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INTRODUCTION
Research support has reached “portfolio” status in information technology departments and libraries of most universities and has been achieving greatly increased attention, in line with the focus on eResearch and research assessment exercises. With the introduction of additional and more complex information and communication technologies and the desire for increased research outputs and performance, researchers are required to be aware of, and skilled in a broadening range of eResearch enabling technologies and methods. Universities are wanting to drive research performance to new levels to increase competitiveness and secure additional research funding. Information technology departments, libraries and research offices are being tasked with the triple role of developing infrastructure, introducing new services, and raising researchers’ awareness and skill levels in the uptake of these services and related eResearch concepts in order to achieve institutional goals.

The purpose of this poster is to provide an overview of the coordinated approach to the provision of research skills workshops and seminars provided to researchers and higher degree research (HDR) students at QUT in the forms of seminars and workshops provided by the Library in collaboration with High Performance Computing (HPC) and the Research Students Centre.

DISCUSSION
The Division of Technology, Information and Learning Support sponsored a survey of eResearch practices and skills at QUT in 2009, reported on by Bradbury and Borchert [1]. The purpose of this survey was to find out what eResearch practices researchers are currently engaged in and what skills they have. The second purpose was to identify future training requirements, and to inform the development of research support services. Major findings included HDR students being more open to attending training than established researchers; seminars and workshops were considered a favoured format for training; and a high demand exists for training across a broad range of research technologies and tools.

The Library and HPC have collaborated to implement an informative web site, and a range of training services available to research staff and HDR students. Collaborations are underway to coordinate and integrate these with services provided by the Research Students Centre.

The Research Support services web site [2] brings together information on a range of research support services provided by the Library and HPC, including collaborative technologies; research data management; scholarly communication; computation and scientific visualisation support; data collection, modeling and analysis; and research skills workshops and resources. A Resources Wiki has also been developed for training to deposit and share training resources, and for attendees to have access to these also. The Research Students Centre has a web site [3] providing information on services and training opportunities. The University level Research website also ties the various supporting pages together.

The Library and HPC have made a range of seminars and workshops available for researchers and HDR students, shown in Table 1 below.

| IFN001 Advanced Information Retrieval Skills (AIRS) | Technologies for research collaboration |
| Managing your research data | Navigating the patent literature |
| Research data interviews | TechWatch – researchers talk about their use of technologies in research |
| Accessing external research datasets | EndNote training |
| Open access publishing | IT skills training (Microsoft suite) |
| Measuring impact using bibliometric tools | High Performance Computing Services |
| Managing research related copyright issues | Quantitative and qualitative data analysis |
| Developing your portfolio | Online surveys using KeySurvey |
| | Making Connections – Innovation in research at QUT |

Table 1: Research training sessions provided by the Library and HPC.
These sessions are findable and bookable via the Library’s KickStart system [4] (see For Postgraduate Research Students and Staff). Some sessions are offered only once per year, but most are repeated from 2 or more (up to 6) times per annum depending on demand. Information only sessions are held in a seminar style with up to 100 attendees, while hands-on sessions are held in workshop style, and often in computer training rooms. IFN001 Advanced Information Retrieval Skills (AIRS) is a mandatory credited course for all RHD students and is assessed. Attendees are requested to provide feedback using standardised feedback forms for all sessions. For TechWatch sessions, HDR students are invited to show and tell their interesting use of technologies to other students. Making Connections is a high profile event sponsored by senior executives and where a number of prominent researchers are invited to discuss their research and demonstrate their use of eResearch technologies and methods to other researchers. Most sessions are conducted by both research support specialist librarians and liaison librarians working together. The Library has been working on a process by which a kit of standardised resources are developed for each session, and are shared amongst library staff to facilitate a consistent training program and to reduce workload for trainers.

The Research Students Centre also makes a range of sessions available to HDR students informed by QUT’s Postgraduate Research Graduate Capabilities Policy which details six specific employment capabilities:

**Capability 1:**
Advanced theoretical knowledge and analytical skills, as well as methodological, research design and problem solving skills in a particular research area.

**Capability 2:**
Advanced information processing skills and knowledge of advanced information technologies and other research technologies.

**Capability 3:**
Skills in project management, teamwork, academic writing and oral communication.

**Capability 4:**
Awareness of the mechanics for research results transfer to end-users, scholarly dissemination through publications and presentations, research policy, and research career planning.

**Capability 5:**
Competence in the execution of protocols for research health and safety, ethical conduct and intellectual property.

**Capability 6:**
Independence in research planning and execution, consistent with the level of the research degree/researcher.

In addition to the suite of forty face to face workshops offered the Centre, through the Australian Technology Network of universities, offers students and staff online access to a range of targeted award and non award research training. Among the offerings is the Graduate Certificate of Research Commercialisation which responds to the Federal Government Commercialisation Training Scheme initiative. The Research Students Centre also promotes and collaborates with all divisions, faculties and institutes of the University to provide as diverse and complete research training offerings as possible based on ongoing review and evaluation of stakeholder needs.

The Library, HPC and Research Students Centre sessions are cross-populated into the Research Students Centre system. A recently completed joint project led by the Research Students Centre was to develop a single research training calendar system into which all sessions are populated, regardless of the provider. This calendar provides a single portal for researchers and HDR students to identify sessions. Registrations are handled by the providers’ systems.

A program to train the trainers is also underway. Library, HPC and Research Student Centre staff are invited to attend common training sessions on the services provided by each department. In this way all support staff can provide referral services to other areas.

**CONCLUSION**

QUT’s research training program has been in development for some time. An increasing range of sessions is being offered with considerable success, as evidenced by research and HDR student attendances and feedback. Coordination between the Library, HPC and the Research Students Centre is considered vital to providing helpful services that make a difference. Integration work continues.

**REFERENCES**
