible
• Not possible to have retrospective LOA
• 4 allowed reasons:
  – Medical
  – Personal
  – Financial
  – Academic
• “stop the clock” for submission date

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When to hand in your thesis

• From 2 years onwards.

• Absolute, Absolute deadline is 4 years from your first registration date.

• Would you work for free?

http://www.sheffield.ac.uk/egs/
Undergraduate:

4 years Fixed

1st
2i
2ii
3
Pass
Fail

http://www.sheffield.ac.uk/egs/
Undergraduate:

The award is the variable.

http://www.sheffield.ac.uk/egs/
Undergraduate:

The award is the indicator of Quality / Ability

4 years Fixed

1st
2i
2ii
3
Pass
Fail

http://www.sheffield.ac.uk/egs/
PhD:

2 - 4 years

Fixed

Pass

Fail

http://www.sheffield.ac.uk/egs/
PhD:

The duration of your degree is an indication of its value.

Fixed

2 - 4 years

Pass

Fail

http://www.sheffield.ac.uk/egs/
PhD:

Compare two thesis and their CV:

Person 1: Thesis (3 years) + 4 papers

or

Person 2: Thesis (4 ½ years) + 0 paper

2 - 4 years

Pass

Fail

Fixed

http://www.sheffield.ac.uk/egs/
“Extensions to a student’s time limit should be considered exceptional, rather than the norm. Therefore students should be aware that there is no guarantee that a request for an extension to a time limit will be approved.”
exceptional

[ik-sep-shuh-nl]  Spell  Syllables

Synonyms  Examples  Word Origin

adjective

1. forming an exception or rare instance; unusual; extraordinary:
   "The warm weather was exceptional for January."

2. unusually excellent; superior:
   "an exceptional violinist."

3. Education.
   a. being intellectually gifted.
   b. being physically or especially mentally disabled to an extent that
      special schooling is required.
Some Final Thoughts

• Your thesis is the beginning of a research career
• Your passport to employment
• Your thesis is a finite piece of research

• Your final thesis chapter should be:

  Conclusions and Future Work
Doctoral Development Programme (DDP)

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Principles of the DDP

- Programme of personal and professional development
  - Flexible and complements your research training
  - Student specific - based on a Training Needs Analysis
  - Takes into account prior learning and experience
  - Takes into account training gained outside the University
  - Applicable to all research students

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Principles of the DDP cont.

- Based on 4 skill sets:-
  - **Generic skills** to become a high-level professional
  - **Subject specific** advanced training
  - “**Craft**” skills (may be subject specific)
  - **Broad scholarship** and wider engagement within the full community of scholars
Engineering Graduate School

Generic Research Training

Subject-specific craft skills

Subject-specific advanced training

Broad Scholarship Training/Experience

Where am I now?
Using the TNA, reflect on your current skills and achievements within the four principle skill sets of the DDP

What have I achieved now?
Celebrate your achievements and make effective use of your e-Portfolio in securing your ideal profession.

What have/haven't I received?
Reflect and review the progress made in light of your original priorities as highlighted in the development plan

How do I record my achievements?
Record and Evidence the achievements and training undertaken in your e-Portfolio

Where do I want to be?
In conjunction with your supervisor, agree on a development plan

How do I get there?
Carry out agreed Modules and training.

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TRAINING NEEDS ANALYSIS

• Skills and experiences that a PGR student should obtain by the end of their higher degree studies

For each applicable skill, student indicates the extent of their experience and ability by placing an “X” in the most appropriate box

1 = I have no knowledge or experience of this
2 = I have some knowledge, but no experience of this
3 = I have done this only occasionally
4 = I do this regularly, but require more experience to become proficient
5 = I have extensive knowledge and experience of this
6 = I consider myself highly proficient at this and could train others in the area

• It is OK to be a 1

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Development plan

• Discuss the evidence you have for your current skill
  – Identify training needs
  – Person appointed to oversee development

• Agree a development plan
  – Content of development plan is specific; may contain compulsory units, skills training seminars, experience etc.
  – May be changed as your training needs change

• Will be assessed by PGR Tutor after ~3 months

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Acquiring the training

• You are also automatically registered for any compulsory modules

• You will select and register online for other training opportunities (in discussion with your supervisors)

http://www.sheffield.ac.uk/egs/
Library DDP

Training is not a series of lectures forming a module

- **Online tutorials**
  eg Web of Science, Scopus, Google tips, referencing
  Available 24/7 via MUSE. Email & telephone support

- **Research information skills sessions**
  Single sessions booked via LMS
  eg EndNote, RSS feeds, copyright for eTheses

- **Individual advice**
  From the Faculty Library Team by email, telephone or appointment

http://www.sheffield.ac.uk/egs/
More information about Library support for research students

• memory stick, DDP website
• Faculty Library Team
  Meet them at Departmental induction events
• Library website http://www.shef.ac.uk/library/
• Library staff here today

http://www.sheffield.ac.uk/egs/
Subject-specific craft skills

Examples might include:-

• Computer courses
  – e.g. Excel; statistics packages

• Use of common equipment
  – Lab techniques course and experience…

• Experimental design
  – e.g. Epidemiological research design

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Broad scholarship and wider engagement within the full community of scholars

Examples would include:

• Conference attendance and presentation
• Wider dissemination, public understanding
• Continuing professional development
  – Might involve requirements of professional bodies

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Assessment

• Level of achievement required
  – Aim for competent in all, proficient in 2/3

• Assessment and progress
  – Annual Progress Reports
  – As part of existing upgrade process - student must present evidence of development (e.g portfolio)
  – Periodically at supervisory meetings

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Discuss TNA and formulate development plan with supervisory team
- Sign up for appropriate skills training (including any compulsory modules)
- Obtain approval of development plan from PGR Tutor (at ~3 months)

Upgrade from MPhil to PhD, including presentation of portfolio

Continue with further relevant modules and/or experiential training in years 2 and 3

Submit thesis
Supervisors to approve Student DDP Portfolio - signed off by Research & Innovation Services

Annual progress report to be completed by supervisor team and discussed with student

http://www.sheffield.ac.uk/egs/
The University Library: An introduction

http://www.sheffield.ac.uk/egs/
The University Library: An introduction
Getting started

The University Library

Introduction to library & computing services

**Getting started**
Includes information about your UCard and the University campus

**Getting books & other library materials**
Information about borrowing and requesting items

**Finding information**
Includes information on subject guides and our Learning & Research services

**Places to study**
Includes information on library sites and computer rooms

**Connect-save-print-copy**
Includes information on connecting to the wireless network

**Latest news**
Keep up to date with Social media

See [www.sheffield.ac.uk/library/services/new](http://www.sheffield.ac.uk/library/services/new)
Key Engineering resources

Databases via StarPlus:
- Scopus
- IEEE xPlore
- ASTM Digital Library
- British Standards online
- ASME Digital Collection
- ACM Digital Library
- SAE Digital Library

See more at www.sheffield.ac.uk/library/subjects/eng
Find out more

Come along to our next PGR workshop:
• Try out the databases
• Learn how to use StarPlus
• Meet your librarians
• Get advice tailored to your research field

Wednesday 15 April
09:30 to 11:00
Portobello computer room (C28)

Book your place at
https://docs.google.com/forms/d/1HgeNwTIAbdyb0klojzu03jFGkoB0ALdnO9wtKWq42_o/viewform?usp=send_form
Keeping up-to-date

Read the Science & Engineering blog
http://unisheffieldlib-scieng.blogspot.co.uk/

Follow us on Twitter
@UniSheffieldLib
@Eng_Librarian
Information Skills Resource

- Study in your own time and at your own pace
- Tutorials, video demonstrations and quizzes
- Lots of content for researchers, plus beginners guides to using resources

http://www.librarydevelopment.group.shef.ac.uk
Your Doctoral Development Programme

| Introduction to referencing                      |
| Tools for literature searching                  |
| Advanced internet searching                     |
| Keeping up to date with research                |
| Introduction to Endnote                         |
| Where to publish and why                        |
| Copyright for eTheses                           |
| Research data management and effective research practice |
| Developing your online presence                 |

Book online at [www.sheffield.ac.uk/library/services/lddp](http://www.sheffield.ac.uk/library/services/lddp)
Further help and advice

- Library web pages for researchers
  www.shef.ac.uk/library/services/researchers
- Library helpdesk
  0114 222 7200
  library@sheffield.ac.uk
- Contact your librarians
  Emily Stock  e.stock@sheffield.ac.uk
  Helen Moore  h.moore@sheffield.ac.uk
PGR Support and Development (RIS)

http://www.sheffield.ac.uk/egs/
PGR Support and Development

- Think Ahead
- USES
- FCE 6100

Eunice Lawton – RIS
e.lawton@sheffield.ac.uk
Think Ahead

A framework for the continuous professional development of researchers at the University of Sheffield, supporting individual career ambitions in and beyond academia.
University of Sheffield Engineering Symposium 2015
24 June 2015

Organised by PhD students to showcase their research.

- A chance to network and develop collaborations.
- Big prize money for student posters and presentations
- Prestigious external speakers
- Attended by Industrial partners, Alumni etc
FCE6100

"No, it’s my wife’s turn to be the first author on your paper."

The Nuffield Report found that 58% of scientists felt tempted or under pressure to compromise on research integrity and standards.

What are the various ethical situations you may face as a researcher, the different ways in which you may respond and the consequences of these?
IN CONCLUSION,

AAAAAAAAAAAAA!!!

THE BEST THESIS DEFENSE IS A GOOD THESIS OFFENSE.