L-Università ta' Malta
Doctoral School

Professional Development Programme
for Doctoral Researchers

2023
2024

Contents

Welcome

to the 2023/24 edition of the Doctoral School's Professional Development Programme for doctoral researchers

It is a great pleasure to welcome you to the 2023/24 edition of the Doctoral School's flagship Professional Development Programme for doctoral researchers. The programme keeps building on the expertise that is available at the University of Malta and seeks the collaboration of outside specialists in order to deliver a suite of workshops that helps doctoral candidates develop a broad range of skills that can be applied across a wide variety of careers within and outside the world of research and academia.

That skills training is a much-lauded value of structured doctoral education has been confirmed by the Erasmus+ SEA-EU DOC project that brought six universities of the SEA-EU alliance together over the last three years and in which the University of Malta's Doctoral School participated. Interviews with sixty alumni, now published online – **um.edu.mt/l/LSqUl** – reveal the variety of career paths that doctoral graduates embark upon when they leave university. These are success stories about individuals who are resilient, flexible and agile, who have had to show gritty determination to adapt to disrupted workplaces, overcome setbacks and take up diverse challenges, and who seek to maintain a positive work-life balance that fosters wellbeing for them, their colleagues, and their families. Underlying the successes is the ability of doctoral students to deploy their analytical skills to different scenarios. This particular skill together with creative thinking have been identified as the two most important skills for workers in the *Future of Jobs Report* presented at the World Economic Forum (Davos, 2023).

The Doctoral School's Professional Development Programme is one of the different ways by which the University of Malta provides support for doctoral training, and you are encouraged to pursue what is offered. These include the subject-specific and advance training available to you from your faculty, department or research group; external training; participation in relevant conference and/or networking events; public engagement activities; relevant work placements or internships; and research seminars. For those commencing their doctoral studies on or after 1 February 2023, a guide is provided in this booklet (p. 127) to show how this training can be validated as part of the 100 hours of professional development that are required under the new University of Malta Ph.D. regulations (2023).

We expect you to take responsibility for, and participate fully in, your development, and to equip yourself with the necessary skills, techniques, personal qualities and intellectual abilities. You can expect the University of Malta to provide the supportive and exciting environment you need to achieve this.

PROF. NICHOLAS VELLA
Director, Doctoral School

What training is right for you?

Every graduate research student has different training and development needs depending on previous experience, what stage they are at in their research degree, their specific research project and their plans for the future. Consequently, it is important that you take responsibility for your own development in a way that is appropriate to meet your research and career development needs. If you have commenced your doctoral studies from February 2023 onwards, you must complete 100 hours of training – as mandated by the Ph.D. Regulations (2023). Further details can be found at the end of this booklet.

DOCTORAL PROCESS

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	DOC6017	Managing your Doctoral Journey Successfully
	DOC6016	Upgrading from M.Phil. to Ph.D. – the Transfer Phase
	DOC6043	Research Integrity and Research Ethics
	DOC6018	Introducing the UM Library Services to Doctoral Researchers
MID	DOC6057	Struggling with your Ph.D.
LATE	DOC6002	Preparing for the Viva

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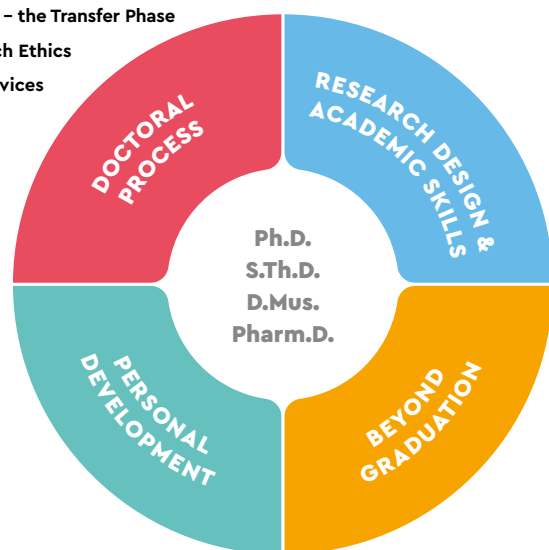
EARLY	DOC6004	Understanding and Developing Assertiveness
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	DOC6006	Convincing and Debating
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	DOC6010	An Introduction to Critical and Creative Thinking
	DOC6036	Dealing with Conflict Situations
	DOC6032	Introduction to Student Mentoring
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RESEARCH DESIGN & ACADEMIC SKILLS

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	DOC6022	Qualitative Research Methods: An Introduction
	DOC6021	Quantitative Research Methods: An Introduction
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	DOC6048	Validating and Reliability in Quantitative and Qualitative Research
	DOC6040	Understanding Research Philosophy and Approaches to Theory Development
	DOC6046	Introduction to LaTex: Typesetting your Thesis or Research Paper
	DOC6042	Machine Learning with Python
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	DOC6050	Introduction to the Repertory Grid Technique
	DOC6051	An Introduction to NVivo™ for Qualitative Data Analysis
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	DOC6026	Getting Published: The Conference Paper
	DOC6027	Getting Published: The Journal Article (Humanities, Education and Law)
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MID	DOC6011	Communicating Research to Diverse Audiences
	DOC6007	Understanding Intellectual Property (IP)
	DOC6008	Research Impact: Involving Stakeholders to Improve Funding Success
	DOC6056	Aligning your Research to the Sustainable Development Goals
LATE	DOC6038	Bridging the Gap between Academia and the Labour Market
	DOC6013	Writing Effective CVs and Job Application Letter
	DOC6014	Preparing for a Job Interview
	DOC6012	Writing Winning Grant Applications
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Ph.D.
S.Th.D.
D.Mus.
Pharm.D.

EARLY	1st year of full-time study
MID	2nd year or having completed the M.Phil./Ph.D. transfer
LATE	Towards the end of your research degree

What are transferable skills and why are they important?

Transferable skills are skills which can be useful in a variety of different contexts and roles ensuring that, whatever task or job you are undertaking, you have the ability to succeed. They include things like creativity, problem solving, communication, debating, and organisation skills. If your research project did not give you a chance to develop some of these skills, you might find it useful to seek out opportunities to learn about them and how they can be useful in practice. It is worth bearing in mind that future employers will judge you on your skills, experience and CV.

This guide will help you to choose which sessions are more suited to your needs according to where you are in your research career. Each workshop has been labelled as 'early' (i.e., 1st year of full-time study), 'mid' (i.e., 2nd year or having completed the M.Phil./Ph.D. transfer) or 'late' stages (i.e., towards the end of your research degree). You are urged to choose workshops after you have discussed your needs and personal development plan with your supervisory team.

How are the workshops organised?

Workshops are grouped into four clusters:

1
DOCTORAL PROCESS
These workshops focus on key stages of your doctoral programme, including the transfer (M.Phil./Ph.D.) stage and the viva-voce examination. Workshops also look at how you can develop skills to flourish under pressure.

2
RESEARCH DESIGN & ACADEMIC SKILLS
Effective academic and research skills are key components of a successful research process and go from research design to presenting at conferences and publication.

3
PERSONAL DEVELOPMENT
These workshops help you develop personal qualities and approaches, useful strategies, skills and techniques to develop professional skills and present your ideas to good effect.

4
BEYOND GRADUATION
Research suggests that only 25% of doctoral students go on to work in research institutions or universities in Europe. These workshops are designed to help you find out more about post-doctoral career options and to pitch the skills you gained as a doctoral researcher to a range of employers.

Fair use of the Professional Development Programme

There is no limit to the number of workshops you can attend but since some of the training sessions are in high demand and come at a cost to the University, it is important to register only if you are sure you are able to attend the workshop on the day and time advertised. The Doctoral School has a cancellation policy whereby failure to attend more than three workshops without a valid reason for doing so will lead to not being able to attend other Doctoral School workshops in future. Valid reasons for late cancellation or for missing a workshop involve illness and unplanned leave of absence. If you are unable to attend a workshop for unforeseen and exceptional circumstances please send an email to **doctoralschool@um.edu.mt**

You are encouraged to participate in the workshops in an active and engaged manner, being considerate of the views and feelings of other students who may hail from disciplines outside your own.

Will I get a certificate for attending the workshops?

No, certificates will not be issued for attendance of workshops. A list of those workshops which you attended will appear on the degree transcript issued by the Registrar's Office.

Mode of Delivery Key

👤 | PHYSICAL

💻 | REMOTE

👤+💻 | HYBRID

Workshops ❯

STARTING ON YOUR Ph.D.*

BRIEF DESCRIPTION

The Ph.D. (Doctor of Philosophy) degree is the highest academic award that the University of Malta can bestow on its students. It is conferred after a period of systematic and structured research and the successful completion of a thesis and a *viva-voce* examination. A Ph.D. project has the goal of developing you into an independent researcher capable of improving knowledge in a given field and producing results of the highest quality. The journey leading to the award of a Ph.D. degree is a challenging and meaningful experience. Knowing about the rules, regulations, procedures, milestones, and what is expected of you during this journey should make the journey less daunting than is often anticipated.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be able to reflect on the demands of a doctoral research degree

> be aware of the University's administrative and support structures concerning doctoral research

> be aware of the relevant regulations, procedures, deadlines, and expectations

> be cognisant of ethical considerations

> be cognisant of the programme of professional development offered by the Doctoral School for doctoral researchers

> sharing experiences about supervision

❝❝ DOCTORAL RESEARCHER FEEDBACK

It is a must for anyone starting a Ph.D. I am sure that when I will start feeling overwhelmed, I will recall the pep talk delivered.

TUTOR/S
Prof. Maurice Apap
Prof. Nicholas Vella

DURATION
3 hours

OCCURRENCE
Semester 1: AM + PM
Semester 2: AM + PM

MODE OF DELIVERY
AM 👤
PM 👤 + 💻

MAX. NO. OF PARTICIPANTS
20

* *This workshop is being offered to students who have not yet completed the transfer from an M.Phil. to a Ph.D. degree.*

MANAGING YOUR DOCTORAL JOURNEY SUCCESSFULLY*

POPULAR

BRIEF DESCRIPTION

The Ph.D. project presents a number of challenges and pitfalls that any doctoral researcher would do well to become aware of and learn how to overcome through a number of different strategies. This workshop aims to provide a number of insights and allows for the sharing of experiences that characterise the Ph.D. project. It is open to doctoral researchers at all stages of their Ph.D.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> define the scope of the research project

> assess possible opportunities and challenges

> use milestone planning to diminish possible pitfalls

> better handle different aspects/elements/phases of the project

> identify potential stakeholders that may influence the project

> frame the Ph.D. experience in the right academic context

TUTOR/S
Dr Christian Bonnici

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts: Part 1 and Part 2. Attendance is required in both parts.

DOCTORAL RESEARCHER FEEDBACK

The fact that the lecturer recounted his experiences during his time as a doctoral student was particularly illuminating. Also, he had lots of valid advice on how to manage the doctoral journey successfully. The fact that there were some exercises in which we could, for instance, relate our respective experiences was particularly helpful.

UPGRADING FROM M.Phil. TO Ph.D. – THE TRANSFER PHASE*

BRIEF DESCRIPTION

Transferring one's registration from M.Phil. to Ph.D. status is not simply an administrative procedure. This stage of the doctoral journey is a formal assessment and should be considered an opportunity for doctoral candidates to share and discuss the research being undertaken with colleagues and experienced academic members of staff in order to obtain feedback and constructive critical insights. This workshop will focus on the students' preparations as well as the Transfer Assessment Board's expectations with regard to documentation and oral presentation.

OUTCOMES

By the end of this workshop, doctoral researchers should be:

> aware of salient components which need to be included in the documentation to be submitted for formal assessment

> aware of a range of communication skills (written and oral) which can be drawn upon to support and clarify the submitted products

> familiar with the criteria used when examining work in progress

> more cognisant of the role of the Transfer Assessment Board

> better informed of the administrative processes involved

❝❝ **DOCTORAL RESEARCHER FEEDBACK**

It is one of the most important workshops offered by the Doctoral School.

TUTOR/S
Prof. Inġ. Simon Fabri
Prof. Valerie Sollars

DURATION
3 hours

OCCURRENCE
Semester 1: AM + PM
Semester 2: AM + PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is being offered to students who are looking to transfer from an M.Phil. to a Ph.D. degree.

DOC6043

RESEARCH INTEGRITY AND RESEARCH ETHICS*

This workshop is compulsory under the General Ph.D. Regulations, 2023 and will not count towards the mandatory 100 hours of training required for students who commenced their studies on or after 1 February 2023.

BRIEF DESCRIPTION

The value of academic research lies in its reliability, which in turn depends on the adherence to codes of practice, the integrity and honesty of the researchers carrying it out, the research process itself, and the way results are disseminated. Maintaining the highest standards every step of the way safeguards both the reputation of the researchers and of the respective institutions under whose auspices the researchers carry out their research, as well as sustains trust in their work. This workshop tackles key aspects of research ethics and research integrity.

The sessions will be highly interactive, and participants will be expected to contribute actively to the discussions. Part 1 is a practical session that gives an overview of the UM research ethics approval process for research projects and a detailed explanation of the research ethics and data protection (REDP) form that all University of Malta (UM) researchers are required to fill in. Part 2 will cover ethical aspects of supervision, collaboration, authorship, plagiarism, data handling and publication of results with particular focus on science- and technology-based disciplines or humanities-related disciplines. Participants will collectively review and discuss a number of case studies on research ethics and research integrity.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> understand the UM procedures for research ethics clearance and be able to fill in the REDP form required of all UM researchers

> define, interpret, and apply the fundamental principles of research integrity as defined in the university's guidelines on research ethics and the *European Code of Conduct for Research Integrity*

> discuss, debate, and solve quandaries relating to research integrity issues

> differentiate between ethical and unethical research and publication practices

❝ DOCTORAL RESEARCHER FEEDBACK

The workshop itself was useful and attending early on in my studies was pertinent in guiding my thoughts.

TUTOR/S
Dr Marie Briguglio
Dr Dennis Mizzi
Prof. Patrick J. Schembri

DURATION
6 hours (2 hours + 4 hours)

OCCURRENCE
Semester 1: AM + PM
Semester 2: AM + PM

MODE OF DELIVERY
AM 👤
PM 💻

MAX. NO. OF PARTICIPANTS
25

** This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts. For Part 2, participants are to attend **EITHER** the session primarily aimed at science- and technology-based disciplines (life sciences, medicine, architecture and STEM) **OR** the session primarily aimed at humanities-related disciplines (humanities, education, law, and social and behavioural sciences).*

INTRODUCING THE UNIVERSITY OF MALTA'S LIBRARY SERVICES TO DOCTORAL RESEARCHERS

BRIEF DESCRIPTION

The University of Malta library offers a number of services that support doctoral researchers. Its team of service providers supports students in procuring information, and demonstrates ways of planning and searching for literature, gaining access to bibliographic management software, and enhancing research visibility.

Participants will be given a brief overview of the University's library services and an explanation of how to search for academic information using HyDi and how to use the bibliographic management software, RefWorks. An overview of the Open Access Repository (OAR@UM) will then be provided followed by an introduction and practical demonstration of alternative Open Access resources that can be used in conjunction with the resources offered by the Library.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

> the library's services, including its provision of workshops

> how to access research, including peer-reviewed journal articles and other primary sources of information from subscribed UM online databases

> how to manage research outputs

> how to share research outputs

TUTOR/S

Mr Silvio Cortis
Ms Agata Derkowska
Mr Martin Lochman
Mr Steve Micallef

DURATION

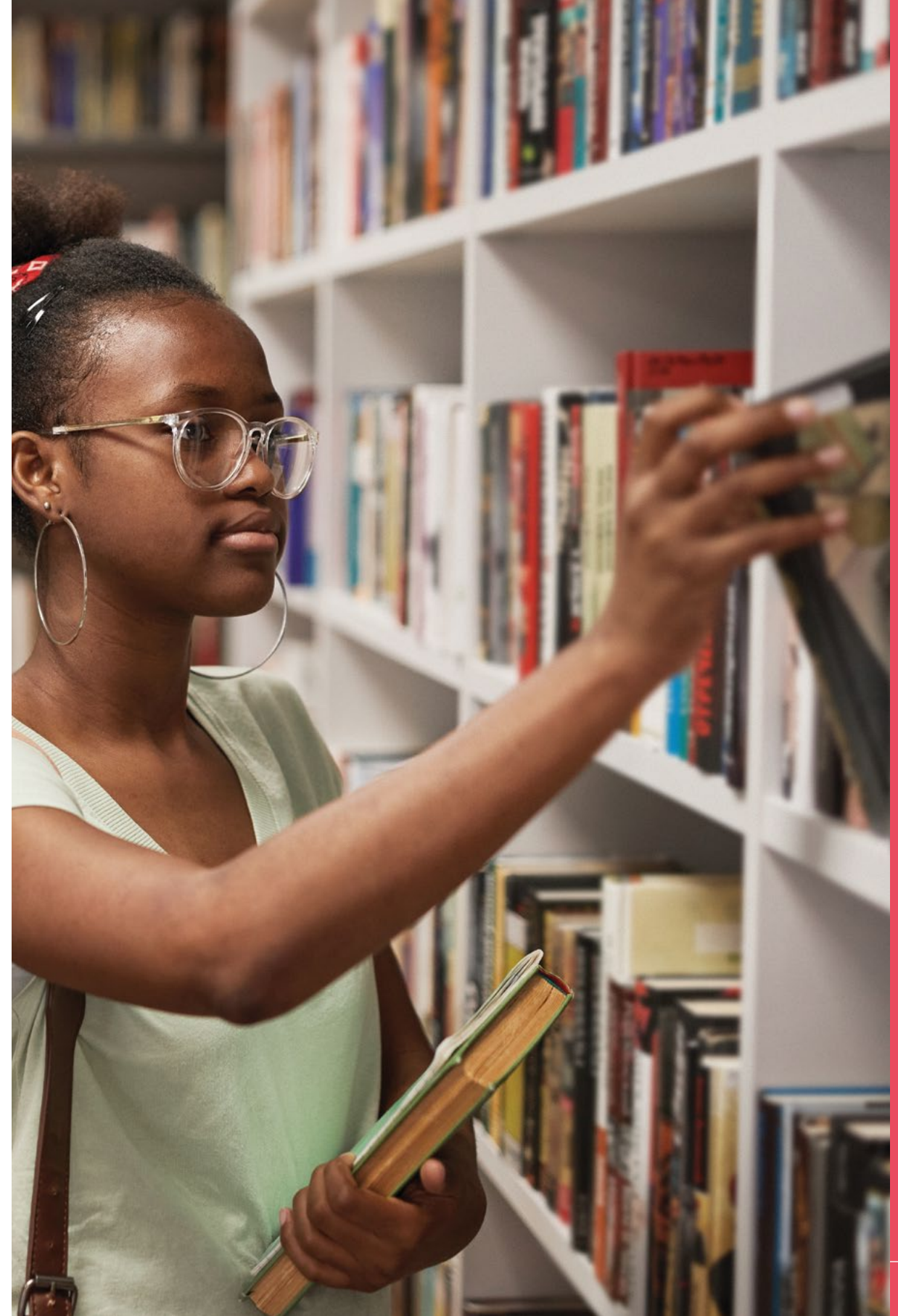**3 hours**

OCCURRENCE

Semester 1: AM
Semester 2: PM

MODE OF DELIVERY

AM
PM

MAX. NO. OF PARTICIPANTS

20

DOCTORAL RESEARCHER FEEDBACK

It was an opportunity to get to know what services are available and how to seek further support.

DOC6057

STRUGGLING WITH YOUR Ph.D.

POPULAR

BRIEF DESCRIPTION

Life within a graduate programme is defined by good, bad and ugly days. This workshop will provide opportunities for participants to interact with graduates who have successfully completed their doctoral programme, both locally and abroad, in person or from a distance, full- or part-time. Through such encounters of the successful type, participants will critically reflect on their own doctoral biographies, with a view to co-creating signposts for successful doctoral journeys across multiple realities.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

> identify and name the struggles in the Ph.D. process

> analyse how these struggles are blocking productivity

> apply supervisor's and graduates' wisdom and experiences to address individual as well as common struggles

> explore the possibility of building a support infrastructure which is more permanent and collective library's services, including its provision of workshops

TUTOR/S
Prof. Carmel Borg

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

I have already recommended it for next year. Being able to go through what needs to be done was invaluable; the tutor managed to demystify many aspects of the Ph.D. process.

PREPARING FOR THE VIVA*

BRIEF DESCRIPTION

This workshop sets out to help doctoral researchers prepare for their oral examination. The form and style of *viva voce* examinations differ depending on the academic discipline involved. They also vary depending on the traditions and rituals associated with different higher education institutions. Nevertheless, while acknowledging this diversity, the workshop will identify the key components common to viva examinations, the expectations that examiners have of doctoral candidates, and the behaviour and responses that are most likely to lead to positive outcomes. The workshop will also provide participants with the opportunity to experience a mock *viva*, and to benefit from feedback about their performance.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be familiar with the nature of doctoral *viva* examinations, and traditions underpinning them

> understand the expectations that examiners have of candidates sitting the *viva*

> be acquainted with the kinds of questions that are likely to be asked during the *viva*, including the sequence in which they might occur (e.g. general questions followed by questions on context, methods, analysis and findings, discussion, conclusion/implications)

> be able to give a synthesis of the main findings and/or main arguments in a thesis as well as its contribution to knowledge

> understand how to respond to questions in ways that do justice to the work invested in the thesis

> be aware of different examiner styles and how to respond to them

> be able to identify typical errors made by students during a doctoral *viva* and know how to avoid them

> understand the different possible outcomes of a *viva* and the follow-up to it before graduation

❝❝ **DOCTORAL RESEARCHER FEEDBACK**

Its delivery was presented extremely well, and directed towards our different areas of study.

TUTOR/S

SEMESTER 1
Prof. Ivan Callus
Prof. Sandro Lanfranco

SEMESTER 2
Prof. Sandro Caruana
Dr Rosienne Farrugia

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: AM + PM

MODE OF DELIVERY
AM 👤
PM 👤+💻

MAX. NO. OF PARTICIPANTS
20

* This workshop is being offered to students who have successfully completed their transfer from M.Phil. to Ph.D. and to Pharm.D. students.

ARTICULATING THE RESEARCH GAP IN THE DOCTORAL THESIS*

POPULAR

BRIEF DESCRIPTION

The workshop will focus on the research gap as the driving force of the doctoral thesis. It will examine the practicalities of creating and filling the research gap at both macro and micro text levels. It will develop an awareness of the research gap as the underlying rationale of different academic text structures at macro levels; and as the verbalisation of its various aspects at specific points in the text at micro levels. Special attention will be paid to the articulation of aims and research questions. The workshop will initially focus on the analysis of academic texts from various fields. Doctoral researchers will then be guided in applying the skills learnt to their own research projects.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> identify parts of an academic text that create a research gap

> create a research gap in their own writing both at macro and micro text levels

TUTOR/S
Dr Natalie Schembri

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: AM + PM
Semester 2: AM + PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

❝ DOCTORAL RESEARCHER FEEDBACK

The tutor helped each student address their material and suggestions were given on how to improve our writing.

THE LITERATURE REVIEW*

POPULAR

BRIEF DESCRIPTION

This workshop will assume doctoral researchers have an understanding of the rationale behind the literature review and will address aspects of source use and the critiquing of sources in the process of writing up the literature review chapter. It will address issues related to working with source material at sentence and paragraph level and will focus on both the technical and paraphrasing aspects of the use of source material. Particular attention will be paid to the avoidance of plagiarism.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> distinguish between source material that is peripheral to their topic and material that is strictly relevant and reflect this in the writing up of their literature review

> reflect the relevance/significance of source material in their writing and critique previous knowledge on the topic accordingly

> cite sources in accordance with the accepted conventions in their field and accepted norms of research integrity

TUTOR/S

Dr Natalie Schembri

DURATION

6 hours (3 hours + 3 hours)

OCCURRENCE

Semester 1: AM + PM
Semester 2: AM + PM

MODE OF DELIVERY

AM
PM

MAX. NO. OF PARTICIPANTS
20

* DOC6005 – Articulating the Research Gap in the Doctoral Thesis, is a prerequisite for this workshop.

This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

❝ DOCTORAL RESEARCHER FEEDBACK

We had time to discuss our own research and that made a complete difference, as we could better understand how the session could help us individually.

DOC6022

QUALITATIVE RESEARCH METHODS: AN INTRODUCTION

BRIEF DESCRIPTION

This workshop will introduce the principles of qualitative research to candidates in a variety of domains, including organisational and consumer studies. An outline of the research strategy principles of qualitative research will be provided and will be followed by a discussion on the five key traditions of qualitative research in several research contexts: grounded theory, ethnomethodology, narrative studies, ethnography and hermeneutic approaches.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> locate and justify qualitative research across the four different types of research strategies (inductive, deductive, retroductive and abductive)

> distinguish between the five traditions of qualitative research

> envisage the requirements for effective conduct of research in any one of the five traditions of qualitative research

> justify each tradition depending on the nature of the research question

> identify the data basic premises for effective data collection in each of these traditions

TUTOR/S
Dr Marta Sant

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

The tutor was super kind, answered all questions with examples relevant to our studies and explained concepts with clarity.

QUANTITATIVE RESEARCH METHODS: AN INTRODUCTION

BRIEF DESCRIPTION

Any research, be it framed in the context of hard sciences or social sciences, inescapably has quantitative components. Pursuing research, addressing research questions, and finding meaningful data structures, entail mastering different approaches and techniques that allow researchers to get the most out of their data. This workshop aims at providing participants with a broad picture of quantitative methods and approaches to data analysis. It will put emphasis on ideas rather than calculations, and will provide a demystified view of statistics and, more importantly, of their practical application and interpretation. All the approaches and techniques will be put in context and illustrated by means of practical examples in order to make participants aware consumers, as well as producers, of statistics.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> more aware of how data are described meaningfully using a range of statistics

> aware of the potential and limitations of each descriptive statistic in the context of their analytical goals

> able to highlight relevant information and specific aspects of data using appropriate charts and tables

> able to develop a background for a critical approach to data analysis and interpretation

DOCTORAL RESEARCHER FEEDBACK

Even for those who do not plan on conducting quantitative research, this workshop is very useful to be able to understand quantitative literature, specifically the data collection methods and results sections.

TUTOR/S
Dr Gianmarco Alberti

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOC6023

APPROACHING DOCTORAL RESEARCH THROUGH MIXED METHODS*

BRIEF DESCRIPTION

This workshop is intended for doctoral students who are in the early stages of their research. It aims to provide candidates, particularly those undertaking social science research, with an appreciation of the value of employing a diversity of approaches to investigate complex challenges.

The workshop is divided into two parts. The first part will provide doctoral candidates with a foundational understanding of a mixed methods approach. It will focus on the reasons for mixing methods and the contributions mixing methods provide. Participants will be encouraged to reflect on the applicability of a mixed methods approach to their research and the contribution this may make. Approaches to design for mixed methods research will then be discussed. Participants will be alerted to the importance of the philosophical underpinnings of their research, theoretical frameworks and the framing of appropriate justifications for their methodological decisions.

The second part of the workshop will focus on integrating the strategies for analysis. Participants will be encouraged to explore different integrative analysis strategies that may be applied to their own research.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> have a better appreciation of mixed methods

> be able to reflect on the chosen field of research and identified research question(s) and assess whether mixed methods are applicable, and if so which

> be able to identify areas for improvement in the research proposed

> be able to question the philosophical underpinnings, assumptions and theoretical frameworks supporting their research and the implications for research design

> be more aware of the importance of justifications for methodological decisions

> be able to identify what methodological decisions need to be reviewed and further justified

> be alert to the implications that arise for the form, direction, and conclusions of the study

> be able to appreciate different integrative analysis strategies and identify potential ones

DOCTORAL RESEARCHER FEEDBACK

Makes you reflect and gives you a better insight.

TUTOR/S

Dr Marie-Louise Mangion

DURATION

3 hours

OCCURRENCE

Semester 2: AM + PM

MODE OF DELIVERY

AM

PM

MAX. NO. OF PARTICIPANTS

20

* *Applicants are kindly requested to submit to the tutor an abstract/summary of their thesis ONE MONTH before the workshop through the e-mail address:* **marie-louise.mangion@um.edu.mt**

VALIDITY AND RELIABILITY IN QUANTITATIVE AND QUALITATIVE RESEARCH

BRIEF DESCRIPTION

Validity and reliability are two vital concepts in scholarly research. Validity refers to the accuracy of the results and the extent to which an instrument measures what it is supposed to measure. It therefore concerns the strength of the conclusions that are derived from the results. Reliability concerns the trust in the data obtained through an instrument, and therefore the extent to which any measuring tool is free from random error.

Doctoral researchers using both quantitative and qualitative methodologies would need to discuss the validity and reliability of their studies, and therefore of the instruments used in their research processes. During this workshop, participants will be made aware of the distinct philosophies underlying quantitative and qualitative research and their assumptions to ascertain the correct applicability of these concepts.

This workshop will address the key issues of quantitative research, with its assumption of objectivism that embraces realism so as to ensure that the study is valid, reliable, generalisable and reproducible. It will also address validity and reliability in qualitative research, which is based on subjective, interpretive and contextual data, with an emphasis on establishing credibility, transferability, dependability and confirmability. The findings of qualitative research must be convincing, coherent, consistent, relevant and trustworthy if they are to be meaningful.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> define and explain the importance of validity, reliability, falsifiability, generalisability, and reproducibility in quantitative research

> identify ways to examine validity and reliability in quantitative research

> define validity and reliability in qualitative research

> list strategies to improve validity and reliability in qualitative research

DOCTORAL RESEARCHER FEEDBACK

We were given vital tips like making sure our research question is clearly articulated. Plus, the tutor's passion towards research was contagious.

TUTOR/S
Prof. Sandra C. Buttigieg

DURATION
3 hours

OCCURRENCE
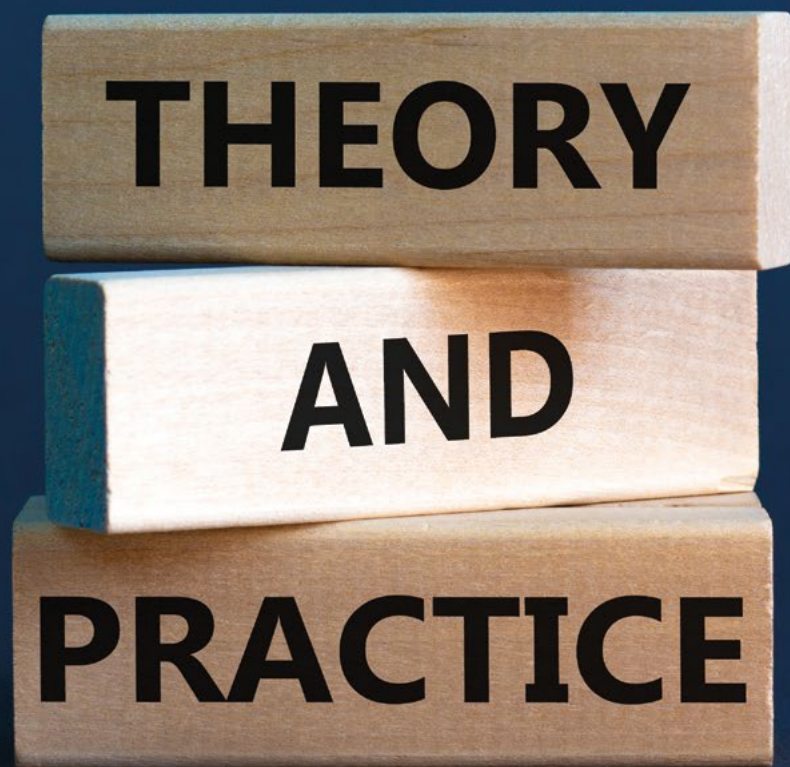**Semester 1: AM**
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

UNDERSTANDING RESEARCH PHILOSOPHY AND APPROACHES TO THEORY DEVELOPMENT

BRIEF DESCRIPTION

This workshop will assist doctoral researchers in planning their research in relation to their research question/s. Participants are advised to reflect on the philosophical assumptions and issues underlying their choice of research paradigm, design, methodology, data collection techniques and analysis procedures. This is a crucial step that should be taken early in the research journey to enable doctoral researchers to comfortably explain their choices and therefore adequately answer their research question/s.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> define ontology, epistemology and axiology, and explain their relevance to research;

> understand the main research paradigms;

> explain the relevance of philosophical positions;

> distinguish between deductive, inductive and abductive approaches to theory development.

TUTOR/S
Prof. Sandra C. Buttigieg

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

I loved every minute of it. It was engaging, an eye-opener and helped me go through my methodology chapter subtitles during the workshop and amend accordingly.

DOC6046

INTRODUCTION TO LaTeX: TYPESETTING YOUR THESIS OR RESEARCH PAPER*

BRIEF DESCRIPTION

This workshop (the slides and content of which were prepared by Mr Luke Collins) introduces LaTeX (pronounced Lay-tek). LaTeX is the most prevalent document preparation system for academic writing in the mathematical and scientific fields. Advantages of using LaTeX over more common systems, such as Word or LibreOffice, include the high typographical quality of the documents, the longevity of the document format, the clear separation of concerns of the content of the document and the formatting, the lightweight nature of the software, requiring only a plain-text editor, and the fact that LaTeX is free software (libre). Learning even the basics of LaTeX will allow researchers to produce high-quality, academic documents faster and more efficiently. In some areas where equations play an important role, such as computer science, mathematics, statistics, and physics, LaTeX is the de facto default document typesetting system for scientific publications. However, it may also be used in many other areas, as highlighted by the many academic texts (books, posters, slides, theses, etc.) typeset with LaTeX.

OUTCOMES

By the end of this workshop, doctoral researchers should have learnt about the LaTeX commands to:

> Write up a basic LaTeX document
> Compile a LaTeX document into a PDF
> Create ordered (numbered) and unordered (bullets) list
> Use Tables and Figures environments
> Typeset beautiful mathematical formulas
> Create automatic bibliographies and indices
> Use popular LaTeX packages
> Use the University of Malta Dissertation/Thesis LaTeX template: **https://tinyurl.com/24s3mjvk**

DOCTORAL RESEARCHER FEEDBACK

It was a very good workshop right through. I felt so encouraged after the first session, and much more confident that I could work with LaTeX. Second session was also excellent and I was very pleased to have the template downloaded and in use in Overleaf by the end of the session!

TUTOR/S

SEMESTER 1
Ms Jennifer Bellizzi

SEMESTER 2
Prof. Gordon Pace

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
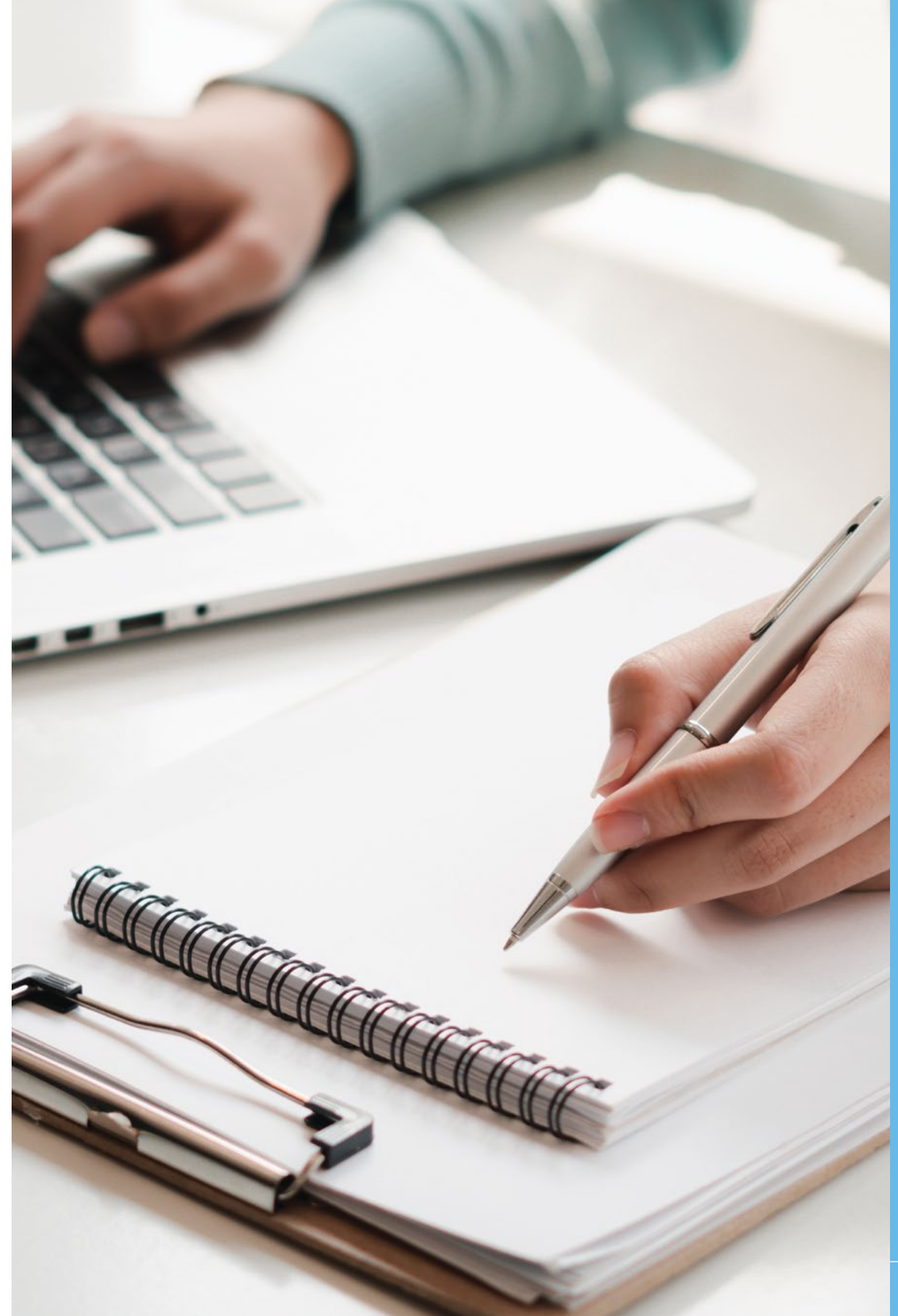**Semester 1: AM**
Semester 2: PM
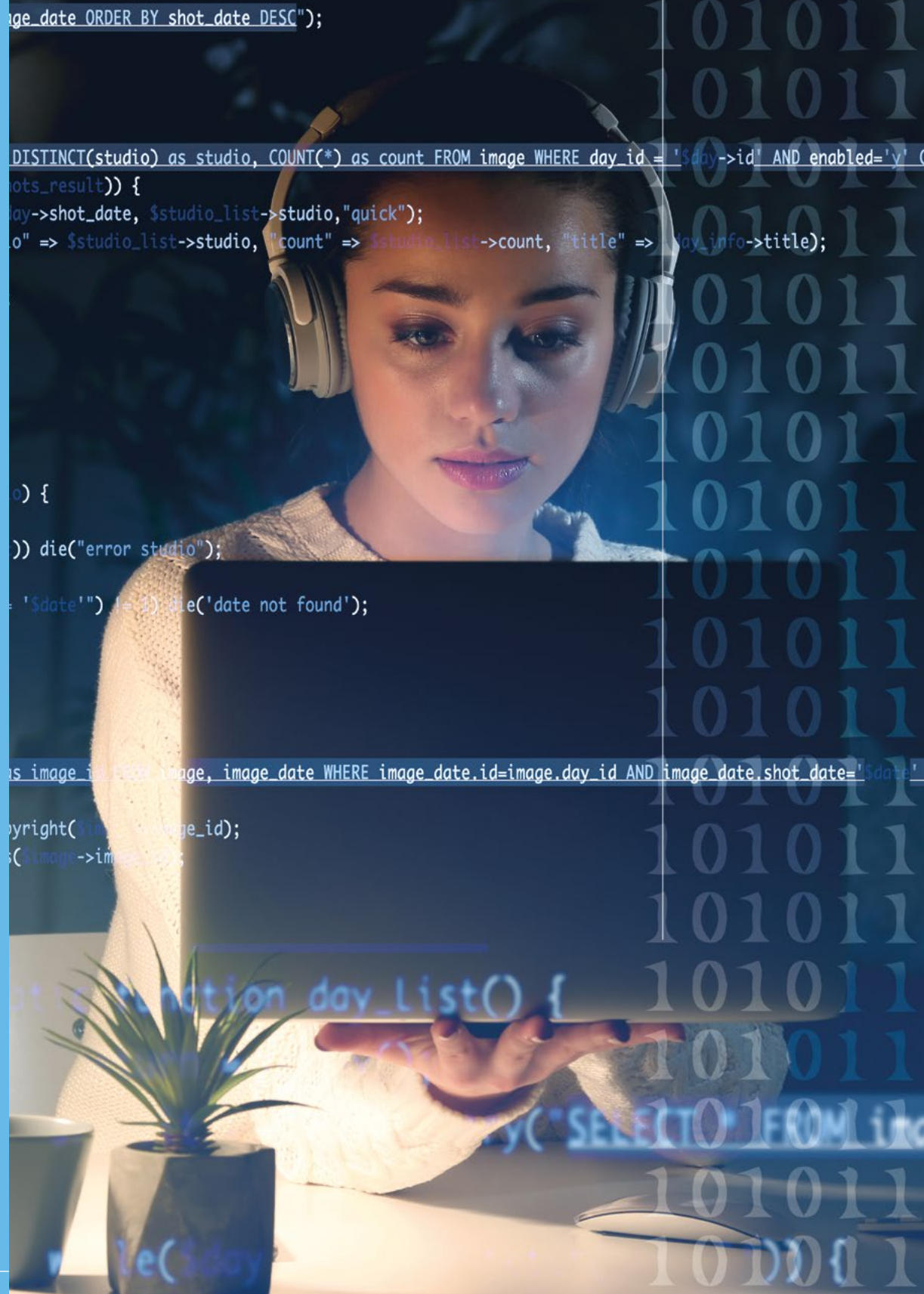
MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

RESEARCH DESIGN & ACADEMIC SKILLS

RESEARCH DESIGN & ACADEMIC SKILLS

MACHINE LEARNING WITH PYTHON*

BRIEF DESCRIPTION

Machine learning is the science of training algorithms to learn from data without the use of rules or analytic approaches. The vast amount of data gathered from sources varying from sensors and instrumentation to healthcare, social media and finance often require automated processing in a timely manner to extract information useful for decision-making. In this workshop, doctoral researchers will get the opportunity to "look under the hood" and understand the basics of typical machine learning algorithms related to regression, classification and clustering using Python.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> fit a model to data using regression techniques

> understand the basic mathematical foundations of supervised and unsupervised machine learning algorithms

> train a neural network to perform classification

> use unsupervised learning techniques to cluster data

> use Python machine learning libraries, such as keras and scikit-learn

TUTOR/S
Prof. Matthew Montebello

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

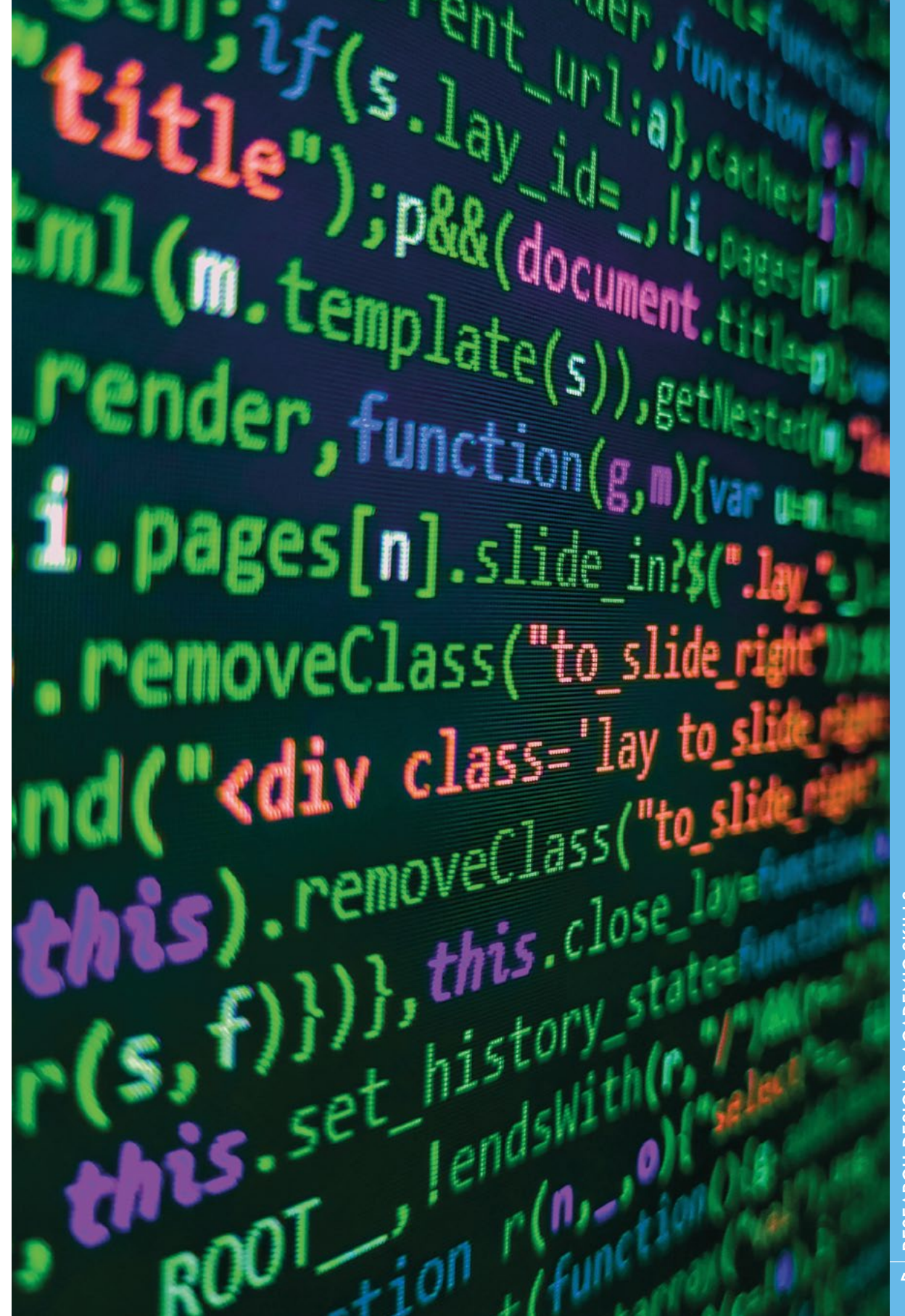** DOC6024 – Data Analysis with Python, or proven experience in Python programming is a prerequisite for this workshop.*

This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

DOCTORAL RESEARCHER FEEDBACK

Very engaging delivery. A good starting point for doctoral students who aren't that proficient in Python.

DATA ANALYSIS WITH PYTHON*

BRIEF DESCRIPTION

Most doctoral researchers generate or measure data in their research which they would like to analyse, process and visualise. Python is one of the easiest and widely used programming languages which allows reading and writing from files, and plotting data in very few lines of code. It is open-source (free) and runs on any operating system. This workshop will assume no prior experience with programming whatsoever, and will guide researchers to write their first Python script, process basic datasets, and visualise the data.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> write a basic script in Python

> make use of standard libraries, such as NumPy, pandas and matplotlib

> make use of basic data structures

> perform numerical operations on data

> read and write data to and from a file

> visualise data using several plots

DOCTORAL RESEARCHER FEEDBACK

The tutor was very calm in explaining and this allowed me to follow attentively throughout the whole 3 hours; the tasks provided had increased difficulty gradually which allowed me to build up on what was being explained in the previous examples. Very interesting workshop – would highly recommend.

TUTOR/S
Prof. Matthew Montebello

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

DOC6062

INTERDISCIPLINARY RESEARCH: AN INNOVATIVE APPROACH TO YOUR Ph.D. NEW

BRIEF DESCRIPTION

Interdisciplinary scholarship is the most fascinating path to challenging the status quo. While doctoral research is traditionally conducted within the established boundaries of a given discipline, interdisciplinary research crosses boundaries, questions conventional thinking and communicates diversity of ideas across disciplinary frameworks. Interdisciplinary research can take place between disciplines that are quite close together or disciplines that are dissimilar from one another.

There are challenges to understanding what it means to undertake doctoral research in an interdisciplinary environment. Beyond engaging in the thinking of another field of study, the doctoral researcher fosters an understanding of innovative approaches typically located within mainstream scholarship. The workshop offers an opportunity for active learning, and the areas exemplified are as multifaceted as the research interests of the doctoral researchers.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> develop a questioning mind to challenge personal beliefs and conventional thinking

> foster interpersonal communication across disciplines without imposing personal views onto the conversation

> engage in flexible strategies and research methods from a variety of areas of scholarship

> collaborate with peers from a range of disciplines on journal articles and conference presentations.

TUTOR/S
Prof. Frances Camilleri-Cassar

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
20

INTRODUCTION TO THE REPERTORY GRID TECHNIQUE*

BRIEF DESCRIPTION

The workshop introduces the principles of Repertory Grid as a versatile method that is gaining widespread popularity among mixed methods research strategies. The programme covers a comprehensive approach starting from the principles of mixed methods down to the choice of Repertory Grid by relating to the nature of the research question and the method's implications on sampling, data collection, analysis and interpretation of results.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> locate repertory grid across the ontological continuum of research

> differentiate between the different types of mixed methods research strategies and justify repertory grid as the method of choice with respect to specific research questions

> plan and conduct repertory grid data collection in a diversity of organisational and social settings relying on the Personal Construct theory

> analyse qualitative data collected through a repertory grid approach using Idiogrid™ software to bring out principal components from individual grids both separately and collectively

> plan and implement precautions to maximise the robustness of the repertory grid method

TUTOR/S
Dr Emanuel Said

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM
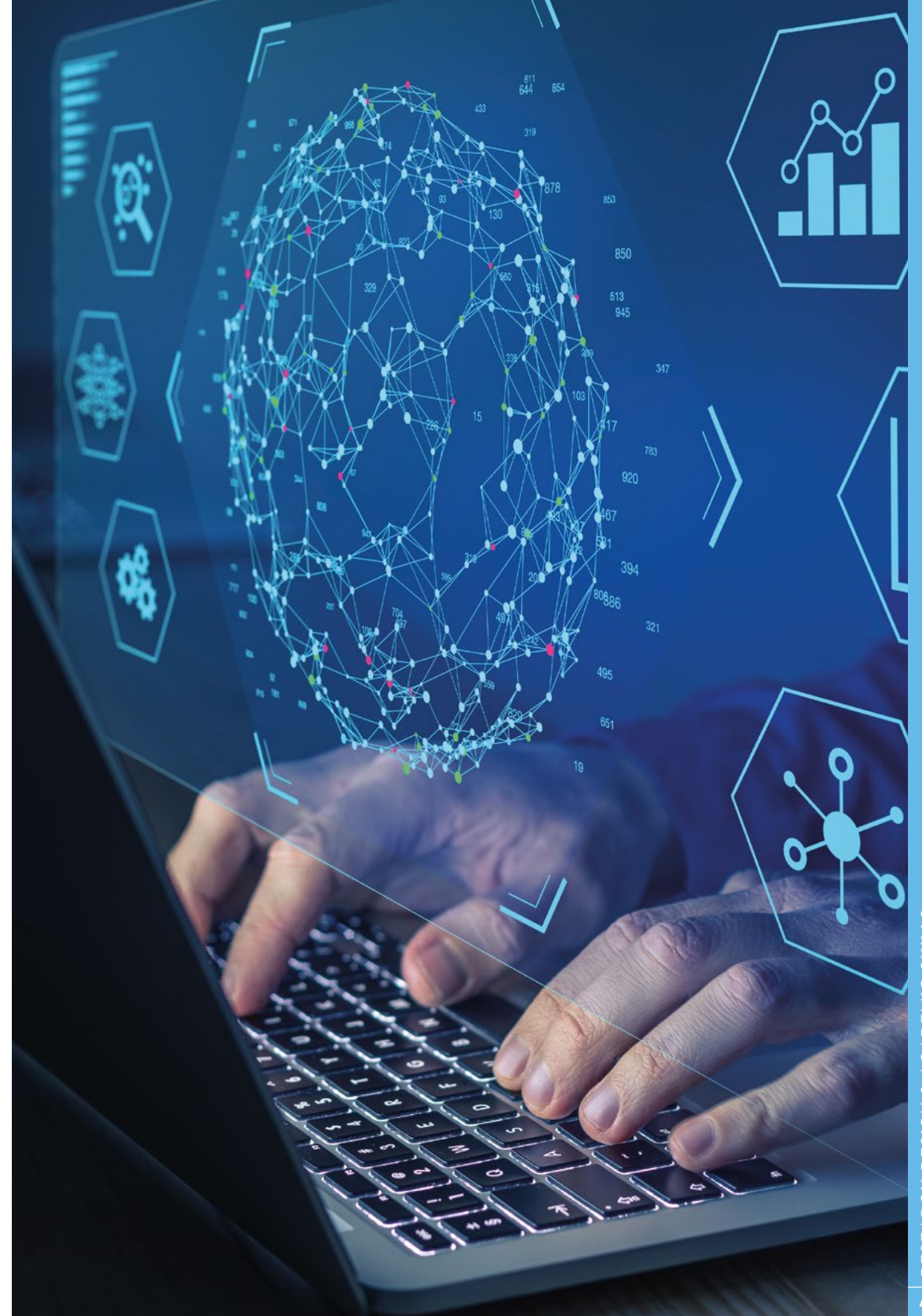
MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This is a bring-your-laptop workshop. The software can be downloaded for free from: idiogrid.com/order_24.html

INTRODUCTION TO NVivo™ FOR QUALITATIVE DATA ANALYSIS*

BRIEF DESCRIPTION

Qualitative data analysis can be a very daunting task without the help of any analysis software. NVivo™ is a software application that simplifies qualitative data analysis, supporting text, multimedia, pictures, and PDFs; open-ended surveys from Excel and Survey Monkey among the many more data formats. NVivo™ supports a range of inductive and deductive methods for qualitative data analysis such as thematic and content analysis, within and cross-case analysis and many more. The workshop covers the key steps involved in qualitative data analysis using QSR NVivo™ starting with data types and the creation of an NVivo™ project, the uploading of data, data coding, code categorisations, query building and interpretation of output from queries. No prerequisite knowledge of NVivo™ is required.

OUTCOMES

By the end of this workshop, doctoral researchers should:

› locate the diverse features and capabilities of NVivo™ Qualitative Data Analysis Software (CAQDAS)

› understand the nature of the different data types that call for qualitative analysis and how NVivo™ can help in this process

› undertake coding on text data using NVivo™ to create a structure of nodes

› keep memos and a journal during NVivo™ work

› build and conduct queries using NVivo™'s query generating capabilities

› understand the output of NVivo™ queries

› construct models from coded data

› create other forms of data analysis output such as word clouds and cluster analysis

› understand the limitations of NVivo™ software as well as the precautions analysts need to adopt during the use of NVivo™

❝ DOCTORAL RESEARCHER FEEDBACK

Apart from using the software to work on my Ph.D., it opened up the possibility of planning academic papers.

TUTOR/S
Dr Emanuel Said

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

** This is a bring-your-laptop workshop. The software can be downloaded for a 14-day trial period from **www.qsrinternational.com**. A student licence can be purchased from the University of Malta IT Services.*

REFLECTIONS ON THE USE OF GROUNDED THEORY IN QUALITATIVE RESEARCH

BRIEF DESCRIPTION

Selecting an appropriate research method is one of the most critical challenges presented to doctoral researchers. This workshop introduces the principles of Grounded Theory (GT) as one of the traditions of interpretive and qualitative inquiry that offers a reliable and credible product. The workshop is of particular interest to researchers of social studies as it is suitable for the investigation of complex multifaceted phenomena. It is also well equipped to explore socially related issues. The workshop takes a comprehensive approach and covers the principles of Grounded Theory, the implications on sampling, data collection, and coding and interpretation of results.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> locate Grounded Theory across the ontological continuum in organisational studies

> formulate a suitable Grounded Theory method in addressing the requirements of specific research questions

> classify the different types of data that can be collected for a Grounded Theory study;

> appraise and choose sampling approaches that lend themselves to effective Grounded Theory studies

> plan and conduct Grounded Theory data collection in a diversity of settings

> analyse qualitative data collected through a Grounded Theory approach

> assess theoretical saturation and implement associated data collection and analysis steps

> plan and implement precautions to maximise the robustness of the Grounded Theory method

❝ DOCTORAL RESEARCHER FEEDBACK

The tutor was very engaging, answered all questions with clarity and examples – it was a fun learning experience – I really appreciated that she provided a practical case study where we could actually test what we had learned.

TUTOR/S
Dr Valerie Visanich

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
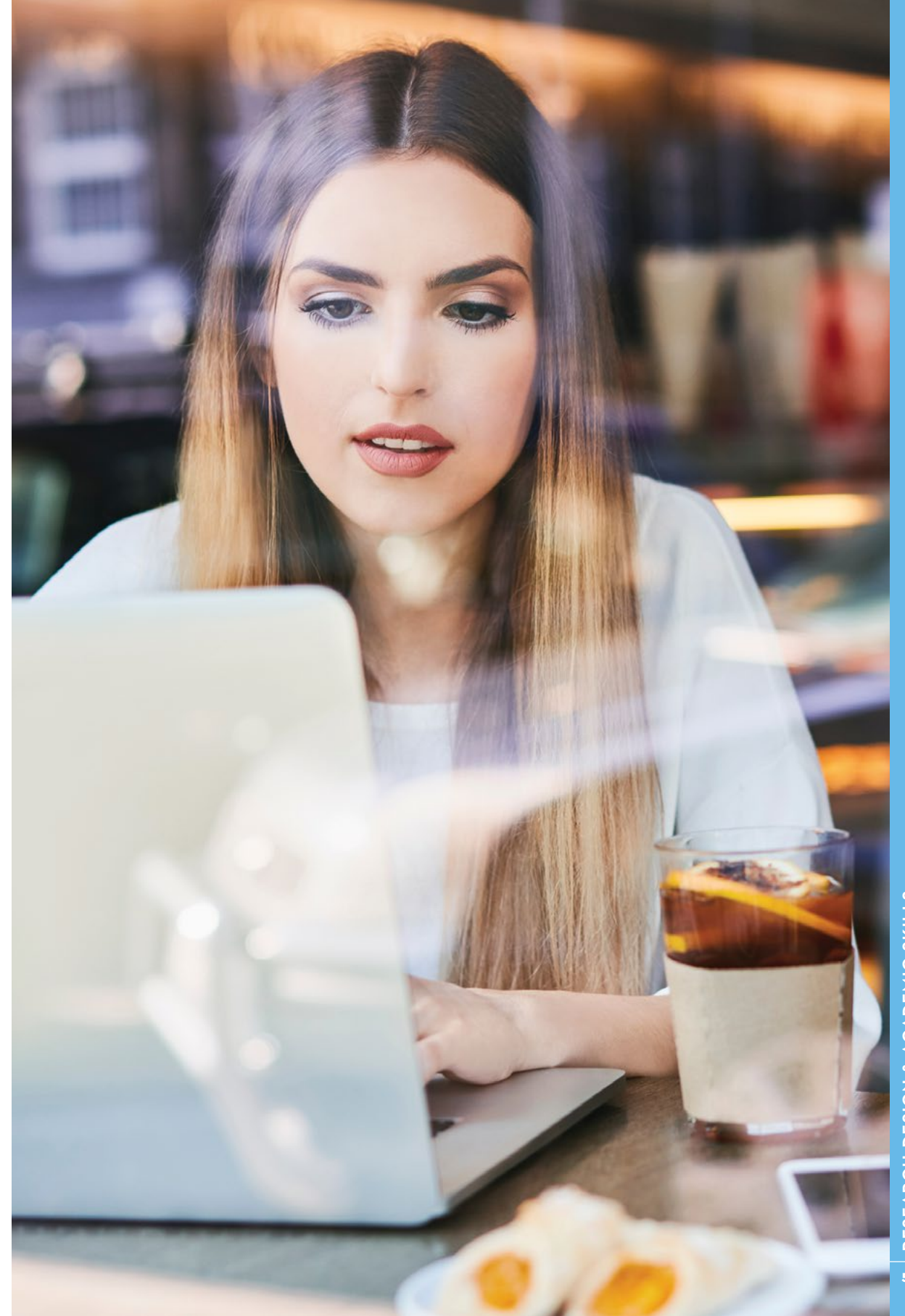**AM**
PM

MAX. NO. OF PARTICIPANTS
20

GETTING PUBLISHED: THE CONFERENCE PAPER*

BRIEF DESCRIPTION

Conference participation is an important element of the doctoral experience. Such an event enables researchers to showcase their research, exchange ideas and knowledge, and network with other members in their field. This workshop will focus on the whole process: from conference selection, the call for papers and abstract preparation, through to delivery (if accepted) and finally publication of the proceedings.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> describe the different event types: seminar, workshop, symposium and conference (national vs international)

> understand the practical requirements for selecting an event, preparing a conference paper and subsequently publishing the paper

> approach academic conference participation more effectively

TUTOR/S
Dr Belinda Gambin

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* Applicants are kindly requested to submit to the tutor an abstract relating to their research ONE MONTH before the workshop through the e-mail address:
belinda.gambin@um.edu.mt

❝ **DOCTORAL RESEARCHER FEEDBACK**

As doctoral researchers we should be writing and presenting at conferences and this seminar is key to learn how to do so more effectively.

GETTING PUBLISHED: THE JOURNAL ARTICLE

HUMANITIES, EDUCATION AND LAW

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be more aware of how to approach the publication process systematically

> have greater insight into the needs of readers and reviewers

> be aware of skills required to write journal articles

> be aware of the processes involved in dealing with the peer review process

> understand the purpose of each section in a research paper

> understand how online platforms have changed how research papers are discovered and read

TUTOR/S
Prof. Maria Attard

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM 👤
PM 💻

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

Getting published should be the aim of all researchers and this workshop provides many necessary tips.

GETTING PUBLISHED: THE JOURNAL ARTICLE

LIFE SCIENCES AND MEDICINE

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. This workshop will shed light on the importance of ethical practices and considerations, emphasising the value of integrity, transparency, and fairness throughout the publishing process. Through the interactive session, case studies, and discussions, participants will gain a comprehensive understanding of the publishing process and ethical challenges faced by authors and publishers, and explore practical solutions. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be aware of how to approach the publication process systematically

> have insight into the needs of readers and reviewers

> be more aware of skills required to write journal articles

> be aware of the processes involved in dealing with the peer review process

> understand the purpose of each section in a research paper

> understand how online platforms have changed how research papers are discovered and read

> understand authorship rights and responsibilities

> understand how to address issues of plagiarism, ghostwriting, and attribution

TUTOR/S
Prof. Giuseppe di Giovanni

DURATION
3 hours

OCCURRENCE
Semester 2: PM

MODE OF DELIVERY
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

It helps researchers gain insight into the behind-the-scenes workings of a journal.

GETTING PUBLISHED: THE JOURNAL ARTICLE

ARCHITECTURE AND STEM

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be more aware of how to approach the publication process systematically

> have greater insight into the needs of readers and reviewers

> be aware of skills required to write journal articles

> be aware of the processes involved in dealing with the peer review process

> understand the purpose of each section in a research paper

> understand how online platforms have changed how research papers are discovered and read

TUTOR/S
Prof. Cristiana Sebu

DURATION
3 hours

OCCURRENCE
Semester 2: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

The content is important, and also the way the workshop is delivered with the practical exercise is excellent. Attendees will benefit both from having their own work critiqued by others, and also from seeing what others are working on, and how they are presenting their work.
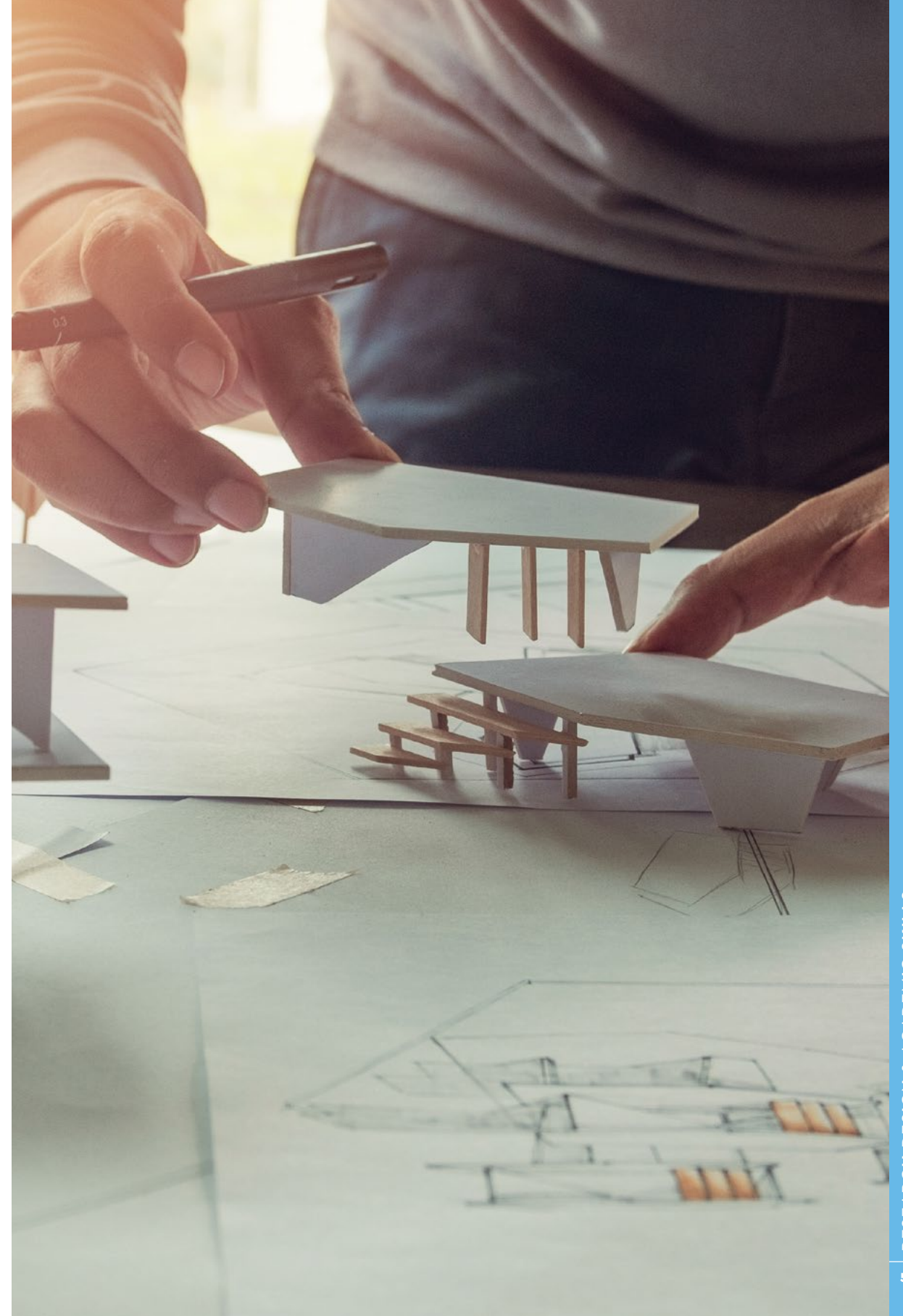
DOC6028

GETTING PUBLISHED: THE JOURNAL ARTICLE

SOCIAL AND BEHAVIOURAL SCIENCES

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be more aware of how to approach the publication process systematically

> have greater insight into the needs of readers and reviewers

> be aware of skills required to write journal articles

> be aware of the processes involved in dealing with the peer review process

> understand the purpose of each section in a research paper

> understand how online platforms have changed how research papers are discovered and read

TUTOR/S
Prof. Holger Mitterer

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

I think it's a fantastic opportunity to ask difficult questions and get honest answers.

GETTING PUBLISHED: THE EDITED VOLUME

BRIEF DESCRIPTION

This workshop will introduce doctoral students to issues concerning publication of their research in edited academic journals and books. It will focus on different requirements of an edited journal issue and an edited book. There is a hierarchy of value attached to these publications. How to edit volumes and what to look for from contributors are issues which will be explored. What purpose does the edited volume serve? How does one choose the invited contributors? Suggestions regarding how to improve one's chances in getting published internationally will be made and explored.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> Learn how to frame their research for either a local or, most importantly, an international readership of an edited volume;

> If the guest editor or book editor, how to choose the right personnel for the research;

> How to tweak or edit a paper to connect with the purview of the specific edited journal and connect with the debates it carries forward;

> How to distinguish between publishing in an edited journal or book and how to do both (which goes first);

> How to attach value to different kinds of edited publications – peer reviewed edited special issues of journals, solicited book chapters, authored, co-authored chapters in edited books, editing volumes;

> What to do with published research for wider dissemination (in an edited book or journal);

> To distinguish between journals;

> Using your own research in volumes you yourself edit, journals or books. For edited volumes on the bases of indexes (e.g. web of science, social science citation index, etc.).

TUTOR/S
Prof. Peter Mayo

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

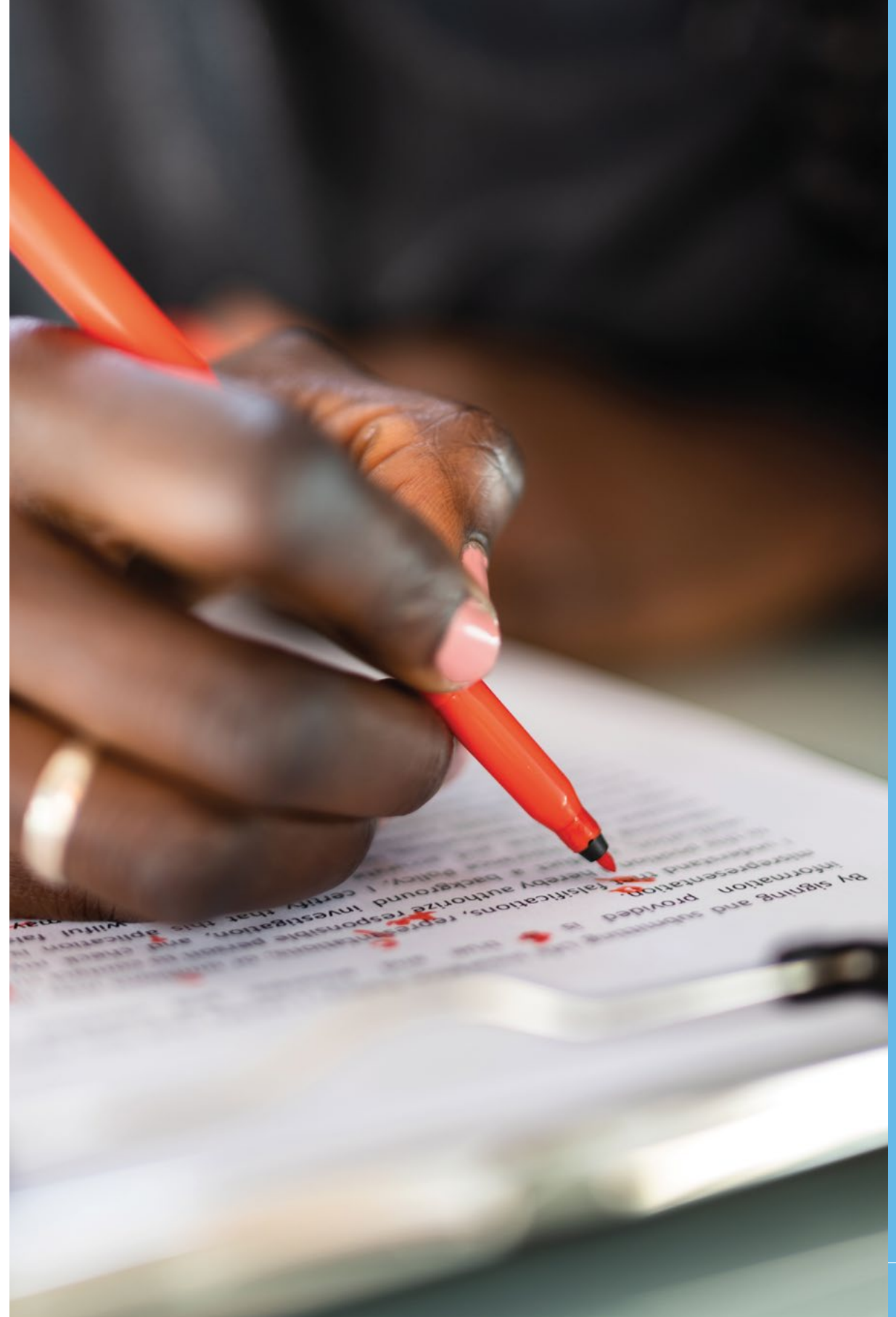**MAX. NO. OF PARTICIPANTS**
20

GETTING PUBLISHED: PREPARING THE BOOK PROPOSAL*

Registration for this workshop is only open to candidates who are in their final year of studies. Applicants are kindly requested to submit to the tutor an abstract/summary of their theses ONE MONTH before the workshop, through the e-mail address: ivan.callus@um.edu.mt

BRIEF DESCRIPTION

This workshop is intended for doctoral students who are in the final stages of their research or who may have recently submitted their thesis for examination.

The workshop is spread over two sessions. The first part of Session 1 provides an overview of current and changing trends in academic publishing in the United Kingdom, the United States, Europe and Malta. It moves on to consider the place of the scholarly book, or monograph, within contemporary academia.

Publishers' expectations concerning a book proposal will then be discussed and workshop participants helped to identify those aspects of their thesis that they might need to revise as they go about adapting it to a form appropriate to the academic book. Participants will be alerted to the timeline management required when preparing a book manuscript, and will be advised about the importance of fair, credible and effective pitching of their project.

An important aspect of the workshop is close analysis of different book proposal forms across various academic publishers and presses, and the factors to bear in mind when filling in one of these forms. Matters of good practice and professional ethics within academic publishing will also be discussed.

Session 2 will take place three weeks after Session 1, allowing participants to have prepared a draft book proposal document in the meantime. Feedback on the proposals submitted will be provided, with areas for improvement identified and addressed.

TUTOR/S
Prof. Ivan Callus

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: PM

MODE OF DELIVERY
PM

MAX. NO. OF PARTICIPANTS
10

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

OUTCOMES

By the end of this workshop, doctoral researchers should be:

> more informed about realities of academic publishing across a range of contexts, particularly relating to monographs and critical collections

> able to identify the ways in which their thesis will need to be adapted for consideration as a monograph, in view of the different genre expectations concerning the doctoral thesis and the academic book

> better placed to assess the appeal and viability of any book project that might emerge from the doctoral thesis

> better placed to assess the ways in which the project can be effectively pitched to publishers

> aware of aspects of timeline management that need to be borne in mind when drawing up a book proposal

> aware of the factors to bear in mind when filling out the different parts of an academic publisher's book proposal form

> able to identify aspects of broader research (beyond the thesis) that might need to feature in the book proposal to make it appealing for publishers

> able to put together solid book proposals for a single-authored volume and for an edited collection of essays

> aware of forms of good and ethical practice in book publishing

DOC6004

UNDERSTANDING AND DEVELOPING ASSERTIVENESS

BRIEF DESCRIPTION

Assertiveness is respecting yourself, being clear about what you want and taking responsibility for it, while at the same time respecting others. It is a skill, and as such can be practised and learnt. An assertive person can communicate well, and can deal well with different personalities, in different situations. A certain amount of self-confidence is basic to assertiveness.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

› describe assertive, non-assertive and aggressive behaviours

› distinguish between these behaviours when observed in different contexts

› recognise verbal and non-verbal features of these behaviours

› apply verbal and non-verbal features in becoming more assertive

› demonstrate self-confidence and the ability to communicate assertively

TUTOR/S
Dr Natalie Kenely

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

❝❝ **DOCTORAL RESEARCHER FEEDBACK**

I think the workshop should be strongly recommended to those in their initial months of the Ph.D. journey. It would be extremely useful and applicable.

RECOGNISING STRESS AND DEVELOPING COPING STRATEGIES

BRIEF DESCRIPTION

The doctoral journey is not an easy one. Academic stress experienced by doctoral researchers is often not given its due attention. Evidence suggests that stress may hinder the performance and efficiency of individuals on a personal and professional level. Stressors, the perception, the reaction, and coping mechanisms constitute a personal journey. The aim of this workshop is to provide a safe space to explore, identify and share experiences of stress and coping techniques to support all participants through their doctoral journey.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be able to distinguish between pressure and stress

> be able to identify the impact of stress on health and wellbeing

> be able to recognise doctoral researchers' stress and coping mechanisms

> be able to explore different practical coping techniques

> have shared effectively through conversation

TUTOR/S
Ms Anthea D'Amico

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

The most useful thing I found was that the workshop made me realise I'm not alone in feeling the way I do. All participants seemed to be in the same boat.
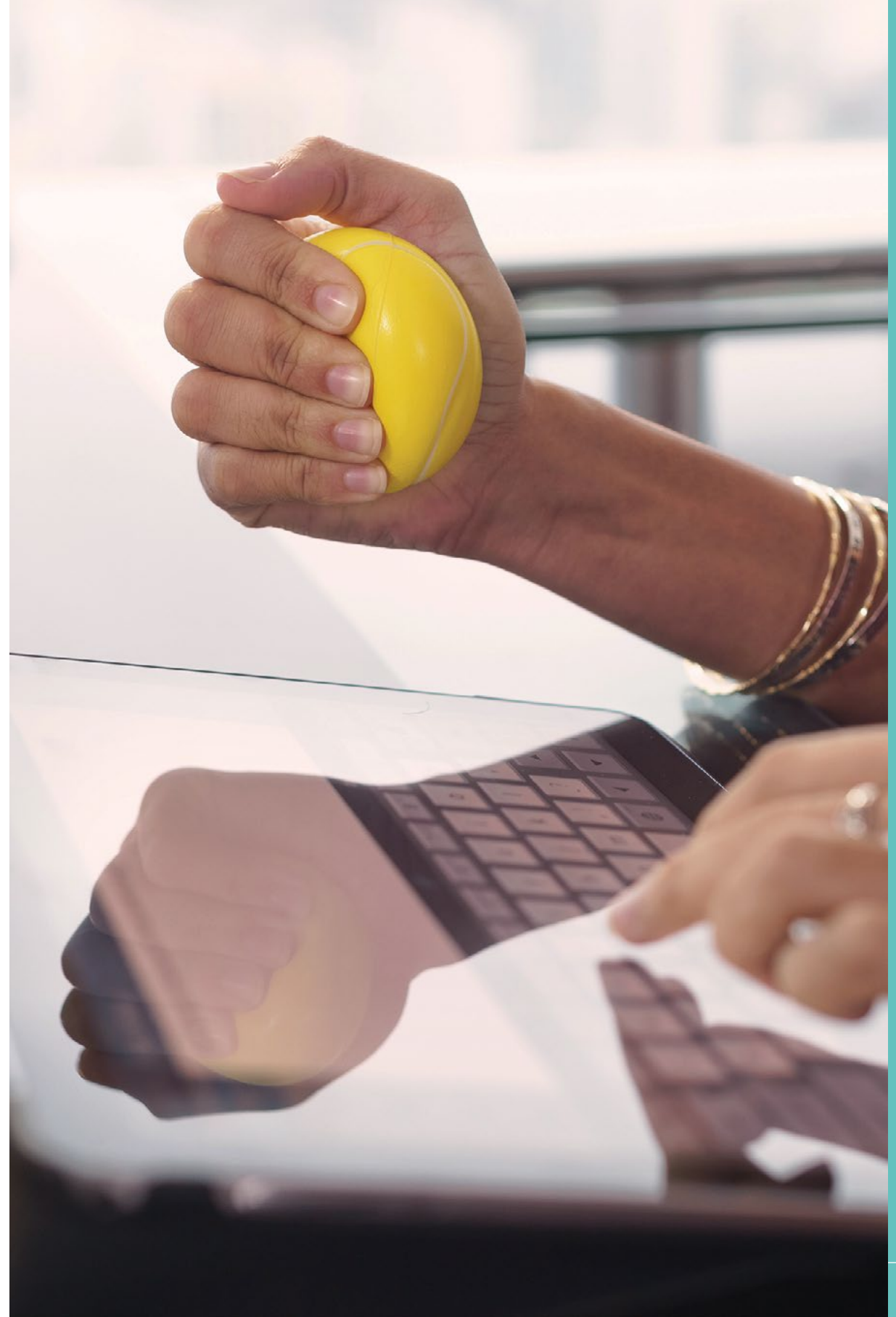
DEBATING WITH THE MEDIA*

BRIEF DESCRIPTION

Writing for the media is radically different from writing an academic piece. In a similar manner, speaking on the radio or on TV and addressing academic gatherings require very different skills. Researchers do their utmost to be precise, base their conclusions on solid information, and refrain from rendering matters trivial or sensational. The media, on the other hand, does not harbour such 'scruples' many times. Also, whereas an academic audience listens with attention, media audiences are not as attentive.

In a world dominated by the media, it helps a researcher to also be a savvy media user. Given the right skills, researchers can use the media sagely to increase the impact of their work, increase visibility, influence policy (if this is part of the scope of their research), give back to society and attract others to research. The aim of this workshop, which will consist of both a theoretical and a practical element, is to help instil in participants the necessary skills to communicate effectively and efficiently with the broadcasting and print media, and with the media audience.

OUTCOMES

By the end of this workshop, doctoral researchers should be increasingly:

> aware of their message

> cognisant of their medium

> conscious of their audience

> familiar with different kinds of interviews for print and broadcasting

> equipped to handle different situations, including the phone-in format

TUTOR/S
Rev. Dr Joseph Borg

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 2: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
10

This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

Applicants are kindly requested to submit a short paragraph highlighting their expectations from this workshop and their experience associated with broadcasting or printing media. This feedback should be sent to the tutor on: joseph.borg@um.edu.mt, ONE WEEK prior to the workshop.

CONVINCING AND DEBATING

BRIEF DESCRIPTION

Debating is a fundamental part of everyday life. Our ability to discuss lies at the heart of a democratic and open-minded society. Added to this, to be critical is central in the life of any scholar. Structured and well-thought-out strategies in expressing oneself have the potential to unpack one's scholarly competencies and expertise. This workshop will help candidates develop and exercise debating skills. More importantly it will help stimulate the critical thinking of our up and coming scholars by shaking candidates free from time-honoured and conventional opinions.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be familiar with the major themes related to convincing

> be familiar with the major themes related to debating

> understand the value of critical thinking

> understand how they can benefit from critical thinking in the cultivation of analytical discourse

> have improved their analytical abilities in philosophical work

> have improved their critical abilities in philosophical work

> have developed a more acute awareness of how to approach a debate and convince

> have developed practical skills on how to improve communicability

TUTOR/S
Prof. Andrew Azzopardi

DURATION
3 hours

OCCURRENCE
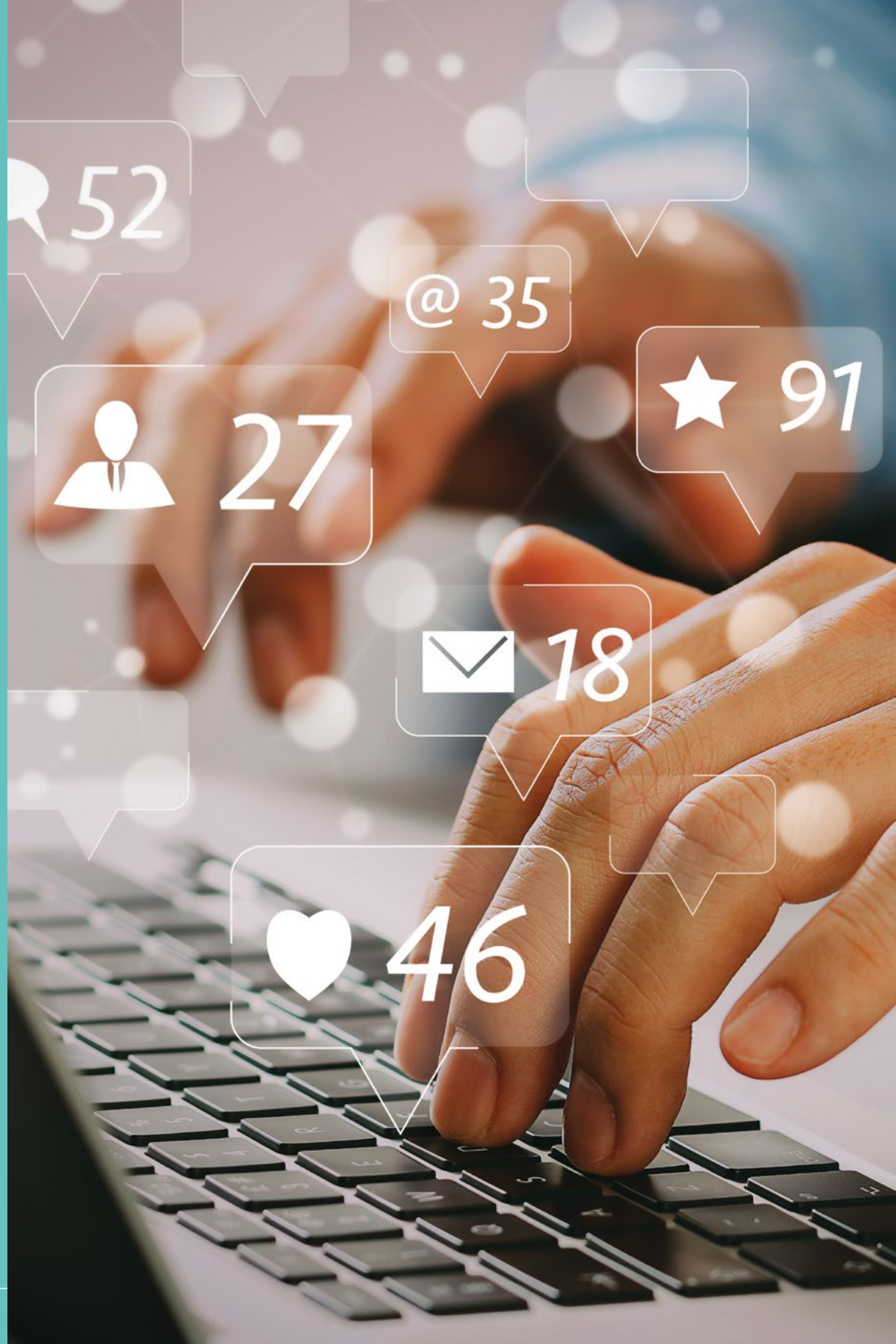**Semester 1: PM**
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

The video clip shown was very useful as a base for discussion. The tips on acing the viva were also very helpful, as were the discussions with fellow researchers.

DOC6055

SOCIAL MEDIA FOR RESEARCHERS

BRIEF DESCRIPTION

The workshop maps how social media can be integrated into different facets of a scholarly activity. The primary purpose is to help researchers navigate and use social media in a meaningful and strategic manner. The workshop will introduce the key characteristics of social media platforms and explore ways in which social media can be used: to communicate strategically online; to publicise scholarly work; to build and nurture an online network; for academic research and the curation of information; for public engagement. Attention will be given to managing the dark side of social media and how a professional identity can be maintained in the age of the attention economy.

The workshop will be delivered in an iterative manner. Participants will be encouraged to discuss specific areas of research interest within the context of the workshop topics.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> Practical insights on the platforms to use for researchers

> Dealing with online information overload

> Conducting online research using social media platforms

> Communicating strategically

TUTOR/S
Dr Alex Grech

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

Social media can be a tool to procrastinate – this workshop proves otherwise.

PRESENTATION TECHNIQUES*

BRIEF DESCRIPTION

This workshop will outline the skills needed to maximise personal communications and present messages efficiently and coherently. The different elements needed for maximising personal communications will be delved into and will include verbal and non-verbal communications, presentation media (when to use presentation media, what to use, and how), and the various preparatory phases needed for creating presentations. Participants will be asked to prepare a ten-minute presentation, preferably related to an element of their research, and to deliver it in front of the group during the following workshop session. Each presentation will be peer and tutor analysed so that each participant receives individual feedback on his/her performance.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> better understand how to give presentations that convey the message intended by the presenter

> be more aware of the nuances of non-verbal communications

> maximise the use of voice and body language as means of communications

> evaluate audiences and their needs, to then apply these to communication solutions

> discern what media will aid personal communications

TUTOR/S
Prof. Ġorġ Mallia

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 2: PM

MODE OF DELIVERY
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

DOCTORAL RESEARCHER FEEDBACK

The tutor is obviously very experienced and a good communicator and therefore, he was very helpful.

DOC6060

INTRODUCTION TO OPEN SCIENCE: PRINCIPLES OF TRANSPARENCY AND COLLABORATION IN DOCTORAL RESEARCH `NEW`

BRIEF DESCRIPTION

Open Science is increasingly becoming a standard practice in the international scientific community. It is breaking down barriers and transforming the way we conduct research, collaborate, and forge connections of knowledge across traditionally distinct disciplines such as the humanities and science subjects, and doing so mainly by sharing the data that supports research, while following certain protocols.

This workshop offers doctoral students an exploratory gateway to critically engage with the principles of Open Science and evaluate the relevance of open scientific practices in their field of studies. Students from diverse disciplines are encouraged to attend in order to build a multidisciplinary learning setting. In this introductory workshop, we will discuss the revolutionary concepts and principles that are transforming the research landscape through Open Science. We will explore various key concepts - such as open access, open data, open source, and open collaboration - and understand both their importance and challenges in driving scientific progress. Workshop time will be delivered in ways that foster interactive discussions, case studies, and hands-on activities in order to provide a solid foundation in Open Science principles. The workshop will be delivered by academics who have been actively engaging and building their expertise as Open Science ambassadors for the University of Malta.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

› better understand the fundamental concepts and principles of Open Science

› recognise the benefits of practicing Open Science in research projects

› explore various open access publishing models and their impact

› learn about open data practices and the importance of data sharing

› discover tools and resources to enhance collaboration and transparency in research

› gain insights into the ethical and legal considerations, and challenges associated with Open Science

› build a network of like-minded researchers and engage in discussions about Open Science practices.

TUTOR/S
Dr Ritienne Gauci
Dr Adam Gauci

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

ALLIES OF OPEN SCIENCE: THE INFLUENTIAL ROLE OF STATISTICS AND LIBRARY DATA REPOSITORIES*

NEW

BRIEF DESCRIPTION

Open science is the key to unlocking new horizons of discovery and meaningful research. In today's academic landscape, embracing open science practices has become essential, with statistical tools, raw research data and library repositories playing a crucial role in this transformation. In this advanced workshop, we delve deeper into the Open Science ecosystem, focusing on its practical applications in the multidisciplinary field of statistical data and in the use of research data repositories. Participants will explore the benefits of open science, learn about open research data and open-source software, and discover strategies for incorporating open science practices into their research workflow. Participants will also gain practical skills for utilising these library data repositories effectively. Attendees will investigate the procedures involved in managing, retrieving, and storing research data within the data repository of the UM Library. They will examine the handling of research data (including statistics) in relation to UM's research data repository. This exploration of Library repositories will enable participants to improve their research efficiency, accuracy, and accessibility, ultimately resulting in better outcomes. The workshop will consist of interactive sessions, practical exercises, and group discussions to facilitate active learning and knowledge sharing. The workshop is delivered by an interdisciplinary group of academics and library staff, who have been actively engaged and building their expertise as Open Science ambassadors for the University of Malta. Attendance to the introductory module 'Introduction to Open Science: Embracing principles of transparency and collaboration in doctoral research' is recommended prior to taking this advanced module.

TUTOR/S
Dr Fiona Sammut
Ms Raelene Church

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* DOC6060 – Introduction to Open Science: Principles of Transparency and Collaboration in Doctoral Research, is a prerequisite for this workshop.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

> better understand the concept and significance of open science in the wide context of data (including statistics)

> familiarise themselves with open data and open-source statistical software

> learn about the concept of library repositories and their role in open science

> explore different types of research outputs that can be deposited in library repositories and learn how to effectively search and access research materials in library repositories

> understand strategies adopted by the UM library for data repositories and open access platform for data and publication sharing

> discuss the importance of metadata and data management plans in the context of library repositories

PRESENTING YOUR RESEARCH IN 180 SECONDS*

BRIEF DESCRIPTION

The sessions will train doctoral candidates in public speaking skills specifically focused on the presentation of academic research in three minutes. The sessions will look at the preparation stage of a presentation, the actual delivery, and the aftermath of a public appearance. Aspects of these sessions include, among others, training in posture alignment, breathing, control of chest voice, articulation, projection, speaking flow, and improvisation.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> recognise the preferred approach with which to prepare a presentation

> deliver an optimal presentation of one's research to the general public within a limited timeframe

> follow-up and network with one's audience after the presentation

> apply learnt public speaking techniques independently and within a group context

TUTOR/S
Dr Anthony Galea

DURATION
6 hours (2 hours + 2 hours + 2 hours)

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

* This workshop is being offered to students who have successfully completed their transfer from M.Phil. to Ph.D. and to Pharm.D. students.

The workshop is split into three parts – Part 1, Part 2 and Part 3. Attendance is required in all three parts.

" DOCTORAL RESEARCHER FEEDBACK

Encourages the participants to view their research through a different lens than what they are normally used to.

LEADERSHIP FOR THE 21ST CENTURY

BRIEF DESCRIPTION

The aim of this introductory workshop is to engage participants personally and collectively with the notion of leadership and what it means to be a leader in today's world. It does so by exploring a number of areas, namely the self, positive leadership, sustainability and context. The focus is on developing a model that helps us look at the importance behind character, presence and connections, and the impact these have on us. It will help participants engage and critically reflect on their own existing leadership and professional relationships and the impact these have on their performance and that of others. This introductory workshop is aimed at setting the scene for other workshops where the importance behind leadership traits, one's personal philosophy and style of leadership, and leadership skills among others, will be explored.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> understand themselves more deeply through engagement with a model of leadership that is more inclusive

> critique rapport with others and situations in the different institutions that we form part of

> relate to the dynamic relationship between leadership, people and context

TUTOR/S
Prof. Christopher Bezzina

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

" DOCTORAL RESEARCHER FEEDBACK

Doctoral graduates are most likely to be, or will probably soon be, in some sort of leadership position. They will find this useful.

DOC6010

AN INTRODUCTION TO CRITICAL AND CREATIVE THINKING

BRIEF DESCRIPTION

Critical and creative thinking are often manifested in the different interpretations of information presented to doctoral researchers throughout the progression of their doctoral studies. The introductory workshop aims to motivate doctoral researchers to adopt an increasingly critical and creative outlook while undertaking their studies with the intention of adding value to the quality of the work carried out.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> adopt a more critical outlook

> apply creative thinking tools to organise their thoughts

> apply creative thinking methods to their reflective thinking

TUTOR/S
Dr Margaret Mangion

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

It sets you in the right mindset for your research, no matter which year you are in. The earlier you make it the better.

DEALING WITH CONFLICT SITUATIONS

BRIEF DESCRIPTION

Conflict is a pervasive aspect of human existence. This workshop will introduce participants to the psychological underpinnings of conflict that are rooted in human evolution and will provide candidates with a skill-set to identify, understand and negotiate conflict situations. Through recreating a series of landmark psychological experiments, participants will experience natural occurrences of conflict. They will then be able to observe and try out different conflict resolution strategies in an attempt to overcome a relational impasse. Participants will also be provided with the opportunity to evaluate strategies in light of the fact that conflict manifests itself in situations involving competing interests.

OUTCOMES

By the end of this workshop, doctoral researchers should have:

> acquired skills to identify conflict situations from the start

> developed an understanding of how positioning may help de-escalate or aggravate a situation of conflict

> attained reflective skills for negotiating solutions

> tried out different techniques to overcome an impasse

TUTOR/S
Prof. Gordon Sammut

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

It is a good self-reflective exercise.

INTRODUCTION TO STUDENT MENTORING

BRIEF DESCRIPTION

This interactive workshop aims to introduce participants to the process of mentoring other students through a series of hypothetical 'situations' that may arise. These will include mentoring of individuals and small groups. Situations requiring sensitivity to cultural or behavioural diversity will also be introduced. The importance of the mentor as a role model, research guide and general advisor will be tackled.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> have acquired knowledge of the most frequent situations that are likely to arise during interaction with students

> have become more aware of how to interact effectively and sensitively with students, including under difficult circumstances

> have attained knowledge about the role of the mentor

> have acquired knowledge about the limitations of the role of the mentor

TUTOR/S
Prof. Sandro Lanfranco

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

I think the tutor reminded us that it is ok to be kind, to not forget where we started from. What a great professor!

DOC6033

BASIC LECTURING SKILLS

BRIEF DESCRIPTION

This workshop is intended for doctoral students who would like to develop basic skills in lecturing large groups. The first part of the workshop focuses on the lecture as a legitimate teaching strategy and on different types of lectures (such as formal paper-reading lectures, discussion-based lectures and demonstration lectures). The second part of the workshop focuses on educational strategies to enhance the lecture including activating prior knowledge, capturing attention and emphasising important points, using multimedia and technology effectively, making concepts meaningful through examples and using questions to promote critical thinking. The workshop also includes a short demonstration of the instructional technologies in a lecture theatre.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> recognise the advantages and disadvantages of large group teaching

> describe the steps involved in planning and developing an effective lecture

> identify strategies to increase interaction and learning during a lecture

TUTOR/S
Dr James Cilia

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

The tutor was really insightful and engaging, helped address the topic alongside concerns and issues we might have with clarity – also shared knowledge about resources available to us as students.

ENHANCING SMALL GROUP TEACHING AND LEARNING

BRIEF DESCRIPTION

The workshop will delve into 'learning-by-doing' with the aim of demonstrating its effectiveness as an active learning experience. The groups will be introduced to a variety of hands-on techniques, and will be invited to reflect on the benefits of small group teaching, learning and cognition as a social and cultural process, and on power dynamics, authority and trust.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> identify the advantages of small group teaching and learning

> describe the key requirements in planning and facilitating a session using inquiry-based learning

> discuss the importance of power, authority and social and cultural context in the learning environment

TUTOR/S
Dr Noel Buttigieg

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

> **DOCTORAL RESEARCHER FEEDBACK**

The workshop is well-planned and keeps students engaged throughout.

DOC6035

BASIC RESEARCH SUPERVISION SKILLS

BRIEF DESCRIPTION

This workshop is intended for doctoral students involved in supervising undergraduate research. Supervising research requires supporting students, providing guidance to ensure that students get the most out of their project, helping them manage project outcomes and deadlines, and ensuring that they have the necessary resources. This workshop will present general skills, applicable to all fields of study, including the development of student research proposals and corresponding outcomes, meeting ethical and safety standards, and communication strategies. This workshop will also provide a practical toolkit to improve the students' learning experience throughout their research work via effective supervision as opposed to intensely prescriptive mentoring approaches. Participants will also be able to share their supervision practices with their peers, allowing for members to improve the effectiveness of the supervision they provide with the consequence that the supervised students can make the most of the learning opportunities presented by a research project.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> have become aware of their responsibilities when undertaking a supervisory role (including the need to ascertain project feasibility and the availability of resources/funding, as well as the need to procure knowledge and training if required)

> know what procedures need to be followed for projects involving ethical and safety issues

> have become aware of the necessary skills to plan and manage a project to completion

> be able to devise a communication and meeting strategy suitable for the particular student

> have acquired knowledge on how to motivate and guide students in their research

> have become more aware of the importance of prioritising student learning over obtaining the best possible project outcomes

> have become more aware of how to support students who struggle and/or fall behind during their project

> have attained knowledge on how to make best use of the time available/allocated to each research student

DOCTORAL RESEARCHER FEEDBACK

Helps both as a student and as a prospective supervisor.
Should be compulsory for all supervisors.

TUTOR/S
Prof. Inġ. Glenn Cassar

DURATION
3 hours

OCCURRENCE
Semester 2: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
20

HOW TO BUILD AN INTERNATIONAL ACADEMIC NETWORK

NEW

BRIEF DESCRIPTION

Academic research is an international endeavour *par excellence* and the process of internationalisation has only accelerated in recent years. Young scholars' future prospects in no small measure depend on their ability to successfully build and maintain a network of research contacts at the international level. This workshop discusses various types of benefits of international academic/professional networks and different strategies for building them.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

> explain what an international academic network is and why such networks are important for teaching, research and publishing

> enumerate various - more formal as well as informal – strategies for building networks

> discuss which methods may work better depending on their individual situation

> critically evaluate the importance of joining international networks for the advancement of academic carriers.

TUTOR/S
Prof. Anna Khakee
Dr Stefano Moncada

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

ALIGNING YOUR RESEARCH TO THE SUSTAINABLE DEVELOPMENT GOALS

BRIEF DESCRIPTION

In 2015, 193 countries at the United Nations General Assembly agreed on the adoption of 17 Sustainable Development Goals (SDGs) thus determining an agenda to develop a global partnership to eradicate poverty, reduce inequality, improve health and education and promote peace and prosperity for humans and the planet by 2030. This long-term agenda is dependent on the commitment of the current generation to future generations … a commitment that transcends any current national political and cultural context. The SDGs are a call for global, national and local collaboration of governments, the private sector and civil society to achieve the targets set by addressing the root causes of problems that have plagued humanity and the planet.

The resetting of current lifestyles and definitions of progress is dependent on the development of a new paradigm of policy making, social interactions and technologies. Doctoral research is adopting ever increasing leading roles in addressing the SDGs through the engagement of scholars with specialised skills from various disciplines on the various facets of sustainability.

OUTCOMES

By the end of this workshop, doctoral researchers should:

› question the current paradigms of development

› develop an interdisciplinary world view of sustainability and critically examine the SDGs' role in developing this view

› identify the challenges inherent in the implementation of the SGDs and ways of how they can be addressed

› discuss issues concerning sustainability from different disciplinary perspectives;

› critique unsustainable actions and ethical issues inherent in the SDGs

› identify ways of how their line of research can effectively contribute to the achievement of certain SDG targets.

DOCTORAL RESEARCHER FEEDBACK

SDGs are relevant in many research projects (and also for everyday life), presentation was engaging, lecturers tailored it to the participants' needs.

TUTOR/S

Prof. Mark Mifsud
Prof. Paul Pace
Dr Censu Caruana

DURATION

3 hours

OCCURRENCE

Semester 1: AM
Semester 2: PM

MODE OF DELIVERY

AM
PM

MAX. NO. OF PARTICIPANTS

10

COMMUNICATING RESEARCH TO DIVERSE AUDIENCES

BRIEF DESCRIPTION

Would you like to improve your public speaking skills? Would you like to engage citizens further with your research? This workshop will provide you with tips on how to give short talks and how to communicate ideas to different audiences, among others. It will help you develop how you think about your audience (who they are, their motivations, and how to give an impactful experience). It will also provide you with tools such as how to build a narrative, jargon busting, use of questions, gripping introductions, signposting and correct use of body language. The skills learnt in this workshop will not only be useful during your doctoral journey but can also be applied throughout your career.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> become aware of the theory behind public speaking

> improve communication skills

> learn how to speak to different audiences

TUTOR/S
Dr Edward Duca

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
20

DOCTORAL RESEARCHER FEEDBACK

Very useful and effective. The awareness and skills gained are a must for ALL researchers (and students in general).

DOC6007

UNDERSTANDING INTELLECTUAL PROPERTY (IP)*

BRIEF DESCRIPTION

Intellectual Property (IP) is a term frequently bandied about without much understanding of its meaning and implications. The concept of IP is crucial to the existence of universities and their academic programmes, yet even here the awareness and understanding is often lacking. The aim of this workshop is to give the doctoral researcher an understanding of IP, explain the legal basis around IP Rights (IPR) and discuss practical applications of IP and IPR within and outside universities.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> understand the meaning of intellectual property

> understand the value of intellectual property

> appreciate intellectual property rights and their legal basis

> understand IP and IPR in practical situations (plagiarism, journal submission agreements and the copyright obligations and implications therein, studies involving data owned by a third party, confidentiality, embargo, publication vs protection of IP, publications and IP in collaboration and contract research projects)

TUTOR/S
Dr Ruth Vella Falzon
Dr Inġ. Anton Bartolo

DURATION
6 hours (3 hours + 3 hours)

OCCURRENCE
Semester 1: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
20

* This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.
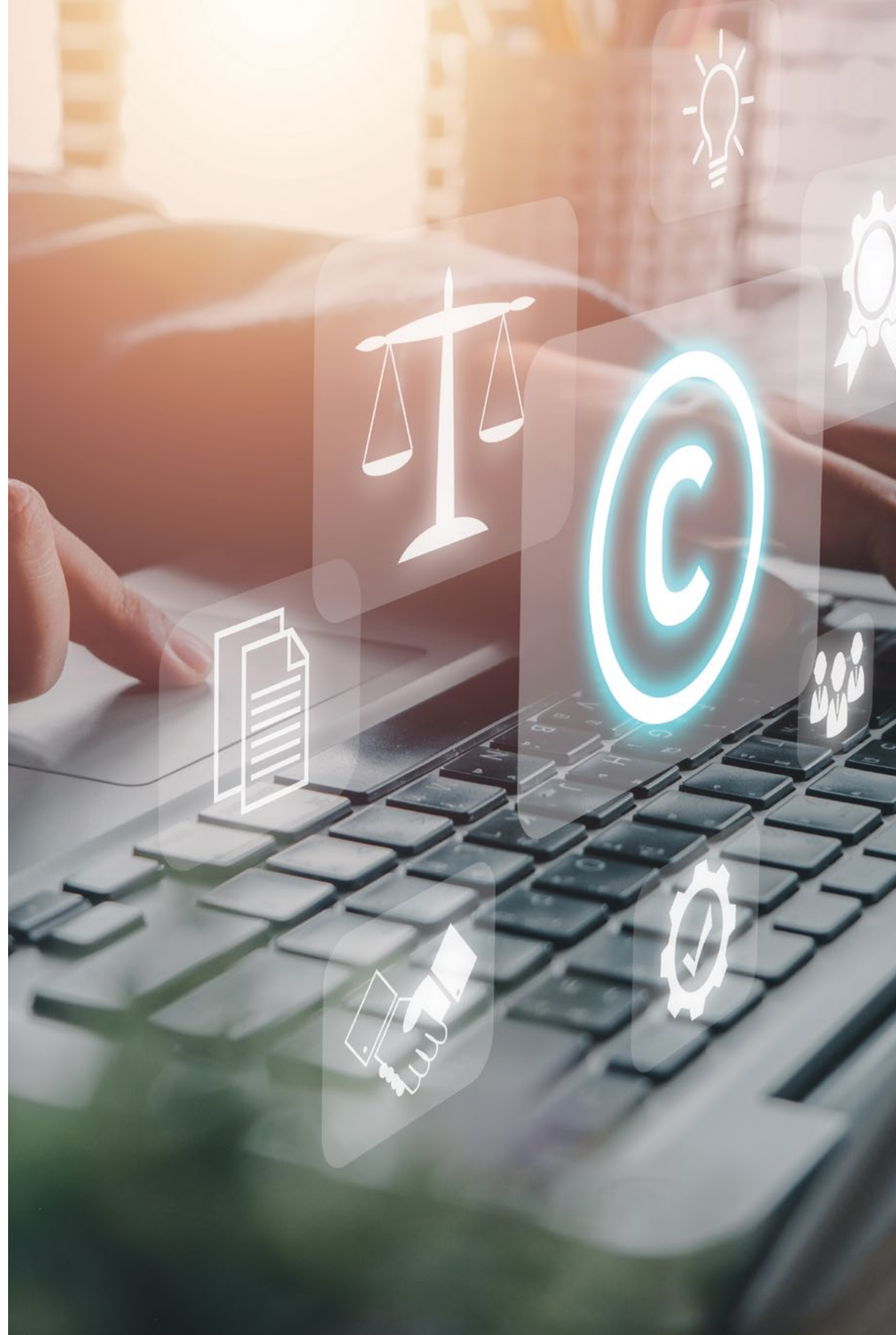
RESEARCH IMPACT: INVOLVING STAKEHOLDERS TO IMPROVE FUNDING SUCCESS

BRIEF DESCRIPTION

Most funding opportunities for doctoral researchers (such as the EU Horizon Europe programme) aim to embed societal engagement and involvement in research and research institutions. Incorporating the concept is essential to receive funding.

To maximise societal impact, society should be involved in every step of the research process. This helps ensure a greater commitment to addressing societal needs, an understanding of stakeholders' needs and role in research, reflection on the impact that today's decisions may have in the future, and increased transparency and openness in the research and innovation processes. Critical awareness and a sense of social responsibility are also considered necessary skills in Horizon Europe impact pathways.

This workshop will help participants improve the impact sections of EU funding applications. A series of tools and processes will be used to allow doctoral researchers to develop ideas tailored to their own research into practice and improve their societal impact. By engaging in group activities and mapping exercises, the workshop will encourage researchers to critically reflect on how these concepts can be practically implemented in their own research, and demonstrate how they can be incorporated in grant proposals to increase funding success.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> understand and improve the research impact sections of EU funding applications

> expand ideas tailored to their own research

> consider how these concepts can be carried out in their own research

> integrate these concepts in grant proposals to increase funding success

DOCTORAL RESEARCHER FEEDBACK

We all need to better understand how to take our research out of papers/labs to make an implementation of our results valuable to society.

TUTOR/S
Dr Edward Duca

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
15

DOC6038

BRIDGING THE GAP BETWEEN ACADEMIA AND THE LABOUR MARKET*

BRIEF DESCRIPTION

This session is intended for doctoral students who are in the final stages of their research. The workshop aims to provide doctoral students with an understanding of the relationship between the research environment and the labour market. It will create an awareness of the skills required in the world beyond academia. Students will gain insights into employers' perspectives. A guest speaker (from either public or private organisations) will be invited to give their own perspectives on what they are looking for in future talent.

OUTCOMES

By the end of the workshop, doctoral researchers should be able to:

> Familiarise themselves with labour market requirements

> Appreciate the importance of soft skills for employers

> Be aware of what institutional actors are looking for in future talent

> Assess their own interpersonal skills

TUTOR/S

Dr Anne Marie Thake
Guest Speaker

DURATION

3 hours

OCCURRENCE

Semester 1: PM
Semester 2: AM

MODE OF DELIVERY

AM 👤
PM 💻

MAX. NO. OF PARTICIPANTS

10

* This workshop is being offered to students who have successfully completed their transfer from M.Phil. to Ph.D. and to Pharm.D. students.

WRITING EFFECTIVE CVs AND JOB APPLICATION LETTERS

BRIEF DESCRIPTION

This workshop will delve into three types of CVs, namely the academic type, the competency type, and the chronological type, depending on the job one would like to apply for. It will offer an explanation and also encourage discussion on what should and should not be included in a CV, and on how to present a sound job application letter. There will be group and individual case studies wherein the participants will be presented with sample job application letters and CVs, and will have to identify the type of CV presented as well as which CV and job application letter are the most attractive and likely to lead the 'applicant' to be called for an interview. One of the case studies will involve participants drafting a letter of application and a CV, which will be assessed during the workshop by their peers in line with the criteria presented during the workshop.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be equipped with the necessary tools to draw up their own job application letter and CV in an appropriate, clear and presentable manner in accordance with the type of job they would like to apply for.

TUTOR/S
Ms Jeanette Theuma

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM 🧑
PM 🧑 + 💻

MAX. NO. OF PARTICIPANTS
10

PREPARING FOR A JOB INTERVIEW

BRIEF DESCRIPTION

The workshop will outline what to prepare before the interview as well as what to do and what to avoid on the day of the job interview. Sample interview questions and answers will be discussed as well as questions the interviewee should ask the panel during the interview. A couple of simulated academic interviews will take place in which participants will be asked to take on various roles. The participants will also have the opportunity to offer their views and discuss the outcome of the simulated interviews.

OUTCOMES

By the end of this workshop, doctoral researchers should:

> be equipped with skills to prepare for a job interview

> understand better how to react to and answer interview questions

> understand better what questions to ask the interviewing panel

TUTOR/S
Ms Jeanette Theuma

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
10

DOC6012
WRITING WINNING GRANT APPLICATIONS

BRIEF DESCRIPTION

Are you new to the funding scene? How should a proposal be written? Who are evaluators and what do they look out for? How do you structure a winning consortium? These questions, plus many more, will be addressed during this workshop. The model used will be *Horizon Europe*, however, the methodology may be applied to any type of funding application.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> navigate the participant portal

> search for calls matching their area of research

> build a winning consortium

> write a proposal with salient points in mind

> write a funding application in line with an evaluator's expectations

> read and analyse evaluation summary reports

TUTOR/S
Dr Elena Sultana
Ms Lili Kankaya

DURATION
3 hours

OCCURRENCE
Semester 1: PM
Semester 2: AM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
15

DOCTORAL RESEARCHER FEEDBACK

Helps to get a foothold and plan for research career.

DOC6047

BEYOND YOUR Ph.D.: DESIGNING DOCUMENTS FOR SUPRANATIONAL ORGANISATIONS AND INTERNATIONAL INSTITUTIONS

BRIEF DESCRIPTION

The workshop addresses a need for doctoral researchers who are curious, ambitious or enterprising and who wish to seek out openings in a knowledge economy with an increasing internationalisation of outlook. Organisations, public and increasingly private, draft key documents treating cultural, scientific, socio-economic and socio-technical themes, sometimes featuring together. These may involve fieldwork, desk study/ archival research and laboratory/instrumental methods outside university environments. In this workshop, doctoral researchers will learn about formal documentation and will bring their varied subject synergies and interests to bear in critically analysing and evaluating real-world documents from supranational/inter-governmental organisations. *Beyond their Ph.D.*, in the workshop title, embraces the prospect of making a career articulating documents – knowledge assets – within institutions such as the European Space Agency (ESA), World Trade Organisation (WTO), Organisation for Economic Co-operation and Development (OECD), United Nations Educational, Scientific and Cultural Organisation (UNESCO), International Organisation for Standardisation (ISO), European Council, European Commission, European Parliament, the Food and Agriculture Organisation (FAO), and the World Health Organisation (WHO). Indeed, doctoral graduates may seek such opportunities not necessarily within such bodies, as private international organisations make numerous submissions, proposals and studies shaping the emerging agenda and debates.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> understand the meaning and value of document design and validation

> understand and apply methods of formal drafting and document articulation for international bodies

> appreciate the qualities institutions strive for in authoritative publications, such as authenticity of source and method, integrity of data and information, and reliability critically analyse short real-world documents, such as a strategic plan, a climate change study, a food safety report, and an innovation study

TUTOR/S
Dr Robert M. Cachia

DURATION
3 hours

OCCURRENCE
Semester 2: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
20

AN INTRODUCTION TO ENTREPRENEURSHIP AND THE COMMERCIALISATION OF IP*

BRIEF DESCRIPTION

This workshop is the first day of *EBI5001 Introduction to Entrepreneurship*. An intensive introduction to key concepts of entrepreneurship and the commercialisation of IP will be given. This opportunity is important for doctoral researchers with respect to career planning. An explanation of other training and services that can be accessed by doctoral students from the Centre for Entrepreneurship and Business Incubation will also be provided.

OUTCOMES

By the end of this workshop, doctoral researchers should have an understanding of:

> the harmonious duality of research and entrepreneurship

> the key concepts of enterprise and entrepreneurship

> the key concepts of intellectual property (IP) including how to protect it and how to commercialise it

TUTOR/S
Prof. Russell Smith
Prof. Juanito Camilleri

DURATION
Full day*

OCCURRENCE
Semester 1: AM

MODE OF DELIVERY
AM

MAX. NO. OF PARTICIPANTS
8

* This workshop is taking place between 08:30 and 17:00. The use of mobile phones and laptops is not permitted during this workshop except during break periods.

DOC6058

THE PURPOSE OF *YOUR* LEADERSHIP IN TIMES OF CHANGE

BRIEF DESCRIPTION

The aim behind this three-hour workshop is to create an opportunity for us to share our strengths, our concerns, the challenges that we are facing in fulfilling our roles in whichever institution we form part of and at whatever level we may be working at. It is an opportunity to reflect, discuss and celebrate good practices. The main objective is to help you reflect on your leadership journey by exploring: self-awareness, purpose, teamwork and empowerment. You will do so by engaging personally and collectively on your perceived leadership qualities and traits. It is also hoped that through the interactions that takes place we are able to individually inspire each other to grow as leaders.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

> identify with the values and traits that you embrace as a person

> engage with motivational quotes to help you reflect and engage personally and collectively with the attributes that you feel are central to your engagements with others

> reflect on the leadership acts that you conduct on a daily basis

> identify the leadership qualities that you will need to refine

TUTOR/S
Prof. Christopher Bezzina

DURATION
3 hours

OCCURRENCE
Semester 1: AM
Semester 2: PM

MODE OF DELIVERY
AM
PM

MAX. NO. OF PARTICIPANTS
15

DOCTORAL RESEARCHER FEEDBACK

Techniques explained for effective communication.

DOC6015
ANNUAL DOCTORAL SYMPOSIUM*

The Doctoral School is organising a Doctoral Symposium as part of the University of Malta's Research Expo planned to be held on Wednesday 29 May 2024. The goal of the Doctoral Symposium is to provide doctoral researchers with the opportunity to present and discuss their research in a forum with fellow doctoral researchers and academics.

In exhibiting their work, doctoral researchers will be able to garner independent and constructive feedback while also practising and enhancing their communication skills.

Each presentation will be approximately 15 minutes long and an additional 5 minutes will be allotted for discussion. A poster session will also be organised.

* Registrations for the Doctoral Symposium will be open in due course.

Applicants will kindly be requested to submit a 250-word abstract to the Research Expo organisers when a call for papers is announced.

❝❝ **DOCTORAL RESEARCHER FEEDBACK**

For us M.Phil./Ph.D. candidates it was an opportunity to promote our work, gain some confidence in presentation skills and get some feedback from established academics.

Other Support

As a graduate student at the University of Malta there are a wide range of resources available to support your development, in addition to the Doctoral School's Professional Development Programme. Resources that might be of particular interest to graduate research students are outlined below. You are welcome to come and visit us at the office of the Doctoral School if you have any queries or further support needs.

Faculty-based subject specific or advanced development opportunities

In addition to the general research methods and transferable skills development available through the Doctoral School, your faculty/institute/centre/school or department may have subject specific and advanced training. Please check the offer (taught sessions, seminars, workshops, etc.) in your respective faculty/institute/centre/school.

The University Library

In addition to the introductory workshop to the services provided by the University library, workshops and training sessions are held to help and guide students in their research endeavours. These include workshops related to the use of bibliographic management software (RefWorks), databases, and publication in peer-reviewed journals.

◂ **um.edu.mt/library/workshops**

Health and Wellness Centre

The Health and Wellness Centre at the Msida Campus offers services aimed at enhancing the wellness of UM staff and students. Professional support, to help UM staff and students take on the challenges and grasp the opportunities that may arise as a result of everyday life situations, is readily available at:

◂ **um.edu.mt/services/health-wellness**

IT Training

The University's IT Services often deliver workshops related to the use of licensed software. Although these sessions are not tailored specifically for research students, they will be of relevance to those studying for research degrees.

◂ **um.edu.mt/itservices/training**

Centre for English Language Proficiency (CELP)

CELP promotes English language proficiency amongst students, in particular those whose first language is not English, helping them to succeed in achieving their research degree.

◂ **um.edu.mt/celp**

Research Support Services Directorate (RSSD)

RSSD provides comprehensive support on all aspects of undertaking excellent research, from obtaining funding to carrying out experimental work.

◂ **um.edu.mt/rssd**

Knowledge Transfer Office (KTO)

KTO is there to assist research students on matters concerning copyright, intellectual property, and commercialising research.

◂ **um.edu.mt/kto**

Centre for Entrepreneurship and Business Incubation (CEBI)

CEBI educates and supports graduates in the creation of successful knowledge-based and knowledge-intensive business ventures.

◂ **um.edu.mt/cebi**

Useful Contacts

L-Università ta' Malta

DOCTORAL SCHOOL CONTACTS

DIRECTOR OF THE DOCTORAL SCHOOL	✉ nicholas.vella@um.edu.mt
DEPUTY DIRECTOR OF THE DOCTORAL SCHOOL	✉ maurice.apap@um.edu.mt
DOCTORAL SCHOOL TEAM	✉ doctoralschool@um.edu.mt
PROFESSIONAL DEVELOPMENT COMMITTEE	✉ professionaldevelopment.committee@um.edu.mt

INTERNAL LINKS

DOCTORAL SCHOOL	◄ um.edu.mt/doctoralschool
DOCTORAL SCHOOL FACEBOOK PAGE	◄ facebook.com/umdocschool
OFFICE OF THE REGISTRAR	◄ um.edu.mt/registrar
UNIVERSITY LIBRARY	◄ um.edu.mt/library
KUNSILL STUDENTI UNIVERSITARI *(KSU – University Students' Council)*	◄ ksu.org.mt

EXTERNAL LINKS

MALTA COUNCIL FOR SCIENCE AND TECHNOLOGY	◄ mcst.gov.mt
MALTA ENTERPRISE	◄ maltaenterprise.com
VITAE *(Professional Career Development for Researchers)*	◄ vitae.ac.uk
DOCPRO *(The Professional Profile of Ph.D. Holders)*	◄ mydocpro.org/en

Guiding Principles for the Professional Development of Doctoral Students at the University of Malta

IN TERMS OF THE PROVISIONS OF THE
DOCTORAL OF PHILOSOPHY – Ph.D. – DEGREE REGULATIONS, 2023

DOCTORAL SCHOOL
2023

Guiding Principles for the Professional Development of Doctoral Students at the University of Malta

Introduction

The University of Malta is committed to ensure that its doctoral students are trained to develop transferable skills as part of their professional development. This should enhance their employability and augment the quality of their research. This policy is in line with the Salzburg Principles on the reform in doctoral education (2005[1]; 2010[2]) and is endorsed by the European Council for Doctoral Candidates and Junior Researchers (EURODOC[3]).

Throughout the Ph.D. programme, training is provided by the Faculty/Institute/Centre/School where the student is registered and/or by the Doctoral School. This training is meant to augment discipline-specific knowledge and to promote the acquisition of transversal skills, interdisciplinarity, and the acquisition of a broader scientific culture.

The Doctoral School offers a Professional Development Programme which runs annually between October and June. The Programme is advertised on the Doctoral School's website before registrations open in September and in January. The 3- or 6-hour training workshops are delivered by academics hailing from the different Faculties/Institutes/Centres/Schools and by members of the University's senior management. None of the workshops offered as part of the Doctoral School's Professional Development Programme are mandatory with the exception of *DOC6043 Research Integrity and Research Ethics*. Those doctoral students who are involved in any teaching activities are encouraged to follow *DOC6033 Basic Lecturing Skills*.

Doctoral students who commenced their studies from February 2023 onwards must complete approximately 100 hours of training during the course of their Ph.D., as mandated by the Doctor of Philosophy - Ph.D. - Degree Regulations (2023). These hours of training are to be completed by the time that the student signals their intention to submit their thesis for examination. Training and professional development activities may include, but are not limited to:

> - auditing taught study-units[4];
> - the writing and publishing of academic papers;
> - presentations at conferences;
> - training sessions organised by the Doctoral School;
> - other training sessions that complement the students' doctoral studies and their professional career as doctoral graduates;
> - participation at Faculty/Institute/Centre/School seminars, workshops and conferences, and study visits.

[1]   *Bologna Seminar on "Doctoral Programmes for the European Knowledge Society"* (Salzburg, 3-5 February 2005)

[2]   *Salzburg II: Recommendations European Universities' Achievements Since 2005 in Implementing the Salzburg Principles* (EUA, 2010)

[3]   EURODOC, PRESS RELEASE: Eurodoc Report on *'Identifying Transferable Skills and Competences to Enhance Early-Career Researchers Employability and Competitiveness'* (2018)

[4]   University of Malta, 'Auditing Students' <https://www.um.edu.mt/study/auditingstudents/> (2023)

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1 | Guiding principles for training

It is understood that doctoral students must be allowed independence and flexibility to grow and develop. Doctoral education is highly individual and by definition original. The path of progress of the individual is unique, in terms of the research project as well as in terms of the individual professional development. In order to uphold this principle, each doctoral student is responsible for the organisation of their training as part of a personal study plan drawn up in close consultation with their supervisory team. The principal supervisor is responsible for endorsing each choice made, ensuring the relevance of the study programme especially when selected training courses or activities fall outside the scope of the training and other activities organised and offered by the University of Malta.

The following should be taken into account when selecting training:

i.   To promote the diversity of training, the number of hours validated for each training activity should not exceed 30 hours.

ii.   The workshop on Research Integrity and Research Ethics offered by the Doctoral School is mandatory and does not count towards the approx. 100 hours of training.

iii.   The completion of study-units that are an integral to a student's Ph.D. programme, as stipulated in the letter of acceptance, do not count towards the approx. 100 hours of training.

iv.   Training activities which are not offered by the Doctoral School or in collaboration with it may be validated upon the presentation of a certificate of attendance indicating the name of the training activity followed and the number of hours and signed by the training activity organiser.

v.   Training courses offered by the Doctoral School are not validated by a final examination, but by a certificate of attendance.

vi.   Some workshops offered by the Doctoral School are in high demand, so students should endeavour to register early. The Doctoral School administration will provide students with information about the programme via the mailing list, the University's Newspoint and other social media.

vii. The mode of delivery – in-person, hybrid, remote – of any training is decided by the organiser of the training activity and students may have to make arrangements to ensure that they take part in an activity for which they registered.

viii. Students are encouraged to present their work to the scientific community during seminars organised by the Faculty/Institute/Centre/School or the Doctoral School. Such presentations may take the form of an oral communication or a poster.

ix.   Students are encouraged to take up teaching opportunities in the University entity where they are registered.

2 | Validation of the training

The validation of the training activities will follow the training activities validation guideline. The limit imposed on the number of times that a training activity can be validated is meant to encourage students to sign up for training opportunities that cut across the five categories. It does not, in any way, stop a student from pursuing activities beyond the limit given here. Indeed, students are encouraged to publish more than once and to choose peer-reviewed publication venues carefully to ensure maximum impact in their discipline. If students wish to undertake training of a type that does not fit in the categories below, they ought to contact the Doctoral School for guidance on: ✉ **professionaldevelopment.committee@um.edu.mt**

CATEGORY A	ENHANCING OF SKILLS AND EXPERIENCE	
Type of professional development/training activity	Number of hours validated	Frequency of validation in the course of the doctoral programme
Auditing a study-unit offered by the University of Malta as part of a degree programme	Up to 20 hours	Once
Participation in a doctoral summer school or a doctoral writing retreat (typically over a week/weekend)	Up to 20 hours	Once
Structured placement/internship at an institution of relevance for the research (cannot be less than 30 hours)	30 hours	Once
Participation in workshops offered as part of the UM's Doctoral School Professional Development Programme	As advertised (3 or 6 hours)	Once for each workshop
Participation in doctoral workshops/seminars/courses offered by external institutions	Actual hours attended for a maximum of 10 hours	Once
Lecturing on a degree programme	Actual hours delivered	Up to a maximum of 20 hours

CATEGORY B	PRESENTATION OF RESEARCH	
Type of professional development/training activity	Number of hours validated	Frequency of validation in the course of the doctoral programme
Presentation of a paper (first author) in a doctoral workshop/seminar/symposium organised by the Faculty/Institute/Centre/School or the Doctoral School	5 hours	Twice
Presentation of a paper (first author) in a national conference	10 hours	Once
Presentation of a paper (first author) in an international conference	20 hours	Once
Presentation of a poster (first author) in a national conference	10 hours	Once
Presentation of a poster (first author) in an international conference	20 hours	Once

CATEGORY C	PUBLICATION AND PEER REVIEWING OF ACADEMIC RESEARCH	
Type of professional development/training activity	Number of hours validated	Frequency of validation in the course of the doctoral programme
Publication of a scholarly contribution in a peer-reviewed publication as first author:		
(i) Chapter in a book published by a non-academic press	5 hours	Once
(ii) Chapter in an edited book published by an academic press	15 hours	Once
(iii) Paper in a local journal, local conference proceedings	20 hours	Once
(iv) Paper in an international journal, international conference proceedings	30 hours	Once
(v) Book reviews or review articles in any venue	2 hours	Once
Peer reviewing of a scholarly contribution as first author:		
(vi) Paper submitted to a national conference	2 hours	Once
(vii) Paper submitted to an international conference	3 hours	Once
(viii) Paper submitted to a journal or an edited book	5 hours	Once

CATEGORY D	CONVENING OF RESEARCH FORA		
Type of professional development/training activity	*Number of hours validated*	*Frequency of validation in the course of the doctoral programme*
Member on the scientific/organising committee of a national conference	10 hours	Once
Member on the scientific/organising committee of an international conference	15 hours	Once

CATEGORY E	PARTICIPATION IN UNIVERSITY GOVERNANCE		
Type of professional development/training activity	*Number of hours validated*	*Frequency of validation in the course of the doctoral programme*
Participation in the governance of the Doctoral School, as student representatives elected to sit on its Board or the Professional Development Committee	5 hours	Once
Participation in the governance of the Faculty/Institute/Centre/ School as student representatives elected to sit on its Board	5 hours	Once

3 | The student's portfolio of training

Doctoral students are responsible for completing and updating their portfolio of training which should include a personalised list of all training activities carried out as part of professional development. It should be updated regularly and it should contain the necessary documentation that is required for validation purposes. One template that can be used for the purpose will be provided shortly.

In their annual progress report, students are required to include a list of the training activities that were followed and are planned to be followed as part of their Ph.D. programme.

Validation of the portfolio will be carried out by the Faculty/Institute/Centre/School Doctoral Committee in collaboration with the Doctoral School twice during the course of a Ph.D. programme, when the student:

1. submits a request to transfer their studies from M.Phil. to Ph.D;

2. submits a request to present the thesis for examination.

Nothing in the content of this document takes precedence over *Doctor of Philosophy – Ph.D. – Regulations, 2023* which may be subject to amendment.

Approved by the Professional Development Committee of the Doctoral School, University of Malta
22 February 2023
Updated 28 July 2023

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Doctoral School

Doctoral School
University of Malta
Msida MSD 2080