

# CATHEDRALS GROUP DOCTORAL DEVELOPMENT PROGRAMME 2026-27



The Cathedrals Group of  
Universities

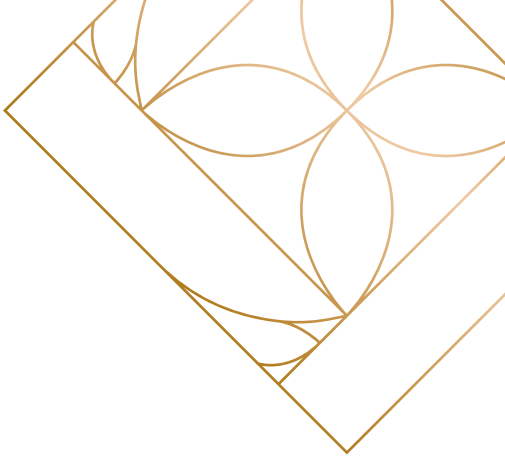


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The Cathedrals Group of  
Universities



# What is the Cathedrals Group Doctoral Network?

The Cathedrals Group of Universities is a group of fourteen universities who share a common heritage and commitment to widening access to the transformative impact of higher education. Our universities work together to advocate for a considered, compassionate, and collaborative approach to addressing societal challenges.

The Cathedrals Group Doctoral Network (CGDN) was created with the aim of sharing development opportunities between our universities and to offer a distinctive training programme for our doctoral researchers that reflects our values and expertise. The CGDN provides the opportunity to meet and learn from some of our most talented researchers, explore different methodologies and approaches, and be part of a wider community of students across our universities.

**The CGDN includes a representative from each member University, collectively committed to broadening the training opportunities available to PGRS throughout the Network. We are delighted that these collaborative efforts have this year culminated in the launch of the Network’s first shared PGR training programme.**

# Welcome to the Cathedrals Group Doctoral Development Programme

## What is it?

“The Cathedrals Group Doctoral Network are proud to offer our first joint PGR training programme. The intention of the programme is to offer training reflective of the unique missions of our collective universities, as well as support our PGRs to develop the necessary professional and research skills that are essential for successful research careers.

The programme emphasises responsible research and the need for ethical, inclusive, and impactful practice. In addition to providing the opportunity to learn about these practices from experts across our respective universities, the programme also offers our PGRs the ability to broaden their academic network, be part of research communities that extend beyond their own institution, and establish meaningful connections with peers and academics across the Cathedrals Group.”

– **Representatives of the Cathedrals Group of Universities**



## What is included

The programme is a series of nine optional sessions offered by universities across the CGDN, and two externally provided sessions co-hosted by York St John University and the CGDN.

## Our Themes

Our nine sessions have been designed with the overall theme of ‘Responsible Research for Social Good: Ethical, Inclusive, and Impactful Research Practice’ in mind.

We aim to strengthen PGR training in three key areas:

### Integrity, Responsibility, and Trust in Research

We aim to teach PGRs how to embed high standards of research integrity, transparency, and accountability in their research, with a strong emphasis on responsibility to participants, communities, and society. To achieve this, we explore how research integrity can be achieved within specific research methods, whilst also offering sessions on emerging challenges to achieving responsible and ethical research conduct, such as Artificial Intelligence.

### Civic Engagement and Participatory Knowledge

We aim to explore the importance of universities co-creating knowledge with communities, public organisations, and industry - ensuring research is inclusive, collaborative, and socially relevant. Included under this theme is a session on ‘zines’, a specific research method which enables participants to collaboratively produce and share knowledge using an accessible, creative technique.

### Transformative Impact: Equity, Sustainability, and Societal Benefit

We acknowledge the importance of engaging in research that addresses pressing societal challenges, advances equality and inclusion, and contributes to sustainable and meaningful change at local, national, and global levels. To achieve this, we aim to expand our PGRs’ knowledge on how open research increases opportunities for transformative impact and the significance of inclusion in research practice.

## Session Catalogue

We will be adding to this programme throughout the year to provide cohesive training on each theme, however our current session catalogue provides the details of our key sessions. This is where you can find session descriptions, goals, RDF Descriptors, and which of our Cathedrals Group universities have provided the training.

## Who facilitates the sessions?

Our sessions are facilitated by talented researchers and professional service teams across the Cathedrals Group universities. This means that our PGRs benefit from specialized knowledge and diverse perspectives across our fourteen institutions. You can learn more about each session facilitator by reading their profile.

## How do I attend?

Most of our sessions take place online via MS Teams, with the exception of one being held via Zoom. You can register for a session using the form linked on each session page. Once you have confirmed your attendance, you will receive confirmation and a link which can be used to join. You will also receive an email containing the link ahead of each session. Please email [CGNetwork@yorks.ac.uk](mailto:CGNetwork@yorks.ac.uk) if you can no longer attend a session so that we can offer your place to another PGR.

## YSJ / CGDN Co-hosted Sessions

We also offer co-hosted sessions, which are a collaboration between the York St John University and the CGDN. These sessions are externally provided and utilise the knowledge and experiences of a diverse range of academics with the aim to round out the programme by exploring the everyday aspects of completing a PhD. This year we are offering sessions on 'Managing Your Research Project' and 'How to Overcome Imposter Syndrome.'

## Contact Us

As the Cathedrals Group Doctoral Development Programme 2026-27 is the first edition of our shared PGR training project, we welcome any and all feedback. Please email us at [CGNetwork@yorks.ac.uk](mailto:CGNetwork@yorks.ac.uk)



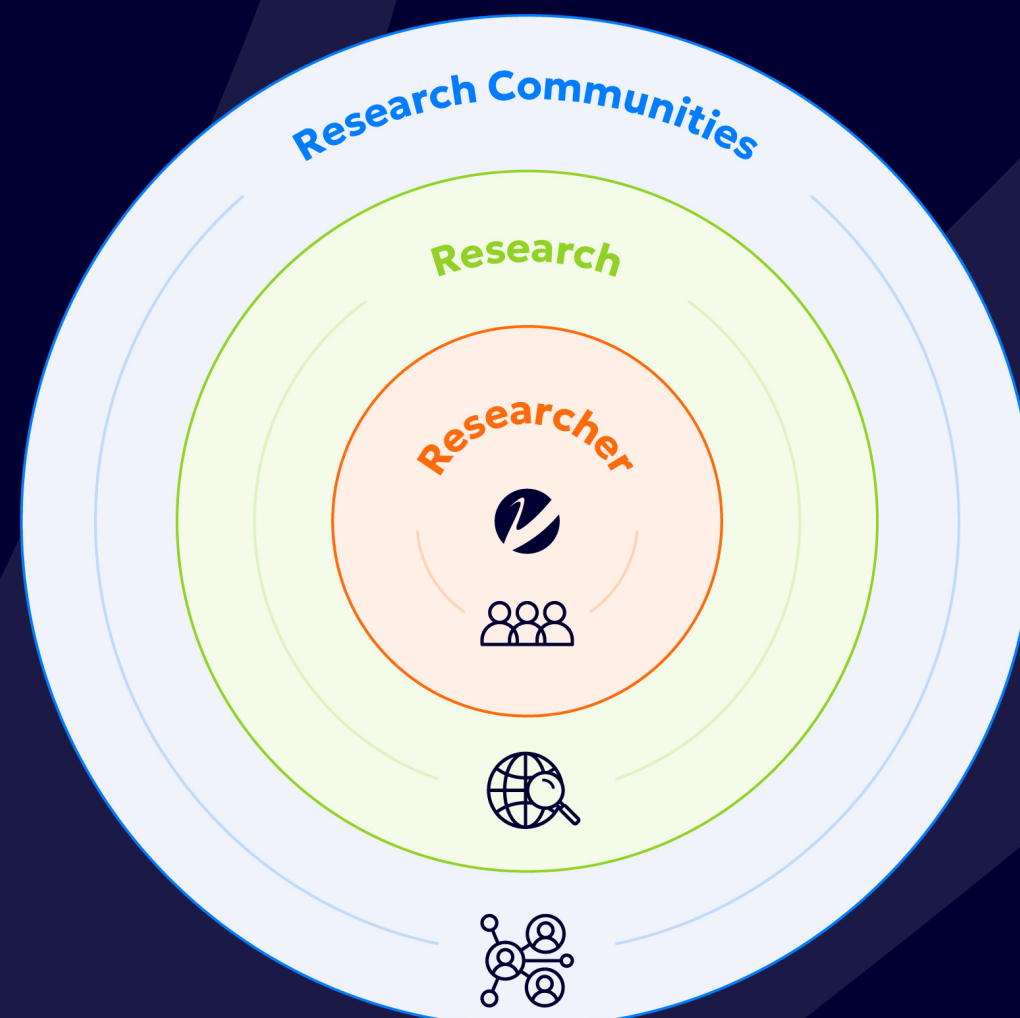
# The Vitae Researcher Development Framework (RDF)

The RDF has been redesigned for 2025 and now comprises three key 'domains', indicated by the concentric circles in the diagram. Each domain comprises a range of 'descriptors': these represent 'the values, skills and behaviours of effective researchers' (RDF 2025). You can find more detailed information about the RDF and how to use it, along with many other useful resources, on the [Vitae website](#).

We encourage you to use the RDF to help you identify your training and development needs and plan accordingly. In the Session Catalogue section of this booklet, you will see RDF descriptors listed against each session, which you can use to help you determine which sessions are most appropriate for you.

The RDF supports the implementation of the [Concordat to Support the Career Development of Researchers](#) and the QAA Code of Practice for research degree programmes.

## Vitae Researcher Development Framework



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### Researcher



#### Personal and professional values and behaviours:

Development-focused • Strategic • Organised • Curious  
Collaborative • Adaptable • Reflexive • Motivated • Responsible

### Research



#### Knowledge and skills to undertake research and deliver outcomes:

##### Knowledge and practice

Subject knowledge • Research methods • Information and data literacy • Digital and technological capabilities • Critical thinking and analysis • Creativity and innovation

##### Research management

Funding and finance • Project management • Risk management  
Open research • Research integrity and ethics

##### Engagement and impact

Communication • Research outputs • Knowledge exchange and public engagement • Research translation and commercialisation • Teaching and learning

### Research Communities



#### Knowledge and skills to engage and work with others:

Research culture • Teamworking • Leadership • Supervision and people management • Coaching and mentoring • Networking

# Session Catalogue

## Integrity, Responsibility, and Trust in AI-Enhanced Research



Register for this session using our [Sign Up Form](#)

**Wednesday 28th October 2026, 13:30 - 15:00**

This session explores the intersect between the use of AI to support research and maintaining research integrity. You will be provided with a practical and critical introduction to the use of generative AI throughout research projects. You also will engage with an analytical questioning of transparency, verification, data protection, authorship, bias, hallucination, and over-reliance.

Rather than framing AI as either a threat or a simple productivity tool, the session will focus on defensible use: when AI can strengthen research practice, when it can undermine rigour, and how researchers can document, verify, and critically evaluate AI-supported work. You will be introduced to practical examples of structured prompting, AI as a methodological critic, verification workflows, retrieval-augmented generation, and the implications of more agentic AI systems for research practice.

By the end of this session, you will:

1. Identify appropriate and inappropriate uses of generative AI across the research process and recognise key risks.
2. Critically evaluate AI-generated claims, summaries, interpretations, and methodological suggestions.
3. Apply structured prompting principles to produce more transparent and auditable outputs.
4. Develop a defensible approach to documenting and declaring AI use in research.
5. Use AI to identify weaknesses, assumptions, missing evidence, and alternative explanations in research designs.

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.4, 2.4, 2.6, 3.3**

### Meet the facilitator:



**Professor Tony Myers**  
(Professor of Quantitative Methods at Birmingham Newman University)

My work focuses on helping researchers and students use AI critically and transparently to strengthen, rather than replace, rigorous research practice. I regularly deliver workshops on AI, quantitative methods, Bayesian statistics, and research integrity to universities, healthcare organisations, and professional bodies.

## Inclusive Research in the Context of Learning Disability and Neurodivergence



Register for this session using our [Sign Up Form](#)

**Tuesday 17th November 2026, 14:00 - 15:30**

In the context of learning disability and neurodivergence, which are marked by histories of exclusion and exploitation within research, participatory research has a particular resonance. In this session, you will dissect inclusive research in a manner that invites consideration of all stages of the research process. Throughout, you will engage with the particular uses of participatory research as related to learning disability and neurodivergence.

You will be introduced to a spectrum of ways that people can engage with research that ranges from co-production, to participation, to consultation. Finally, you will consider the barriers to inclusivity, both systemic and structural, and discuss the idea that inclusive research is grounded in the act of doing, rather than theorising.

By the end of this session, you will:

1. Understand the underlying principles of inclusive research.
2. Recognise the key stages and decisions-making moments within designing inclusive research.
3. Identify key concepts and be able to apply these to their own research context.
4. Understand the value, challenges and affordances of inclusive research.

**Transformative Impact: Equity, Sustainability, and Societal Benefit**

**RDF Descriptors: 1.5, 2.2, 2.5**

### Meet the facilitators:



**Professor Matthew Reason**  
(Director of Institute for Social Justice at York St John University)

I am a Professor of Theatre and a founding director of the Institute for Social Justice, which works across the YSJ to facilitate social justice research, projects and partnerships that help create a fairer society.



**Dr Amy Skinner**  
(Associate Professor of Co-Production in Mental Health Research at York St John University)

My role includes facilitating co-produced or collaborative research projects with groups or individuals who are often excluded from research agendas. As an autistic academic, I am committed to neurodiversity research and advocacy, both in my own work and in higher education.

# Research Integrity for Postgraduate Researchers



Register for this session using our [Sign Up Form](#)

**Thursday 10th December 2026, 14:00 - 15:00**

This session explores the concept of research integrity, with a specific focus on the responsibilities of postgraduate researchers. You will be introduced to the commitments of the Concordat to Support Research Integrity - a vital national framework and reference document for practice and governance of research integrity in the UK. You will be presented with case studies and, using this framework, will identify and discuss breaches in research integrity, before discussing how allegations of research misconduct can be handled. The aim of this session is to provide you with the necessary information on research integrity to be able to conduct rigorous and respectful research.

By the end of this session, you will:

- 1. Understand the concept of research integrity
- 2. Clarify their role in maintaining the values of research integrity
- 3. Interpret the commitments of the Concordat to support research integrity
- 4. Identify how to deal with allegations of research misconduct

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.7, 1.9, 5.1**

## Meet the facilitator:



**Dr Carlos J. De Luna**  
(Head of Doctoral Studies at University of Winchester)

I have held several senior positions leading the Doctoral education at 4 universities in the UK. As part of these roles, I have been a member of Research Ethics Committees and deal with alleged cases of breaches of research integrity. I have taught undergraduates and postgraduate students for over three decades, including supervision, and examination of doctoral students.

# Zines and their Uses to Researchers



Register for this session using our [Sign Up Form](#)

**Monday 25th January 2027, 10:00 - 12:00**

This session introduces postgraduate researchers to zines, which are DIY publications that offer a creative way to engage participants in research. This method has a long history in activist, feminist, queer, and subcultural communities where they have created space for underrepresented voices. You will explore what zines are and zine ethos, how participants can contribute to zines, and how they can be utilised to increase civic engagement and participatory knowledge creation. By the end of our two hours workshop, you will be able visualise the use of zines within your own research context.

By the end of this session, you will:

- 1. Understand what zines are and how they can be used
- 2. Understand their place as a participatory research method
- 3. Be able to apply this knowledge within your own research context

**Civic Engagement and Participatory Knowledge Creation**

**RDF Descriptors: 1.5, 2.4, 4.1, 5.2**

## Meet the facilitator:



**Dr Laura Way**  
(Senior Lecturer in Sociology at University of Roehampton)

I am a feminist sociologist, specialising in creative and participatory methodologies and social justice issues. My research interests encompass ageing and gender, families and (young) parenthood, marginalised identities/communities, punk pedagogies, and (youth) subcultures

# Researching with Joy and Authenticity: Navigating the Path to Finding Your Methods Without Losing Yourself



Register for this session using our [Sign Up Form](#)  
**Thursday 18th February 2027, 10:00 - 12:30**

A big part a postgraduate researcher's journey is navigating complex paths to finding their own methodology. This session aims to equip you with the necessary skills and knowledge to navigate these paths and create research that feels authentic to your identity, while also being cognizant of research disciplines and contexts. You will discuss and reflect on these ideas and undertake practical exercises to help build your and defend your methodological position. The focus of this session surrounds qualitative methodology and indigenous research methods.

- By the end of this session, you will:
1. Develop strategies for scaffolding your methodology
  2. Articulate your methodological rationale
  3. Confidently defend your research choices in proposals, ethics applications, viva examinations, and publications

**Integrity, Responsibility and Trust in Research**  
**RDF Descriptors: 2.2, 3.5, 4.2, 5.1**

## Meet the facilitator:



**Dr Cherisse Francis**  
(Senior Lecturer of Law at St Mary's University Twickenham)

I am a lawyer, consultant, and Senior Lecturer in Law at St Mary's University, Twickenham, London, whose work brings together legal practice, human rights, and socio-legal research. Called to the Bar in Barbados, I have worked with governments, the United Nations, and international organisations on issues including human trafficking, criminal justice, and human rights, with a particular focus on the Caribbean and the wider Commonwealth. While completing my PhD at the University of Warwick, I explored the ideas of authenticity and positionality in research as well as different paths along the methodological journey.

# Navigating Open Research for Early Career Researchers



Register for this session using our [Sign Up Form](#)  
**Wednesday 17th March 2027, 11:00 - 12:00**

Open Research is transforming the way that research is conducted and shared. Through practices such as open access publishing, data sharing, and transparent reporting, Open Research aims to increase the transparency, reproducibility, and accessibility of scholarly work. As these practices are increasingly encouraged or even required by funders, publishers, and institutions, it is important for researchers to understand how openness and transparency can be integrated into their work in ways that are meaningful and appropriate for their research context. This session will introduce the principles of Open Research and explore how open practices can enhance both research processes and outputs. Finally, we will explore how early career researchers can navigate evolving expectations and requirements, as well as the opportunities and challenges associated with implementing Open Research practices.

- By the end of this session, you will:
1. Understand the principles of Open Research.
  2. Understand how to meet expectations and requirements relating to Open Research.
  3. Be able to make informed decisions about how to integrate open and transparent practices within your own research.

**Transformative Impact: Equity, Sustainability, and Societal Benefit**  
**RDF Descriptors: 1.6, 3.4, 4.2, 5.1**

## Meet the facilitators:



**Dr Kate Hiepko**  
(Research and Scholarly Communications Librarian at University of Chester)

I am based in University of Chester's Library in the Collections, Content, Discovery and Research Team. I assist researchers with their queries on Open Access, Open Data, research metrics and copyright and regularly report on the University's research outputs. I completed my PhD in Medical History at the University of Manchester.



**Dr Suzanne Stewart**  
(Associate Professor of Psychological Science at University of Chester)

My research focuses on metascience and Open Research, examining the adoption of Open Research practices and their role in making research more transparent, reproducible, and trustworthy. I have contributed to the advancement of Open Research with the Center for Open Science's Transparency and Openness Promotion (TOP) Advisory Board, ORCID's Researcher Advisory Council, and the Psychological Science Accelerator.

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## Transparent Sample Size Estimation: Ensuring Sufficient Statistical Power in Your Quantitative Research Study



Register for this session using our [Sign Up Form](#)

**Wednesday 14th April 2027, 14:00 - 15:00**

This session focuses on quantitative research and delves deep into how researchers can utilise sample size estimation to enable transparent and effective quantitative data analysis. You will learn about the difference between power, effect size, and significance in the aim of ensuring trustworthy, valid, and ethical studies. By the end of this session, you will have the skills to be able to use these statistical measures within your own research to boost integrity and reliability.

By the end of this session, you will:

1. Understanding of how to use power, effect size, and significance in quantitative research
2. Appreciate the nuanced differences between statistical measures
3. Able to perform a sample size estimation for a quantitative analysis of their choosing

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.9, 2.2, 2.3**

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### Meet the facilitator:



**Dr Robin Owen**

(Senior Lecturer of Sport Psychology at Liverpool Hope University)

I have taught statistics from Foundation-level all the way up to PhD-level. I am highly interested in the dark arts of statistics and enjoy teaching students about the intentional (and unintentional) ways data analyses can affect their study conclusions. These interests coincide with plentiful statistics consultancy work for major organisations and sport teams in the UK.

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## The 'Why' and 'How' of Systematic Literature Reviews



Register for this session using our [Sign Up Form](#)

**Wednesday 19th May 2027, 11:00 - 12:30**

Systematic literature reviews (SLR) are increasingly common in social science research. They are a powerful tool to capture the current state of knowledge in a specified domain. However, the application of the SLR process includes much variation which raises questions in relation to research integrity. Scholars have a responsibility to acknowledge and build on the foundations of others, and so this session aims to equip participants with the knowledge to identify where an SLR is appropriate (instead of other types of review), and to be able to confidently conduct their own SLR. Examples of successes and pitfalls from the presenter's own research are provided.

By the end of this session, you will:

1. Understand what a systemic literature review is
2. Understand where systemic literature reviews may be used, and where not
3. Confidently begin to undertake a systemic literature review
4. Identify and avoid pitfalls in undertaking systemic literature review

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.2, 2.2, 2.3**

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### Meet the facilitator:



**Professor Andreas Walmsley**

(Head of Doctoral College at Plymouth Marjon University)

Most of my teaching and research focuses on entrepreneurship, though I also publish on workforce issues in tourism and hospitality. I am Editor (Research) for the journal Entrepreneurship Education and Pedagogy, and Associate Editor for the journal Education and Training.

# Convincing Others of the Value of Your Research - Developing Your 'Elevator Pitch' and Networking Skills



Register for this session using our [Sign Up Form](#)

**Thursday 3rd June 2027, 13:30 - 15:00**

Love it or loathe it, networking is a key part of being an active researcher and in building and sustaining effective relationships. Learn some handy tips to help boost your confidence for networking, presenting at conference and talking about your work with potential partners.

By the end of this session, you will:

1. Gain confidence and knowledge on how to present yourself and your work effectively
2. Understand the breadth of your own research network
3. Have a 60-second 'elevator pitch' ready to go
4. Take away tips and ideas for networking scenarios

**Civic Engagement and Participatory Knowledge Creation**

**RDF Descriptors: 1.2, 4.3, 4.6**

## Meet the facilitator:



### **Charlotte Goode**

(Head of Capacity, Culture and Facilitation at Canterbury Christ Church University)

I oversee training and development programmes for academic staff; the infrastructure to support research, enterprise and knowledge mobilisation contracts, compliance, policy and procedure, and work in partnership with the Graduate College to support postgraduate research students. In previous careers, I was a professional dancer and dance teacher, recruitment consultant and careers adviser for disabled undergraduate students.



# YSJ / CGDN Co-hosted Sessions

## How to Overcome Imposter Syndrome with Dr Vikki Wright

Wednesday 11th November 2026, 13:00 - 15:00

Register for this session using our [Sign Up Form](#)

Do you ever feel like everyone else knows what they're doing and that you are somehow "winging" it? Or that you don't really fit in and one day someone might find out? Imposter syndrome is really common at every level of academia but that doesn't stop it feeling really difficult. In this online workshop, we will explore what we mean by imposter syndrome, how it affects our behaviour, and what we can do about it. We'll discuss some of the structural causes, as well as learning some specific tools that we can use to learn how to respond to this critical inner voice.

By the end of this session, you will:

1. Define imposter syndrome and recognise how it manifests in academic and professional settings.
2. Analyse the structural and personal factors that contribute to feelings of imposter syndrome.
3. Apply specific tools and strategies to manage the inner critical voice and build resilience against imposter feelings.

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.1, 1.7, 5.1**

### Meet the facilitator:



**Dr Vikki Wright (nee Burns)**  
(Founding director of the PhD Life Coach)

Dr Vikki Wright (nee Burns) is a national award winning lecturer with 20+ years experience of higher education, and the host of the PhD Life Coach podcast. She has successfully completed a series of senior student-facing leadership roles, including responsibility for postgraduate training and supporting her own PhD students throughout her career. Her coaching is also informed by her research background which includes both how stress affects health and how to develop transferable skills in PhD students. She combined this expertise with two coach certifications to launch the PhD Life Coach. You can find out more at [thephdlifecoach.com](http://thephdlifecoach.com)

## Managing Your Research Project by Dr Steve Hutchinson

Wednesday 16th June 2027, 12:00 - 13:30

Register for this session using our [Sign Up Form](#)

This session will be provided via Zoom

As researchers, much of our practice centres around delivering projects. As a PhD researcher this means producing a large body of work within a bounded time-frame. Such an undertaking is rendered more feasible if it is contained within a cogent project 'management' framework.

This focused webinar will equip you with some professional applied project management skills and an overview of various project-planning tools and techniques. We'll help you to build tailored approach to your projects that you can use with your own work and teams immediately and in any future projects. The webinar will be led by a former academic researcher – turned consultant – and at all times the context and focus will be research projects, and specifically the doctorate.

By the end of this session, you will:

1. Be able to identify the factors involved in planning, organizing and monitoring a successful (PhD) project
2. Have built your knowledge on strategic focus – contextualizing the project and understanding stakeholders
3. Be able to set goals and objectives
4. Be able to identify risks, and deal with problems
5. Be able to achieve overall efficiency and effectiveness within a research setting

**Integrity, Responsibility and Trust in Research**

**RDF Descriptors: 1.1, 1.2, 3.2**

### Meet the facilitator:



**Dr Steve Hutchinson**  
(Coach, Developer, Consultant, Facilitator, Author)

Dr Steve Hutchinson specialises in Leadership, Personal Impact and Organisational Effectiveness.

He began as an academic (zoology) and then led development programmes at the Universities of York and Leeds. He now owns a development company and works internationally in the research, education and public sectors. He's worked as a consultant, coach or developer with scores of organisations globally for over nearly two decades.

He has co-authored or co-edited seven books and has also authored a number of chapters and articles on Academic Leadership and Professional Development.



# Further Development Opportunities

## YSJ Annual PGR School Conference

**Wednesday 18th November 2026,  
9:00 - 17:00**

[Book your ticket to attend via Eventbrite](#)

Meet other PGRs within the CGDN community at YSJ's Annual PGR School Conference 2026

York St John University's 8th annual university-wide Postgraduate Research School conference is taking place this November, celebrating the range of interdisciplinary research happening at YSJ. While only YSJ students can present their work, we invite PGRs within the CGDN to attend online as an opportunity to network with other PGRs.

This event will be hybrid, and a link to join will be provided to those who have booked a ticket at a later date

## Plymouth Marjon University are offering a brand-new seminar series

Plymouth Marjon University runs a series of online research seminars and workshops for their PGRs. Once the series has been finalised, we anticipate being able to share the sessions across the CGDN. Additional details will be provided via our member universities.

## Our new CGDN Newsletter

We are creating a CGDN newsletter to advertise training opportunities and events that we provide. There will be an edition released three times a year, in November, March, and July. Our first edition is coming soon.

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## Contact Us

If you have any questions regarding the programme or a session, please contact [CGNetwork@yorks.ac.uk](mailto:CGNetwork@yorks.ac.uk)

Please note that this inbox is only monitored on Wednesdays, but we will respond to your query as soon as we are able.



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