The Hours-Based Handbook

This handbook is for:
- Arts and Humanities PhD and MPhil researchers (not taking the Postgraduate Certificate in Research Training)
- Stage 1 Social Science PhD researchers on +3 ESRC studentships
- Stage 2 and 3 Social Science PhD researchers
- Stage 3 and 4 IPhD and Professional Doctorate researchers
Over 300 hours of research training available each year
Over 5000 attendances annually
267 completed Postgraduate Certificates in Research Training
2 annual conferences
Postgraduate researchers from 65 countries
Prizes for high achieving students
84 academic contributors, including world-leading experts
Purpose-built state-of-the-art facilities
An interdisciplinary focus, with 26 disciplines represented

Find out more at www.ncl.ac.uk/hss/postgrad/training
Please note: The information contained in this handbook is correct at the time of going to press. To keep up to date with any changes that might happen as the year progresses, please use Blackboard.

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Personal Skills, cont’d:

- Communicating your Research
- Three Minute Thesis
- Brilliant Club
- Academic Writing
- Writing Development Centre
- Write Here, Write Now
- HaSS Writing Retreat
- Peer-reviewing for Academic Journals

Information Sourcing and Research Management:

- Information and Library Skills
- IT and Data Management Training

Working with Theories and Methods:

- An Introduction to the Nature of Explanation and Enquiry
- Thinking Theories and Methods
- Methods of Critical Enquiry and Qualitative Approaches to Research
- Additional Qualitative Methodology Training
- NVIVO 10 Training Opportunities
- Introduction to Quantitative Methods

Professional Development

- Postgraduates Who Teach
- Introduction to ILTHE
- Creativity and Innovation Challenge & Resourceful Researchers Programme
- Myers-Briggs Type Indicator in Work and Career Choice
- PhD and Beyond Workshop Series
Advanced Training

International Fieldwork in Developing Countries and Emerging Economies

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Developing Theory and Practice in Visual Methodology

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Academic Writing for Part-time Research Students

Sources of Information and Support

Available Services

Policies and Useful Links

Quality Assurance and Enhancement: Programme Review, Feedback and Committees
Welcome

It is my pleasure to welcome you to the Faculty Programme.

Designed to complement and enhance the subject level provisions in your School, the Faculty Programme strives to offer its researchers a challenging and stimulating learning environment, where colleagues from several disciplines come together to share their experiences and benefit from a unique multicultural and multidisciplinary community.

Whether you are a PhD student, an MLitt candidate, a researcher on an Integrated or Professional Doctorate route or have just completed an ESRC-recognised Masters, you will find that this handbook offers you a wealth of opportunities.

I sincerely hope you will make the most of this once in a lifetime occasion to devote time and reflection to yourself, your aspirations, your career and life choices.

I look forward to meeting you in person soon, but in the meantime, get yourself comfortable and start planning your future success!

Dr Laura Leonardo
Lecturer in Postgraduate Skills Development
Researcher Development Programme: How it Works

The Hours-based Research Training and Researcher Development Programme is designed to ensure that you acquire the skills needed to complete your research successfully and develop yourself as a fully rounded, professional and employable researcher. Your doctoral candidature period is the perfect time to concentrate on yourself, on your goals and aspirations and to make sure that you take full advantage of the many opportunities available both within and outside of your School, Faculty and wider University.

To help you achieve all this, the Faculty relies on the meaningful use of the Training Needs Analysis (TNA) process and on your engagement with significant reflection on your needs and development. (See p.12)

In any given year of your doctoral candidature you will engage with different areas of training and development.

1. **Essential Requirements**:

   a. **Key Training**: these are the mandatory elements of training that you engage with via the Faculty Research Training Programme (FRTP) and are tailored to each stage of your study.

   b. **Faculty Conferences**: an annual opportunity to present your research outside of your discipline in the exciting, interdisciplinary environment of our Faculty.

   c. **Reflection on Training** for the Annual Progress Review (APR). As part of your personal development the Faculty requires that you submit a 500 word reflective document once a year. This document should be based on your continuous reflection during the year and serves as both a sum of your achievements in the year before and as a springboard to identify new training needs.

2. **Faculty Based Training**: an array of training and development opportunities offered by the Faculty that you select according to your needs and in consultation with your supervisory team. These opportunities will also allow you to make the most of the multidisciplinary, multicultural, high quality provision we offer.

3. **Personal Development Opportunities**: the chance to get recognition for all of those elements of training and development that happen outside of the Faculty.

**Please note**: the boundary between points 2 and 3 is permeable and you can opt to alter the balance we suggest in consultation with your supervisory team.

A note on Conferences as part of your Essential Requirement:

While the Stage 1 HaSS Faculty Conference and the HaSS Showcase (at least once) are mandatory, you can choose to supplement your attendance to Faculty organised events with other presentations opportunities. The University-wide 3 Minute Thesis (see p.48) is an excellent option, and so are various initiatives such as Bright Club ([https://www.life.org.uk/events/bright-club](https://www.life.org.uk/events/bright-club)), FameLab ([http://famelab.org](http://famelab.org)), or School Conferences.

**THE MAIN MESSAGE IS**:

**NO MATTER WHERE OR HOW, JUST GET YOUR RESEARCH OUT THERE!**
Your Researcher Development Timeline

The Researcher Development Programme operates an hours-based system detailed below. There are different requirements for different research programmes, so please look at the stage column to see what applies to you.

Full-Time Researcher Schedule

<table>
<thead>
<tr>
<th>Stage</th>
<th>Student Group</th>
<th>Essential Requirements</th>
<th>Faculty Based Training</th>
<th>Personal Development</th>
<th>Minimum Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Training</td>
<td>Faculty Conference</td>
<td>Reflection</td>
<td>Your choice from the Programme</td>
</tr>
</tbody>
</table>
| 1     | • Stage 1 Arts and Humanities PhD  
       | • Full time MPhil  
       | • Stage 1 PhD on +3 ESRC studentship  
       | • Stage 2 IPhD and Professional Doctorates | a. Managing a PhD (2 intensive days)  
       | | | | b. Incorporating Reflection in your Annual Progress Review Cycle  
       | | | | c. Information Skills self-assessment test | 1st Year Conference  
       | | | | | Production of Reflection on Training document for APR | |
|       | 15 hours | 6 hours | 6 hours | 25 hours | 18 hours | 70 hours* |
| 2     | All Stage 2 PhD | Choice from Research in the Wider Context | HaSS Showcase | Production of Reflection on Training document for APR | Your choice from the Programme | Your commitments at School and Discipline level |
|       | 8 hours | 6 hours | 6 hours | 20 hours | 30 hours | 70 hours* |
| 3**   | All Stage 3 PhD  
       | Stage 3 IPhD and Professional Doctorate | Final Stages of Your PhD | HaSS Showcase | Production of Reflection on training document for APR | Your choice from the Programme | Your commitments at School and Discipline level |
|       | 4 hours | 6 hours | 6 hours | 14 hours | 40 hours | 70 hours* |

*The optimum amount of training and development opportunities (70 hours a year, or over two years for part-time students, equivalent to 2 weeks a year) for a doctoral candidate has been established by drawing on guidance offered by UK Research Councils, funding bodies and UK government guidelines.

** Students in their extended submission year, IPhD and EdD researchers in stage 4 are encouraged to keep up their personal development training especially in view of future employment, but there are no formal requisites for these stages.

Please note: The schedule above is for reference only if you are a Part-Time Researcher, a January starter, an MLitt, or fall in any other non-standard category. Bespoke schedules are available in print at Induction or can be downloaded from Blackboard, from the Useful Forms folder.
Some Examples of Personal Development Opportunities:

The list below has been compiled in consultation with Postgraduate Research Directors in the nine Schools across the Faculty. Although it is quite comprehensive, it is by no mean complete, so other activities not listed below may still be counted towards your personal development portfolio.

The amount of training hours awarded in this section is nominal and aims to reflect the development value of each activity, rather than the amount of time it takes to complete.

To discuss other opportunities, please contact your supervisory team who will help you map the best training plan for your needs.

- Any full day event (6 training hours)
- Conference (National/ International) attendance (6 training hours)
- Conference (National/ International) poster presentation (6 training hours)
- Conference (National/ International) oral presentation (10 training hours)
- Seminar Series Attendance (1 training hour per seminar)
- Seminar Presentation (5 training hours)
- Seminar Organisation (10 training hours)
- Media article/ blog entry (3 training hours)
- University PG journal year long positions (e.g. North East Law Review)
  - General Editor (25 training hours)
  - Managing Editor (15 training hours)
- Book review (published) (10 training hours)
- Curating an exhibition (15 training hours)
- PG Student Representative School/Faculty (15 training hours)
- Publication of substantial article/book chapter (20 training hours)
- Conference Organisation (15 training hours)
- Summer School (or equivalent) (6 training hours per day)
- One-to-one Career surgery (1 training hour including preparation and follow up)
- Teaching/ Tutorial/ Demonstrating – for a minimum of 4 seminars/workshops/lectures (2 training hours per seminar)
- Placement or internship (30 training hours)

Did you know?  Almost all training sessions in SAgE (Science, Agriculture and Engineering Faculty) and in FMS (Faculty of Medical Sciences) are open to you? Have a browse on our ebooking system at https://workshops.ncl.ac.uk/
Keeping Track of your Training

We kindly ask that you always swipe your card when attending a session in the Doctoral Training Suite and in the Doctoral Training Room and that you sign the paper register for sessions in all other venues. This ensures that your attendance record is regularly updated, either automatically, or manually (please note this might take up to two weeks). You can also manually add any training and development opportunities you engage with outside of the Faculty to your ebooking profile, and keep a reflective track of these via the Blog feature on e-portfolio.

When you have your Annual Progress Review (APR), you will be able to download a Training Transcript from the ebooking which will evidence all the instances of training you have for any given period. This also allows you to evidence the skills you develop with each training opportunity and will be invaluable to you when writing the annual reflective piece on training and development (see p.32).

Here is an example of what training might look like for a Stage 1 PhD researcher:

<table>
<thead>
<tr>
<th>Workshop Details</th>
<th>Date</th>
<th>Training hours gained</th>
<th>Running total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing a PhD (2 intensive days)</td>
<td>October</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Incorporating Reflection in your Annual Progress Review Cycle</td>
<td>October</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Information Skills self-assessment</td>
<td>October</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Annual Conferences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year Conference</td>
<td>June</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing and submitting Reflection Document</td>
<td>Friday 26 April 2019, irrespective of the date of your APR</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Development and Research Training: Faculty based</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to data management</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Italian beginners</td>
<td>Year round</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Qualitative Methods, Archive option</td>
<td>November</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Thinking Theories, 3 sessions (Bourdieu, Resilience and Complex Theory, Phenomenology)</td>
<td>Oct - May</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Information skills, Endnote</td>
<td>October</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Palaeography Summer School</td>
<td>July</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Other Training and Development Opportunities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School seminars series attendance</td>
<td>Year round</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Media article/blog entry</td>
<td>August</td>
<td>3</td>
<td>82</td>
</tr>
</tbody>
</table>
Quick Reference Guide: 
Here is some help on how to deal with the most common issues.

**Eportfolio and Ebooking are not the same thing!** The first allows you to record your meetings with your supervisors, carry out all sorts of bureaucratic tasks (project approvals etc.) and keep a blog on your training. You must use the second to book a place on any session you want to attend with us, evidence and record sessions you take outside of the Faculty Programme and give feedback.

**The Suite is not the Room:** Most of your sessions will take place either in the Doctoral Training Suite or in the Doctoral Training Room. Confusing, we know, but please make a special effort to check in advance where you are supposed to go!
Doctoral Training Suite, 5.65, Daysh Building
Doctoral Training Room, 5.68, Daysh Building

**Be Punctual:** Sessions must start on time and it is disruptive to other students when participants come in late.

**Cancel Bookings** in advance if you can no longer attend, especially for capped sessions – give someone else a chance!

**Attendance Recording** is automatic when you swipe your card in the Suite or the Room. HOWEVER, it might take up to two weeks for data to be updated either electronically or manually. We will not respond to students chasing up attendance records unless at least two weeks have passed since the date of the session. In other training rooms attendance is still recorded via signature and needs to be uploaded manually to the ebooking system. This takes time so **BE PATIENT!**

**Attendance at the HaSS conferences and at the Showcase does not earn you training hours unless you are presenting.** Please remember that presenting is part of your Essential commitments. You are still welcome to attend the events, especially the Showcase, to support your colleagues.

**How to Request an Exemption:** You can apply for an exemption if personal or academic circumstances prevent you from attending any of the Essential Requirement events. Please complete the Exemption Form, available on our Blackboard site in the Useful Forms folder and email to hass.pgtraining@ncl.ac.uk

**hass.pgtraining@ncl.ac.uk** is the address for all your general enquires in the first instance. Specific queries will be then distributed to the appropriate member of staff from there.
An alternative opportunity for Stage 1 Researchers: The Postgraduate Certificate in Research Training

As an alternative to the Hours-based Research Training and Researcher Development Programme outlined in this handbook, and as a Newcastle postgraduate researcher, you have the opportunity to enrol, completely free of charge, on our Postgraduate Certificate in Research Training and acquire a recognised University qualification in addition to reading for your PhD/MPhil.

The Postgraduate Certificate will provide you with an opportunity to develop and demonstrate training in a range of research in a unique interdisciplinary environment. You will be able to define and formulate research problems and questions, understand the rationale for research methods and appreciate the value for research of the range of methodologies and approaches available, be able to evaluate and select appropriate methods and be properly critical and reflective about those choices.

The Certificate is worth 60 credits, which you obtain by attending and submitting an assessment for the following modules:

1. Information Skills (10 credits)
2. Introduction to Nature of Explanation and Enquiry (10 credits)
3. Qualitative Methods and Critical Enquiry (20 credits) + Quantitative Methods (20 credits)
   OR
   Extended Qualitative Methods (40 credits)

The PG Certificate will be particularly valuable to those research students who wish to develop their methodological and theoretical understanding as part of their development.

Interested? Read the PG Certificate Handbook (http://www.ncl.ac.uk/hss/postgrad/training/); ask us for more information and come along to our enrolment meeting on Wednesday 3 October, 12:00-1:00pm, in the Doctoral Training Suite, 5.65, Daysh Building.

Please note that if you intend to take the Postgraduate Certificate, you are required to follow The Module-Based Handbook.
The Annual Cycle of Planning and Reflecting on your Personal Development and Training Needs

- Training Needs Analysis completed on ePortfolio
- Reflective blog kept throughout the year on ePortfolio, additional training recorded on ebooking
- Training discussion with your supervisor
- Reflection piece written and submitted
- Reflection piece discussed at Annual Progress Review
Your Training Needs Analysis:
Tailoring Your Development to Your Needs

During an early meeting with your School supervisory team, you should discuss your skills and complete an audit via a Training Need Analysis (TNA). Your TNA should form the basis of your planning and help you decide what training and development is right for you. It is a very powerful and dynamic tool and forms the basis for your reflection document and part of your Annual Progress Review discussion.

This is available on your ePortfolio: https://portfolio.ncl.ac.uk/

The following is an extract from Vitae, the national organisation that “is dedicated to realising the potential of researchers through transforming their professional and career development”.

A Training Needs Analysis is an examination of the skills you need in order to complete a particular task against your current aptitudes. For example if you are giving a poster presentation at a conference you might break down the skills required in the following way:

- Skills associated with giving a poster presentation
- Discipline specific skills: completing the research and checking data
- Communication, design and writing skills: organising the data in a clear and visually engaging way
- Inter-personal and presentation skills: presenting the poster confidently to conference delegates
- Networking skills: making the most of the opportunities presented at the conference

You would then compare these against the skills you have and the confidence you have in them. As a result of this you might decide that you need some training or further preparation to help you present effectively; after the presentation you might find it useful to record the skills that you have had an opportunity to demonstrate.

https://www.vitae.ac.uk/researchers-professional-development/why-focus-on-professional-development/professional-development-planning

www.vitae.ac.uk
Researcher Development Framework (RDF)

In order to inform your Reflection and to guide your Training Needs Analysis, we suggest you refer to the Researcher Development Framework. We believe this to be a really useful tool in clarifying your needs and expectations.

What is the RDF?  
[https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework)

The RDF is a strategic tool developed by Vitae setting out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers. The RDF is designed for policy makers, businesses and research organisations that provide personal, professional and career development for researchers and is the key reference statement for the development of postgraduate researchers’ skills and attributes.

The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attributes of researchers and encourages them to aspire to excellence through achieving higher levels of development. The Framework is designed for:

- Researchers to evaluate and plan their own personal, professional and career development
- Managers and supervisors of researchers in their role supporting the development of researchers
- Trainers, developers, human resources specialists and careers advisors in the planning and provision of support for researchers’ development.
- Employers to provide an understanding of the blend of skills unique to researchers and their potential as employees.

The RDF is endorsed by Research Councils UK, Universities UK and other leading national organisations. Most courses offered by the HaSS Faculty Research Training Programme have been mapped to one or more of the skills outlined in the scheme.

(Adapted with permission from www.vitae.ac.uk)
Good Academic Conduct and Professional Etiquette

As a Researcher you are considered as a fully-fledged member of the Faculty and as such you have rights as well as responsibilities.

BOOKING: we rely on you booking to attend sessions to organise teaching materials and resources. You book a session electronically at https://workshops.ncl.ac.uk

In making a booking you are:

- **Committing** to attend the module or session for its full duration;
- Agreeing to arrive **on time** for the module or session and, if arriving late due to unforeseen circumstances, then making an effort not to disturb other participants;
- Indicating that you will **participate** in activities taking place as part of the module or session;
- Agreeing to undertake any **pre-requisite** activities as requested;
- Agreeing to **turn off your mobile phone** at the start of each session and to try not to distract other participants in any other way.

FEEDBACK: Providing feedback after events is an important part of your professional development: informed and constructive feedback helps you reflect on your learning and will help us to monitor, evaluate and modify the programme.

KEEP IN TOUCH: We rely on your university email to keep in touch, so please make sure you check it regularly. Other ways to keep up to date with what’s happening on the Programme are:

- **Blackboard** (www.bb.ncl.ac.uk) is the University virtual learning environment where we store all materials pertaining to the sessions we run on our Blackboard Community site. You will find lecture slides, reading lists, secondary materials, announcements and ReCap recordings of most sessions. Once you log in with your University login and password, click on the Training Programme via the ‘HASS Postgraduate Research Training Programme’ link listed under “My Organisations” on your Blackboard Homepage. You will find those sessions that are delivered in a blended form under My Courses and individual headings.

- **Facebook** (https://www.facebook.com/groups/177779405596524/): The programme has a thriving social media presence, so make sure you join up as soon as possible.

If you have a query about any aspect of the Research Training Programme, please email hass.pgtraining@ncl.ac.uk If you would prefer to speak with a member of the team in person, please email or phone them in the first instance to ensure they will be available to see you at a time that is convenient for you. Contact details are at the back of this handbook.
What Our Researchers Think

The modules and workshops provided me with the knowledge and skills I needed to make good progress with my own project in my first year of research but at the same time, encouraged me to think outside of my own topic and consider alternative approaches to my work.

Bethany Rex  
PhD researcher, International Centre for Cultural and Heritage Studies

The Faculty organises training for anything you might need, from statistical skills to fieldwork preparation in unfamiliar environments. Some sessions may find you surrounded by experts, others by those less knowledgeable, and it is important to use your time wisely, listen, and keep an open mind. Above all else, experiment! As we increasingly narrow our fields of study, the first year of our PhD is the ideal time to trial new ideas and new ways of thinking in a safe environment.

Antony Stewart,  
PhD researcher, History, Classics and Archaeology

I do believe the Faculty Training Programme is an exciting journey from uncertainty to certainty. Before the programme, doing a PhD to me was simply writing a thesis but very soon I found out it is much more than this. Thinking about my research impacts in a wider context, looking at it from different angles and, more importantly, keeping the balance between social and academic life were some of the new skills I learned with HaSS.

Goran Erfani  
PhD researcher in the School of Architecture, Planning and Landscape

As an international student coming into postgraduate study in a completely new and different environment, I benefited a lot from the program and I am thankful for all the opportunities it has given me. Doing a research PhD can be a very daunting and lonely task. The research training program tackles both aspects making the PhD journey much easier and more enjoyable. It offers orientation on the nature of the PhD and a comprehensive program of all training required to make the task much more manageable.

Ourooba Shetewi  
PhD Researcher in the School of Education, Communication and Language.
Essential Requirements
Stage One
Managing a PhD

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Prof. Robin Humphrey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement for Stage 1</td>
</tr>
<tr>
<td>RDF</td>
<td>C2 Research management And see individual sessions</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>All sessions take place in the Doctoral Training Suite, 5.65, Daysh Building, unless otherwise stated.</td>
</tr>
</tbody>
</table>

These two intensive days provide new postgraduate researchers with the opportunity to gain an understanding of the nature of the British PhD and an appreciation of the role of research training and researcher development within it. Students are helped to establish the most productive type of relationships with their supervisors and to address the ethical dilemmas inherent in the research process. During the course of these days, postgraduate researchers from a wide range of disciplines and from all over the world learn how to start, manage, progress, submit and complete promptly their research thesis in a rich, multi-disciplinary environment. Advanced-level postgraduate researchers will share their experience with you in various ways in the sessions below.

Please note: All researchers attend Day 1 together; Day 2 consists of two events: one for Creative Practice Researchers only, the other for everybody else.

Aims and Objectives:

- To reflect on how students will benefit from research training and researcher skills development at both the disciplinary, interdisciplinary and generic levels.
- To equip students to meet the challenges that British doctoral education poses.
- To introduce students to the task of managing a research project, offering tools and information useful to this purpose

All the IT you Need to Know: On-line workbook and Optional drop in clinic (A1 Knowledge base)
Dr Laura Leonardo
Monday 1 October, BRAE Cluster, 1.31, Daysh Building
10:00 -12:00

Work your way through our workbook to discover everything there is to know about the various systems we use. If you need face to face help, you can come and see us at the above clinic.

Topics covered in the workbook:
- Introduction to E-Booking
- Social Media for The Faculty Research Training Programme
- ePortfolio
- Recap
- Blackboard
- Mobile apps
Intensive Day 1 FOR ALL RESEARCHERS: Introduction to Research Training and Research Management

Tuesday 2 October - Intensive Day 1: Introduction to Research Training and Research Management.

10:00–11:00am  Session 1: Why Research Training?
(A1 Knowledge base; B1 Personal qualities)
Prof. Robin Humphrey
- What are my motivations for studying for a PhD?
- Why I need research training
- How will research training and researcher development benefit me?
- Developing the T-shaped researcher.

11:00–11:15am  Coffee break

11:15–12:15am  Session 2: Good Academic Conduct and Research (and How to Avoid Plagiarism)
(B1 Personal qualities)
Dr Ruth Graham, Dean of Undergraduate Studies, Faculty of Humanities and Social Sciences
- The principle of good academic conduct
- Essential practice in attributing (referencing) the work of others
- The benefits of full referencing
- The danger (and definition) of plagiarism
- How plagiarism can be detected
- How to avoid plagiarism.

12:15–1:15 pm  Session 3: Future Proofing Your PhD – Practical Steps to Success
(B3 Professional and career development)
Fiona Hartley, Careers Adviser for the Faculty of Humanities and Social Sciences;
Jenny Brady, Enterprise Adviser for PGRs and ECRs and Dr Laura Leonardo
- What can you do now to develop your capabilities for research excellence?
- How can the Careers Service support and encourage your career intentions?
- Are enterprising mind sets and innovative behaviours integral to research and career success?
- How can you meaningfully engage with Professional Development and the Training Needs Analysis?
- How creativity and innovative behaviours are integral to research and career success.

1:15 – 2:30 pm  Networking Lunch and Opportunities Fayre, sponsored by a collaboration between HASS Faculty and Newcastle University Careers Service

2:30 – 3:00 pm  Session 4: Health and Safety
(C1 Professional conduct)
Andrew McKenna, Health and Safety Adviser, Occupational Health and Safety Service
- Your project: hazards and risks
• Risk assessment
• Where to get further information and advice

3:00-4:00pm  **Session 5: Celebrating Equality and Diversity in Academic Learning**  
(B1 Personal qualities)  
Kelechi Dibie, Equality & Diversity Project Officer, Faculty of Humanities and Social Sciences  
• What is Diversity, Equality and Inclusion?  
• How DEI Affects relationships and decision making  
• Valuing one another’s diversity  
• Exploring the class of 2018/19
Intensive Day 2

Thursday 4 October

Please could **only** practice-led PhD students attend the sessions in the Doctoral Training Room, and all other PhD students attend the sessions in the Doctoral Training Suite:

### All OTHER PhDs

<table>
<thead>
<tr>
<th>Intensive Day 2: Managing the British PhD</th>
<th>Intensive Day 2: Managing a practice-led PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Training Suite</td>
<td>Doctoral Training Room</td>
</tr>
<tr>
<td><strong>10:00-11:00am</strong></td>
<td><strong>10:00-11:00am</strong></td>
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<tr>
<td><strong>Session 8: The Nature and Examination of a British PhD</strong></td>
<td><strong>Session 8a: The nature and examination of a creative practice PhD</strong></td>
</tr>
<tr>
<td>(A1 Knowledge base)</td>
<td>(A1 Knowledge Base)</td>
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<tr>
<td><strong>Prof. Robin Humphrey</strong></td>
<td><strong>Prof Venda Louise Pollock &amp; colleagues</strong></td>
</tr>
<tr>
<td>• What is a British PhD?</td>
<td>• Practice-led research: Differences, challenges, potentials.</td>
</tr>
<tr>
<td>• Variations in definitions of PhDs</td>
<td>• The PhD across creative practice subject areas</td>
</tr>
<tr>
<td>• Discover appropriate PhD format for subject area</td>
<td>• The format of a creative practice PhD</td>
</tr>
<tr>
<td>• The examination process: Thesis and Viva Examination outcomes</td>
<td>• The examination of a creative practice thesis</td>
</tr>
<tr>
<td><strong>11:00–11:15am</strong> Break. Tea and coffee available in the Suite</td>
<td><strong>11.15am-12.45pm</strong></td>
</tr>
<tr>
<td><strong>Session 9: Planning, Organising and Managing Your PhD</strong></td>
<td><strong>Session 9a: Planning Organising and Managing Your PhD</strong></td>
</tr>
<tr>
<td>(B2 Self-management)</td>
<td>(B2 Self-management)</td>
</tr>
<tr>
<td><strong>Prof Helen Berry, Dean of Postgraduate Studies</strong></td>
<td><strong>Prof Venda Louise Pollock &amp; Colleagues</strong></td>
</tr>
<tr>
<td>• Project management</td>
<td>• Project management</td>
</tr>
<tr>
<td>• How to plan and organise your PhD</td>
<td>• ow to plan and organize your PhD</td>
</tr>
<tr>
<td>• Self-discipline</td>
<td>• Funding for making</td>
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<tr>
<td>• Submitting and completing within your candidature</td>
<td>• Self-discipline</td>
</tr>
<tr>
<td>• What can go wrong with theses, and how to put them right</td>
<td>• Timeline to completion - nomination of external examiners, arranging the viva (also performances/exhibitions) etc.</td>
</tr>
<tr>
<td>• Who and what can help you, i.e. the Mentoring Scheme</td>
<td>• Submission and completion</td>
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<tr>
<td>• Initiative and Self Reliance</td>
<td>• Pitfalls</td>
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<tr>
<td>• Project Management - the lifecycle,</td>
<td>• Where to get help</td>
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<tr>
<td></td>
<td>• Initiative and self-reliance</td>
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<tr>
<td>12:45pm-2.00pm Networking Lunch (bring your own packed lunch). Tea and coffee will be available in the Suite</td>
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<tr>
<td>2.00pm-3.30pm</td>
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</tbody>
</table>
| **Session 10: Managing Your Supervisor**  
*B2 Self-management*  
**Maggie Roe, Academic Director, ESRC Northern Ireland & North East Doctoral Training Partnership (NINEDTP), Newcastle** |
| **Session 10a: Managing your supervisor and other relationships**  
*(B2 Self management)*  
**Prof Venda Louise Pollock & Colleagues** |
| **• Thinking about the roles and responsibilities of the student and supervisors**  
**• Working with the Code of Practice**  
**• Building and managing relationships with supervisors and ways of working**  
**• Getting the best from your relationship**  
**• Developing your own capacity** |
| **• Awareness of responsibilities towards your supervisor**  
**• Awareness of supervisor’s responsibilities to you**  
**• Working with the Code of Practice**  
**• Managing relationships with your supervisors**  
**• Managing relationships with partners**  
**• Working with e-portfolio** |
| 3:30–3:45pm Break. Tea and coffee available in the Suite |
| 3:45 – 5:15 |
| **Session 11: ‘Ethical’ Questions in Research**  
*(C2 Research management)*  
**Prof Jackie Leach Scully, Geography, Politics and Sociology** |
| **Session 11a: ‘Ethics’**  
*(C2 Research Management)*  
**Prof Venda Louise Pollock & Colleagues** |
| **• Owning your own ethics**  
**• The Ethical Agenda for research**  
**• Case studies, issues and dilemmas**  
**• Project Approval and Research Ethics** |
| **• Project approval and research ethics**  
**• Ethical questions for practice based researchers**  
**• The University and Gatekeepers**  
**• Case studies, issues and dilemmas** |
Incorporating Reflection in your Annual Progress Review Cycle

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo, Rosalind Beaumont</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement for Stage 1</td>
</tr>
<tr>
<td>RDF</td>
<td>A.1: Knowledge base</td>
</tr>
<tr>
<td></td>
<td>B.1: Personal qualities</td>
</tr>
<tr>
<td></td>
<td>D.2: Communication and dissemination</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Tuesday 6 November, 15.00-17.00, Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

In this session we will discuss why it is so important to keep a reflective blog on the ePortfolio and what benefits it can have for your research project. We will also discuss the requirements of the Annual Progress Review and explore how reflection can help us plan our development. The Programme provides 6 hours credit for a reflection on the training and development activity that you are engaged in to deepen the learning from your experience.

Reflection is ‘a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation’ (Boud, D. Keogh, R. Walker, D. (1985) Reflection: Turning experience into learning. London: Kogan Page). It is an opportunity to think clearly about what you are experiencing during your academic life. ‘It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations that allow new situations to be tackled effectively.’ Gibbs, G (1998)

The blog tool in ePortfolio enables reflection, discussion, and the ability to add evidence against competency frameworks. You have ownership of your blog and can choose who to share each post with. You can keep your posts completely private if you wish to. Your blog is presented in a series of posts that are in a chronological order, with the latest posts at the top of the page. You can find further help on how to create, view and download your blogs posts at this address - https://portfolio.ncl.ac.uk/uploads/docs/flat_content/help/ePortfolio_The_Blog.pdf
The Information Skills Self-assessment

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Robinson Library Team</th>
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</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement for Y1</td>
</tr>
<tr>
<td></td>
<td>1 training hour</td>
</tr>
<tr>
<td>RDF</td>
<td>C1 Professional conduct</td>
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<td></td>
<td>C2 Research management</td>
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<td></td>
<td>D3 Engagement and impact</td>
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<tr>
<td>Deadline to complete</td>
<td>Within 2 months of starting</td>
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</table>

At the beginning of your time as PGR in Newcastle, we want you to engage with a quick and simple self-assessment test exploring your information skills capabilities. The test is designed to give you plenty of suggestions on how to plug any knowledge gaps you might become aware of and all details on what is on offer to help you. The test and all the modules offered by the Robinson Library are on line only and details can be found on p 53.
Essential Requirements
Stage Two
Once the initial wide-reaching research of early PhD days is coming to fruition, you should start considering your position within academia and your contribution to it. This is also the perfect time to reflect on your wider research plans and the practical implications that pursuing an academic career brings. In this series you will get the chance to hear experienced and senior researchers from Newcastle University talk about a series of issues central to research enterprise, from publication to the REF, impact to engagement.

You are welcome to attend all sessions, but the minimum requirement is to attend four

Session 1: Publishing and Disseminating Academic Work
Monday 22 October, 16.00 – 18.00
*For Arts and Humanities*: Prof Helen Berry, History, Classics and Archaeology
*Or*
Tuesday 23 October, 16.00 – 18.00
*For Social Sciences*: Prof Peter Hopkins, Geography, Politics and Sociology

Should you publish while you’re still a PhD student? If so, where and when? This session provides an opportunity to think about disseminating your research while you’re researching your doctorate, and draws upon the experience of a Humanities researcher with a wide experience of academic publishing that engages wider audiences through a variety of media.

Session 2: Societal Impact in HASS: Examples from Research Excellence Framework, 2014
Monday 12 November, 16.00 – 18.00
Dr Angie Scott, HASS Faculty Research Impact Officer

Do you want your research to have societal impact? Do you know how to get started? This session will explore some of the HaSS impact case studies submitted to REF 2014, highlighting the many different ways researchers have engaged and worked with research users and stakeholders to achieve changes, benefits or effects beyond academia. Using these examples as inspiration, there will be an opportunity for you to discuss how you can achieve impact from your research, by exploring questions such as: ‘who outside academia might be interested in my research?’, and ‘how can I best reach, influence and/or work with them?’

Session 3: How to Ensure your Research has Societal Impact
Monday 19 November, 14.00-16.00
John Goddard, Emeritus Professor and formerly Deputy Vice-Chancellor

The session will cover the following topics: Why research impact is on the agenda for universities. Some epistemological challenges. Responsible Research and Innovation. Evidence on how academics view the
impact of their research. Why it is important in Newcastle. The HEFCE REF impact evidence. It will be an interactive session enabling participants to explore how to go about maximising the impact of their research.

**Session 4: Open Access Publishing – maximise the visibility and impact of your research**  
Monday 3 December, 14.00-16.00  
Dr Steve Boneham, Open Access Officer, Robinson Library.

Open access publishing makes research available to everyone, free and with limited restrictions on reuse. This maximises the visibility and impact of research with potential benefits for researchers, research funders and society. Making publications open access is therefore becoming standard research practice. Furthermore, it is a requirement of an increasing number of research funders and a criterion for the Research Excellence Framework (REF). This session will explain what open access is, its rationale and how it all works.

**Session 5: Research in the Wider Context – exploring societal challenges**  
Monday 14 January, 14.00-16.00  
Colleagues from NISR, Newcastle Institute for Social Renewal

This session will introduce the challenge of Social Renewal and its role in pursuing world class civic university vision. We will consider concepts of engagement in research and dissemination, explore how engagement can inform pathways to research impact and look in detail at how stakeholder involvement can contribute to research design and research communication. We will draw out how working in this way can add value to research insights, research relevance and the personal reflections of the researcher, and draw out some other practical benefits including the appetite of research funders for engaged research. In particular it will look at academic models such as Quadruple Helix and co-production models, and by sharing exemplars of research projects from Institute for Social Renewal we will highlight the ways in which research can connect with society in order to make a difference.

**Session 6: Data for the future: Preparing your Research Data for Archive**

Monday 21 January  
*Please note: session runs 2:00 – 3:00pm only*  
Dr Chris Emmerson, Research Data Manager, Research Data Service and Graham Collins, NUI

Good research data management is increasingly being recognised as a vital part of academic practice. This session provides an overview of key data management issues, highlights the key questions researchers need to consider, and provides information on how to prepare data for long-term storage.
Essential Requirements

Stage Three
Final Stages of your PhD

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Prof. Robin Humphrey</th>
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</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement for Stage 3</td>
</tr>
</tbody>
</table>
| RDF | B Personal effectiveness  
     B2 Self-management  
     C2 Research management |
| Time and Venue | Please see individual sessions |

Session 1: Completing a PhD  
Monday 19 November, 12:00-2:00pm, Doctoral Training Suite, 5.65, Daysh Building

How can you manage your research to allow effective completion within the specified time? What and when are the challenges? In this session we identify a project management technique that will allow you to complete your PhD that uses lifecycle, milestones and monitoring procedures.

- Identifying objectives  
- Milestones  
- Finding support and advice  
- Responding to challenges

Session 2: Preparing for the Viva  
Wednesday 15 May, 2:00-4:00pm, G.07, Daysh Building

How can you prepare for the oral defence of your thesis? What will you be asked? Who will inquire? What are the possible outcomes? How can you get the best from the examiners? This workshop will tackle these questions and introduce you to students who have recently survived and succeeded in a viva. The workshop will help you develop skills in:

- Planning for the viva  
- Performing well in the viva  
- Getting the best out of the viva  

Understanding the Doctorate (VISA) Extension Scheme

Please note: this is not a requirement and only of interest to international students

This session is for PhD students on a Tier 4 visa who would like to stay in the UK once their PhD ends. If you are currently studying for a PhD on a Tier 4 visa, you can apply for the Doctorate Extension Scheme to stay in the UK for 12 months after your course has ended. You can use the 12 months to gain further experience in your chosen field, seek skilled work, or develop plans to set up your own business. Come to this workshop delivered by the Visa team to find out more about how this visa extension works and how you can apply for it before your PhD comes to an end.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Monday</td>
<td>21/01/2019</td>
<td>13:00-14:00</td>
<td>King’s Gate L1.26</td>
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<tr>
<td>Thursday</td>
<td>07/02/2019</td>
<td>13:00-14:00</td>
<td>King’s Gate L1.20</td>
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<tr>
<td>Tuesday</td>
<td>26/03/2019</td>
<td>13:00-14:00</td>
<td>King’s Gate L1.20</td>
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<tr>
<td>Tuesday</td>
<td>23/04/2019</td>
<td>13:00-14:00</td>
<td>King’s Gate L1.20</td>
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<tr>
<td>Monday</td>
<td>06/05/2019</td>
<td>12:00-13:00</td>
<td>King’s Gate L1.20</td>
</tr>
<tr>
<td>Tuesday</td>
<td>11/06/2019</td>
<td>13:00-14:00</td>
<td>King’s Gate L1.20</td>
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</table>
"This was a wonderful opportunity to present to our peers, hear what they are up to, and get feedback. The committee had obviously worked extremely hard and the sessions ran smoothly. It felt like a very supportive environment to present and the food was very nice!"

"I think that the interdisciplinarity of the conference gave the students the opportunity to gain valuable feedback from their colleagues and further reflect on their topic and their abilities to present it."

"I just wanted to say how much I enjoyed today’s conference. I was bowled over by how smoothly it ran - the organisers are stars! And I was really struck by how enjoyable a multidisciplinary conference can be - I expected to struggle but in fact I was thoroughly entertained, challenged and enlightened. I hope it goes from strength to strength."
First Year Postgraduate Research Conference

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement Stage 1</td>
</tr>
</tbody>
</table>
| RDF               | B2 Self-management  
B3 Professional and career development  
D1 Working with others  
D2 Communication and dissemination |
| Time and Venue    | Wednesday 12 June  
An all-day event with lunch  
Doctoral Training Suite, 5.65, Daysh Building |
| First Organising Committee Meeting | Monday 28 January, 11:00-12:00pm  
Doctoral Training Room, 5.68, Daysh Building |

The first year conference provides every research postgraduate with the opportunity to develop oral presentation skills and to discuss their research project with their peers in an informal, friendly atmosphere. The unique aspect of the conference is that it is multi-disciplinary, and that students develop their presentations from a very wide range of backgrounds. This will complement and extend the experiences and opportunities students have in their own disciplines. The conference is also organised by postgraduate students themselves, and volunteers for an organising committee will be sought during the first semester.

Presentations will be approximately 10 minutes long, with 5 minutes for questions. We offer full training for this event, including training with an actor to improve your presentation confidence and a session in which you will get the chance to be recorded while you present. For details please see p.45.

Creative Practice students from across the disciplines will have the opportunity to present in their own dedicated stream and are encouraged to volunteer for the organising committee.

Please be reminded that all stage 1 researchers are expected to present at this conference.
Attending the event without presenting does not qualify for training hours.
The HaSS Annual Postgraduate Research Showcase (for stages 2+)

<table>
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<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>Essential Requirement Stage 2/3</td>
</tr>
</tbody>
</table>
| RDF                  | B2 Self-management  
                        | B3 Professional and career development  
                        | D1 Working with others  
                        | D2 Communication and dissemination |
| Time and Venue       | Wednesday 19 June  
                        | An all-day event with lunch  
                        | Lindisfarne Room, King’s Road Centre |
| First Organising Committee Meeting | Tuesday 13 Nov, 13:30–14:30pm  
                        | Doctoral Training Room, 5.68, Daysh Building |

Our research has the potential to shape the world and have a vast impact on our society. It is therefore important that we learn to disseminate it in an accessible and informative way and that we strive to communicate it to different audiences. In the HaSS Annual Postgraduate Research Showcase you will have the opportunity to explain your research in a variety of different ways: you can present a poster, prepare an installation, produce a video, organise a reading or a performance, and exhibit your art.

There are prizes for the best poster and installation, as judged by the public and your peers.

We offer you substantial training in Using Posters to Communicate Research (see p.46) in order to build on the presentation skills you acquired for the First Year Postgraduate Research Conference and will strive, within reason, to offer any logistical support you might require (poster board hire, IT equipment, poster printing, etc.). This multidisciplinary and interdisciplinary event is organised by postgraduate students themselves, so please contact laura.leonardo@ncl.ac.uk if you are interested in being part of the organising committee.

Please be reminded that all researchers are expected to participate in this at least ONCE from stage 2 onwards. Attendance to the event without presenting does not carry a training hour value.
Being reflective has many benefits and can be a powerful and versatile way to articulate your needs, assess your experiences and plan for future development. The benefits of reflection are that the researcher:

- can be more organised and have good time management;
- will become more self-aware and able to identify their training needs;
- will have a record of progress, both personal and research, that will be invaluable during the writing up process;
- will be committed to continued professional development and more likely to take ownership of career development.

**In your reflections it is important to:**

- Be honest – this is principally to help you;
- Be thorough – thoughts, ideas, questions, impressions, frustrations, insights, feelings;
- Include hopes, intentions, and goals;
- Focus on what have you learned;
- Be explicit – details and descriptions, don’t edit them, use a ‘talking to yourself’ approach;
- Think about the relevance of what you are learning for your researcher development and your future;
- Use examples.

**Some questions to get you started:**

- What did you enjoy?
- Did anything surprise you?
- What inspired you?
- What was the most valuable thing you have learned from the activity?
- What kind of knowledge and skills did you learn and use?
- What additional skills have you acquired?
- What challenged you?
- What can you do now that you could not do before?
- What might you do differently next time?

**Reflective Document Submission Arrangements**

The result of your continuous professional reflection will need to be summarised in a 500 word annual
document that you will present for your Annual Progress Review. This document will help you to critically review your development, consider the impact of your training and development choices and plan for the future. Your APR panel can choose to use your Reflection Document as a basis for the discussion of your doctoral progress and your supervisory team will use it to guide you through revisiting your Training Needs Analysis as you progress.

- You should submit one copy of the document with your APR documentation via ePortfolio and one copy to Blackboard via Turnitin (see p.117).
- The documents are read at Faculty level and the submission of a meaningful document will result in 6 training hours being awarded to your profile.

Although the reflective document is not assessed, we provide some feedback via the following rubric:

<table>
<thead>
<tr>
<th>Level of Reflection</th>
<th>Description</th>
<th>Example of reflection at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Descriptive</td>
<td>Students demonstrate acquisition of new content from significant learning experiences. Journal entry provides evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information.</td>
<td>“I didn’t know that many of the traditions I believed were based in Anglo-American roots. I thought that all cultures viewed traditions similarly.”</td>
</tr>
<tr>
<td>Level 2: Empathic</td>
<td>Students demonstrate thoughts about or challenges to beliefs, values, and attitudes of self and others. Journal entry provides examples of self-projection into the experiences of other, sensitivity towards the values and beliefs of others, and/or tolerance for differences.</td>
<td>“I felt badly when I heard the derogatory terms used so freely when I visited the South.”</td>
</tr>
<tr>
<td>Level 3: Analytic</td>
<td>Students demonstrate the application of learning to a broader context of personal and professional life. Journal entry provides evidence of student’s use of readings, observations, and discussions to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences.</td>
<td>“I was able to observe nursing staff interact with a patient whose first language was Tagalog and was diagnosed with altered mental status. The nurses employed many of the strategies that we have read about and discussed in class.”</td>
</tr>
<tr>
<td>Level 4: Metacognitive</td>
<td>Students demonstrate examination of the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge. Journal entry provides examples of evaluation or revision of real and fictitious interactions.</td>
<td>“I found myself forming impressions about a child’s language abilities and made myself stop until I got additional information as suggested in class discussions.”</td>
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</table>

Faculty Based Training
Personal Skills
Special Interest Sessions for Research Management

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Prof Robin Humphrey and Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours per session, unless otherwise stated</td>
</tr>
<tr>
<td>RDF</td>
<td>Please see individual sessions</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Please see individual sessions</td>
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Issues in Translating Texts and Data

Tuesday 9 October, 10:00-12noon, Doctoral Training Suite, 5.65, Daysh Building
(A1 Knowledge base)
Dr Laura Leonardo

Do you work with texts in a language other than English? Is your fieldwork conducted in a language other than English? If English is not your native language or if you are a native English speaker but you need to go abroad for conferences, courses or fieldwork, this is for you. In this hands-on session we will:

- Reflect on translation as a product but also – and mainly – as a process
- Look at various aspects of a text and their impact on our translation choices
- Have a go yourselves
- Work on our findings to gather some hints and tips to tackle all the translating issues your research might present

Studying for a PhD in a Collaborative Relationship with a Non-Academic Body

Wednesday 10 October, 2:00–4:00pm, Doctoral Training Room, 5.68, Daysh Building
(B3 Professional and career development)
Prof Robin Humphrey and Postgraduate Research Students

This session is aimed at students working in Collaborative Partnerships only and explores:

- Working with non-academic partners
- Writing for different audiences
- Pitfalls and possibilities

Coping with the "Research Context" - Reviewing the Literature in the Arts and Humanities

Wednesday 17 October, 10:00-12noon, Doctoral Training Suite, 5.65, Daysh Building
(A Knowledge and intellectual abilities; A2 Cognitive abilities; D2 Communication and dissemination)
Dr Sarah Leahy, Modern Languages and Writing Development Centre staff

This session is aimed at Arts and Humanities students, although Social Science students are welcome to attend and explores:

- The function of a literature review in the arts and humanities
- Summarizing the research context and relating it to your own project
- Writing critically
- How to relate this chapter to the rest of the thesis
Effectiveness in Doctoral Research and Supervision

Wednesday 31 October, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building
(A Knowledge and intellectual abilities; B Personal effectiveness)
Prof Charles Harvey, Newcastle University Institute for Social Renewal

This workshop is concerned with the pragmatics of doctoral research. The aim is to demonstrate the main factors that contribute to the presentation of a successful doctoral thesis within the specified time limits for full-time or part-time study. A number of thinking tools are put forward that large numbers of students in the humanities and social sciences have found valuable over the past decade. A model thesis structure is offered and the logic underpinning it considered. The workshop is targeted at doctoral students who have some knowledge and experience of alternative methodologies and research methods, but who have yet to embark on full-scale doctoral level fieldwork. The anticipated learning outcomes are fivefold:

- Understanding of what a doctoral thesis is and how it is constructed
- A set of norms for a successful thesis
- Insights into what makes for an excellent thesis
- Practical knowledge of how to locate a thesis within appropriate literature
- Appreciation of the pivotal nature of research design to project based research

Recommendations are made about how to form productive relations between research students and members of his or her supervisory team.

An Introduction to Research Data Planning

Wednesday 7 November, 10:00-12:00pm, Doctoral Training Suite, 5.65, Daysh Building
(A1 Knowledge base; A3 Creativity; C2 Research management)
Dr Chris Emmerson, Research Data Manager, Research Data Service

Data management planning of some form has been accepted good practice for many years as a means to ensure that data outputs are managed appropriately. This helps to ensure they are discoverable, reusable and preserved, or conversely – in the case of sensitive data – to be kept under wraps. The production of data management plans (DMPs) is mandated by an increasing number of funders worldwide. This session will outline research data management planning. Presenting the range of activities, roles and tools that should be considered when planning, creating and curating research data

An Introduction to the Newcastle Institute for Social Renewal

Wednesday 21 November, 14:00-16:00, Doctoral Training Suite, 5.65, Daysh Building
(B2 Self-management)
Colleagues from NISR

This session offers an overview of how the Newcastle University Institute for Social Renewal contributes towards the realisation of this University’s Vision of a world class civic university. This will include practical examples of how our research and teaching have worked with and for society.

The Untidy Realities of Research

Tuesday 15 January, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building
(B2 Self-management)
Dr Nigel Mellor, Educational Psychologist

I came to qualitative research with a background in physics and psychology. At the start of my practitioner PhD as an educational psychologist, I had a clear, safe, fairly classic design planned. But the
world would not go away. I discovered that I was in the middle of working in the ‘swamp’, while researching, right from the beginning. Wanting to capture this confused period and make it a legitimate part of inquiry, I ended up researching the process of researching. I then found myself in uncharted territory, questioning every notion I held of what constituted valid research. My part of the session is to offer insights from my own doctoral studies into some of the problems of research in the real, messy world that I encountered - not to give answers necessarily, but perhaps to stimulate ideas. Your part of the session is to take from this material what you can, and apply the concepts to your own situation.

Writing a Successful Thesis
Monday 18 February, 10:00-12noon
(A Knowledge and intellectual abilities; A2 Cognitive abilities; D:2 Communication and dissemination)
Prof Paul Seedhouse, Education, Communication and Language Sciences and Writing
Development Centre staff
This session is aimed at Social Science students, although Arts and Humanities students are welcome to attend, and explores:
• How to write from the perspective of the reader, signpost and construct a narrative
• How to develop a strong thesis or central argument
• How to organise the chapters in the thesis
• What to put in each chapter
• How the chapters relate to each other
• How to organise the abstract, table of contents and appendices

Strategies for Career Development in Creative Business & Social Enterprise for a post-PhD World
Wednesday 20 February, 10:00 – 12:00, Doctoral Training Suite, 5.65, Daysh Building
Dr Tina Gharavi, Digital Media/Film, English Literature, Language and Linguistics
From artist, filmmaker, academic to social entrepreneur: plotting the options and alternatives for creative practitioners to set up small businesses, studios or social/community organisations and the skills they need to sustain them. Think of this as a mini-business school planning session for creatives with a practical case-study and advice born out of real experience.

Preparing for the Progress Review Panel
Wednesday 27 February, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building
(C.2: Research management)
Prof Robin Humphrey and Postgraduate Research Students
This session will help you prepare for your Annual Progress Review Panel and offer insights into how you could get the most out of it. As a researcher, you’ll already know the value of accurate records and regular reflection for high quality research output. The same is true for meaningful self-development and successful career progression, including the Progress Review. The early stages of a PhD are a steep learning curve for most so how do you ensure that you capture your learning experiences and prepare effectively for your Progress Reviews?
#Wellbeing4all: Practical and Emotional Support for your PhD Journey

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours per session, unless otherwise stated</td>
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<tr>
<td>RDF</td>
<td>B1 Personal qualities</td>
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<td>B3 Professional and career development</td>
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<td>Time and Venue</td>
<td>Please see individual sessions</td>
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The life of a PhD Researcher can be hard, solitary and full of anxiety, but it needn’t be! We take your mental health very seriously and that is why we provide different opportunities for you to receive practical and emotional support at all stage of your research. Please remember that the Research Students Support Services (https://www.ncl.ac.uk/students/progress/student-resources/PGR/) is there to help with practical information on your candidature, while Student Wellbeing Services can help support your mental health. (https://www.ncl.ac.uk/students/wellbeing/support/resources/)

You will get various opportunities to hear from these services directly, also remember that both Robin and Laura are Faculty Tutors and, as such, can see you in confidence to discuss anything you do not feel comfortable raising at School level.

**Becoming a PhD: Cultural Acclimatisation and Accessing English Language Support**

**Wednesday 3 October, 10:00–12:00noon, Doctoral Training Suite, 5.65, Daysh Building**

(B1 Personal qualities)
Prof Robin Humphrey; Alex Morgan, International Student Integration Officer
Student Mobility and Integration Team and Nick Bailey, Director of ELMO

This session is aimed at students new to the UK and explores:
- The cultural requirements to complete a higher degree in the UK
- How to relate to your Supervisory Team in the UK
- The challenge of working in a different national and local culture
- How to plan to meet the challenges and obtain advice and support
- How to access relevant language support (in English for Academic Purposes)
- How to use Newcastle University’s ELMO support tool (http://www.ncl.ac.uk/students/insessional/materials/elmo/)

**Early Stages of Research: Recognising and Negotiating Initial Obstacles (for new researchers only – up to 12 months into your studies)**

**Tuesday 20 November**
Dr Clare Lindsay, Psychtherapist and Freelance Facilitator

This session is repeated, please book ONE only:
10:00-12:00noon – Doctoral Training Room, 5.68, Daysh Building
OR
2:00-4:00pm - Doctoral Training Room, 5.68, Daysh Building
Beginnings can be fraught with anxiety - what am I doing, where I am going, what is this, am I alone - "Help!" - and we don't always feel confident to express this aspect of research. However, this training session is designed to concentrate on some of the psychological aspects that can be entangled in the early stages of research. With discussion, example, and some theory, the aim is to increase confidence and initiative through developing self-awareness and support structures.

Coping with Impostor Syndrome

**Wednesday 21 November, 10:00–13:00pm, Doctoral Training Suite, Daysh Building**

**OR**

**Tuesday 5 March, 13.00-16.00, Doctoral Training Suite**

Dr Laura Leonardo (3 training hours)

This interactive workshop will explore 'Imposter Syndrome', a phrase coined in the late 1970s to describe an internal feeling of unworthiness, which occurs despite external evidence of achievement and accomplishment. It has been suggested that high achievers are particularly vulnerable to this kind of self-doubt. During the session we will look at what writers say about Imposter syndrome, and discuss societal and academic pressures on both men and women and how these can impact on our confidence and behaviour. We will also look at what we can do to recognise and manage imposter feelings and to shore up self confidence.

Overcoming Writer’s Block

**Wednesday 16 January, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building**

(A2 Cognitive abilities; B1 Personal qualities)

Dr Nigel Mellor, Educational Psychologist

This is a practical workshop. It employs a number of strategies designed to help free up thinking around writing. Be prepared to be flexible and tackle a range of activities; some less formal than others!

Progressing Research: How to Survive a PhD’s Mid-life Crisis (For middle stage researchers, with at least 18 months of research behind them)

**Wednesday 27 Feb, 12:00-2:00pm, 1.49, Ridley Building 2**

Dr Clare Lindsay

The middle phase of a PhD can be hard - the beginning is far behind and the end not yet apparent. It’s a time when we can lose a sense of purpose and direction; feel stuck, overwhelmed, and lost. This training session will engage with some of these dynamics, considering them from a psychological perspective. We will consider what helps, and what hinders at this stage, drawing on theory, example and sharing, to construct a strategy for survival and development.

Finding your voice: an exploration of assertiveness

**Monday 18 February, 10:00–12:00pm, Doctoral Training Room, 5.68, Daysh Building**

Dr Clare Lindsay

This informal, no tech session will address the different voices that are involved in PhD studies. The session will involve discussion, sharing and practice exercises, with handouts/references on offer:

- The spoken voice and assertiveness - relationship to supervisor, colleagues and peers
- The spoken voice and public speaking - giving presentations and papers
- The spoken voice and Q&A/interview/discussion techniques - the Viva
- The written voice - the ‘academic voice’ as help and hindrance
- Losing your voice - the psychological interruptions to authenticity
Managing complex lives
Tuesday 30 April, 10:00–12:00pm, Doctoral Training Room, 5.68, Daysh Building
Counselling and Mental Health Team (2 training hours)

This discursive session, will provide a space for attendees to
• Explore the perspectives of what defines a complex life
• Consider how our individual resilience, measure up to the life complexities we are facing at the moment
• Identify the signs and symptoms that life is too complex for our own individual resilience
• Establish what self-care strategies can we develop
• Be aware of professional support services can help to sustain us.

Completing Research: The Psychological Picture (For researcher within less than 18 months to submission)
Wednesday 1 May, 1:00–3:00pm, Doctoral Training Room, 5.68, Daysh Building
Dr Clare Lindsay

Approaching deadlines, handing in a thesis, and preparing for a Viva can all catalyse complex psychological dynamics. This training session, for students in the final stages of a PhD, offers the opportunity to identify, explore and understand some of the feelings, thoughts and behaviours that might accompany the last phase of the research process. Drawing on discussion, example, and theory, the aim is to enhance self-awareness, challenge self-sabotage, and build confidence.

Tea and Theory
Second Wednesday of every month, TBC
Children welcome

A monthly opportunity to get together and discuss what it feels like to be a PG researcher over tea and cake! You can talk about epistemologies and nappies, issues with your landlord and Bourdieu, missing home and getting to grips with methodology: nothing is off limit!

Meditation for Relaxation
Christine Earle-Storey, Honorary Buddhist Chaplain
1:10 – 1:50pm every other week, usually Etal Room, Hadrian Building

Take a moment to switch off from all the care and pressures of your life as a PGR with this regular appointment with meditation. You can join the distribution list meditation@ncl.ac.uk to keep up to date with dates and times of the various meetings.

Mindfulness
Michael Atkinson, Teaching Fellow in Clinical Education Programme
Doctoral Training Room, 5.68, Daysh Building

These sessions are designed to introduce participants to a range of mindfulness meditation practices they may find helpful in their everyday lives, at work and at home; practices that may help them to find ways to reduce stress and develop a better sense of well-being. Each session will involve one or two meditation practices, and there will be opportunity for questions and discussion. The sessions are open to everyone, with or without prior experience of meditation, and are designed so that people can dip in and out if they wish to.
The sessions will be led by Michael Atkinson, Teaching Fellow in Medical Education, School of Medical Education.

Sessions must be booked via the Ebooking system and please contact michael.atkinson@ncl.ac.uk if you would like more information.

Please note:

Session denominated HaSS take place in the Doctoral Training Room 5.68 in the Daysh Building
Sessions denominated FMS take place in the Medical School Graduate Training Suite

20.09.18 (HaSS) An introduction to mindfulness 12.15 - 1.00pm
26.09.18 (FMS) Working with thoughts 1.15 - 2.00pm
03.10.18 (HaSS) Mindfulness, well-being and mental health 1.15 - 2.00pm
09.10.18 (FMS) Mindfulness in everyday life 1.15 - 2.00pm
17.10.18 (HaSS) Mindfulness of the breath 1.15 - 2.00pm
22.10.18 (FMS) Body scan meditation 1.15 - 2.00pm
02.11.18 (FMS) Mindful communication 1.15 - 2.00pm
07.11.18 (FMS) Mindfulness in the workplace 1.15 - 2.00pm
14.11.18 (HaSS) Mindfulness, stress and resilience 1.15 - 2.00pm
29.11.18 (HaSS) Cultivating compassion 1.15 - 2.00pm
03.12.18 (FMS) Enhancing thinking through mindfulness 1.15 - 2.00pm
19.12.18 (HaSS) Working with difficult emotions 1.15 - 2.00pm

New dates and venues for the following terms will be announced as the academic year progresses.
Language Courses for Postgraduates Researchers

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<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Value</td>
<td>10 training hours per language</td>
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<tr>
<td>RDF</td>
<td>A1 Knowledge base</td>
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<td>D3 Engagement and Impact</td>
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<tr>
<td>Time and Venue</td>
<td>Various, please refer to the website: <a href="http://www.tlcnewcastle.co.uk/">http://www.tlcnewcastle.co.uk/</a></td>
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The Faculty Research Training and Researcher Development Programme is committed to offering and funding quality language tuition to researchers as part of their personal development. Whether you need to cultivate language skills to help with your research, need to consult an archive in a different language or will carry out fieldwork in a foreign country or with people who do not speak your language, these courses are for you.

The languages on offer (and at different levels) typically are:

Arabic, British Sign Language, Chinese, Danish, Dutch, Farsi (Persian), French, German, Greek, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish.

You will join courses designed for the general public and offered by The Language Centre, which is an initiative of the staff and teachers of the former Centre for Lifelong Learning at Sunderland University. Students are not formally assessed but their progress is monitored by their tutors. The Language Centre offers expertise in all aspects of language teaching and learning:

“We offer courses from beginners to very advanced students, taught by native speakers or teachers who have spent part of their lives in one of the countries where the language is spoken. We believe that communication should be at the heart of learning so our classes focus on speaking, understanding, pronunciation and cultural awareness. However, syntax, grammar, reading and writing are just as important and will be integrated in the coursework”

All courses run for 10 weeks; you are welcome to apply for ANY of the courses, but please remember that not all may run, as courses need 7 students to be viable.

The courses follow the Common European Framework of Reference for Languages which is recognised all over the world. At the end of each term students have to fill in a self-assessment form about their learning. They also receive individual feedback about their progress, including advice on how to improve on weaker areas. For more information on Common European Framework of Reference for Languages, please visit: [http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)
How to Enrol:

1. Choose a course (language/level) at http://www.tlcnewcastle.co.uk/

2. Write to hass.pgtraining@ncl.ac.uk explaining why you need the course (no more than a short paragraph);

3. Your request is considered. If you are successful we will give you a voucher number;

4. You enroll directly with The Language Centre at http://www.tlcnewcastle.co.uk/ quoting your voucher code.

In the case of several students studying the same language, the Faculty might consider offering additional language mentoring hours, where postgraduates who are native speakers of the language offer detailed and tailor-made support in a small group setting. These extra opportunities will be advertised separately, if available.

If your PhD project requires specialised language provision and this has been highlighted in your proposal, and if you feel that generic language courses are not suitable, please contact Dr Laura Leonardo for a personalised consultation (laura.leonardo@ncl.ac.uk).

Additional language training may be available via Modern Languages http://www.ncl.ac.uk/sml/ or the University Wide Languages Provision http://www.ncl.ac.uk/sml/study/language-programme/

Please note that English is not one of the languages on offer via the scheme above. For support with this please use ELMO, INTO Newcastle or the Writing Development Centre.
Time Management for Academics

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<tr>
<th>Key Contact</th>
<th>Andrew Plasom-Scott, Andrew Scott Training Consultancy Ltd.</th>
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<td>Time and Venue</td>
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<td>Monday 19 November, 10:00-12:00noon</td>
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<td>OR</td>
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<td></td>
<td>Friday 25 January, 10:00-12:00noon</td>
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This two hour seminar has been run successfully for hundreds of academics in various universities. It starts by looking at the bigger questions of context, purpose and meaning, and then gets into the nitty gritty of academic life: dealing with conflicting priorities, carving out time to make real progress on substantial tasks, realistic approaches to planning, dealing with interruptions... and staying sane and healthy throughout. Participative, research-based, anecdotal and engaging, it regularly receives excellent feedback, both in the short and the longer term.

Outline:
- Context: the time of your life
- Basic Principles: What’s truly important and staying fit for business
- Importance versus urgency
- Planning to achieve: making progress on the important things
- Planning to Survive: dealing with the regular stuff
- The Weekly Planning Process: holding it all together
- Action Planning: Making it happen
Communicating your Research

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</tbody>
</table>
| RDF               | A1 Knowledge base  
|                   | B1 Personal qualities 
|                   | D2 Communication and dissemination |
| Time and Venue    | Doctoral Training Suite, 5.65, Daysh Building  
|                   | Please see individual sessions for times |

Whether you are preparing to give your first ever presentation, want to hone your stage skills or need some help preparing that all important poster, these sessions are for you. Designed to support your preparation for the annual HaSS conferences, these interactive and informal sessions should be high up in your training agenda.

**Presentation Skills (6 training hours)**  
**Tuesday 14 May, 10:00-4:00pm**  
**David White, Whitehorn Consulting Ltd.**

Speaking in public is seldom a natural talent, but it is easy to develop the basic skills and competencies required to engage and interest your audience. Come along to this full day training course to learn how to create the perfect academic presentation.

**Video Practice for Presentation Skills (6 training hours)**  
**Wednesday 15 May, 10:00-4:00pm**  
**David White**

The key to developing presentation skills is practice in front of a real audience and to then see yourself as they saw you. To make the most of the session, make sure you have spent some time preparing your conference presentation. You don't need to worry about a slideshow, but just be ready to do the introduction and conclusion from the presentation. If you can start and finish well, you're more than half way there! Be assured, the video footage will never be seen again.

**Drop-in IT Skills Session for Presentation Skills** (no training hours)  
**Monday 13 May, 10:00-1:00pm**  
**David White**

Need help with the planning and design of the presentation? Want some individual feedback on your slides? Just drop in to this IT session and our trainer will be on hand to answer any questions.

**Performing Research (2 training hours)**  
**Monday 20 May, 10:00-12:30pm**  
**Paula Penman, actor, [https://twitter.com/paulapenman](https://twitter.com/paulapenman)**

Theatre actor Paula Penman will share her expertise to help you perform your academic presentation in
Using Posters to Communicate Research (6 training hours)
Tuesday 23 April, 10:00–4:00pm
David White

Poster sessions are an increasingly important part of conferences and a valuable way of communicating your research. This workshop will be useful if you have never produced a poster before or you would like some new ideas on design or technical tips. The course uses sample posters and a series of exercises involved in the design and execution of academic posters. These will be completed in small groups and give you an opportunity to think about and test your ideas.

The course assumes a basic understanding of software tools such as PowerPoint, although the emphasis is on content and design rather than the technicalities of computer software. An additional IT session is made available for students requiring further help with software packages.

Course Objectives:
Following a number of practical exercises you will be able to:

• Scope an appropriate topic for a poster
• Research and define the audiences likely to see the poster
• Define the communication objectives of the poster in terms of what the viewer will know, feel and do as a result
• Develop a story for the poster explaining why the work has been undertaken, the hypothesis developed, the methods used and the value of the results achieved
• Create an appropriate layout for the poster with an appropriate number of sections and use of colour and visual aids
• Create a memorable and eye-catching title
• Present data effectively
• Use typography to create mood and direction attention
• Appreciate how software tools can be used to produce an effective poster
• Present your poster to a potential audience.

Before the Session:
Students should have given some real thought to the sort of poster they would like to produce by considering the following questions:

• What was the starting point of this research?
• What results do I want to communicate?
• What is the story of the research methods employed?
• What visual aids will help communicate my message?
• How can I make this interesting and eye-catching?
Additional IT Session for Preparing Academic Posters (no training hours)
Wednesday 24 April, 9:00-1:00pm

An optional self-study IT session will also be held. This will be a chance for students to design their own posters in PowerPoint, Keynote or other software and IT trainers will be available to answer any queries.

Photoshop Basics for Designing Academic Posters (3 training hours)
Thursday 25 April
Photoshop Basics for Designing Academic Poster (Experienced Users)
10:00-1:00pm
Or
Thursday 2 May
Photoshop Basics for Designing Academic Poster (Beginners)
Aaron Milan-Vega, Independent Trainer
10:00-1:00pm

You will learn the key features of Adobe Photoshop for designing academic posters, logos and understanding design technique. It is recommended for those who want to create eye-catching posters and attractive designs, or want to learn the basics of Photoshop.

Course Objectives:
• Understand the interface and basic tools of Photoshop
• Work with Selection, Transformation and Retouching tools
• Cut areas from an image and Re-use in other images
• Work with Layers to create new images
• Creating an academic poster.

Outline Programme:
• Familiarise basic operations/concepts of Photoshop, including understanding the interface, cropping, rotating, resizing, distorting and straightening artwork.
• Understanding image editing techniques, including adding colour adjustment, size, and resolution.
• Navigating the Photoshop workspace, palettes and tools.
• Selecting part of an image, adding to and subtracting from selections.
• Defining selections, using lasso and marquee tools, Quick selection and Magic Wand tools, feathering selections, modifying and transforming selection shape, saving and loading selections.
• Working with layers including adding transparency to objects; building a multi-layered document; moving, scaling and rotating layers; linking layers; locking and protecting layers; creating layer groups; merging and flattening layers; and exporting layered documents.
• Working with Text tool and adding text to an image.
The exercise challenges PhD students to present a compelling oration on their thesis topic and its significance in just three minutes. 3MT develops academic, presentation, and research communication skills and supports the development of research students’ capacity to effectively explain their research in language appropriate to a non-specialist audience.

Newcastle University will be hosting an internal competition and the winners will have the chance to participate in a regional competition and a national one too, including an all-expenses paid trip to the Vitae conference in Manchester in September and cash prizes.

To see how it is done: [http://threeminutethesis.org/3mt-showcase](http://threeminutethesis.org/3mt-showcase)

The Three Minute Thesis (3MT®) is an academic competition developed by The University of Queensland (UQ), Australia for research students and it requires PGRs to present, in just three minutes as the title suggests, their project using only one static Power Point slide (www.threeminutethesis.org).
The Brilliant Club

| Key Contact         | Dr Natalie Day  
  | Area Director - North of England, The Brilliant Club |
|---------------------|------------------------------------------------------|
| Training Value      | See below                                             |
| RDF                 | B2 Self-management  
  | B3 Professional and career development  
  | D1 Working with others  
  | D2 Communication and dissemination |
| Time and Venue      | Recruitment Event,  
  | Tuesday 20 November, 1:00 – 2:00, Venue Graduate Training  
  | Suite, Ground Floor, Medical School  
  | Assessment Centre for successful candidates  
  | Tuesday 11 December, 9:30 – 4:30, Venue TBC |

The simple, scalable and sustainable way The Brilliant Club works to achieve our mission is by recruiting, training and placing PhD researchers to work in state schools. We run two core programmes: The Scholars Programme and Researchers in Schools. The Scholars Programme employs doctoral and post-doctoral researchers on a part-time basis to deliver programmes of academic enrichment to small groups of pupils. Through a combination of university trips, in-school tutorials and online resources, we support pupils aged 10-18 to develop the knowledge, skills and ambition needed to progress to highly-selective universities.

A placement with The Scholars Programme, through The Brilliant Club, offers doctoral and post-doctoral researchers an opportunity to undertake meaningful, paid work on a part-time basis. As the same time, working as a PhD tutor enables them to communicate their research to a non-specialist audience. As well as gaining teaching and public engagement experience, PhD tutors will deepen their knowledge of the UK education system, helping them understand the backgrounds of the undergraduates studying at their institutions.

Our training programme is delivered by qualified teachers and experienced PhD researchers. It focuses on learning theory and teaching technique, as well as providing practical support for tutors to design their own course. All tutors also take part in a professional induction, including an Enhanced Disclosure DBS Check. For more details, please look through the documents below or download our Information for Researchers Brochure.

We run a rolling application process throughout the year, recruiting PhD tutors to work across the country. There is no formal deadline for applications, but we recommend the following timelines for our termly programmes:

- Autumn Term Programme (October to February) – Apply by end of August  
- Spring Term Programme (January to May) – Apply by end of October  
- Summer Term Programme (May to July) – Apply by early January

If you have any queries or require further information, please email our Recruitment Team at apply@thebrilliantclub.org.
Writing academically is a precise science that needs practice and skills. Each discipline is different and has its own rules and regulations on how to write in which occasion. That is why both our trainers offer you individual, one-to-one feedback on your submitted work.

These sessions are not available to book on the e-booking system. Please read CAREFULLY the instructions on how to book or you will not be able to attend.

This is a two-part course and to complete it you should attend ONE “Academic Writing” session plus the “Self-Editing Your Thesis” workshop. Together, they are designed to help develop your academic writing ability and to acquire copy-editorial skills which you will need in order to produce a PhD thesis.

Part 1: The Academic Writing session provides an essential toolkit for producing professional and publishable academic writing. The session will introduce participants to immediately useable and practical techniques that can significantly improve literary style and quality. In addition, the session will examine academic precision, good critical thinking and well-considered arguments, ultimately enabling participants to produce more thoughtful, well-organised and effective prose.

The Academic Writing session also provides individual writing advice. Prior to the course date participants must send in a sample of their writing, which will be edited and returned with individual feedback on the day itself.

Part 2: The Self-Editing workshop focuses on (copy) editorial aspects of producing written text. The session examines headings, figures and tables, quotes, referencing (including Harvard), footnotes and endnotes. By applying good copy-editing techniques participants will gain clarity, consistency and accuracy, thereby avoiding common errors and saving themselves time and energy.

### BOOKING PROCEDURES:

1. Approximately 4 weeks before the course date, all students will receive an email inviting them to book a place.
2. If you would like a space on the course you MUST reply attaching a writing sample (no more than eight A4 pages).
3. The ONLY way to secure your booking is by submitting the writing sample
4. The 12 places available will be allocated on a first come, first served basis.
OPTION 1:

Academic Writing:
• 9:00-4:00pm, Thursday 31 January, Doctoral Training Room, 5.68, Daysh Building
  OR
• 9:00-4:00pm, Friday 1 February, Doctoral Training Room, 5.68, Daysh Building

AND

Self-Editing your Thesis:
• 9:00-4:00pm, Friday 8 February, Doctoral Training Suite, 5.65, Daysh Building

OPTION 2:

Academic Writing:
• 9:00-4:00pm, Thursday 2 May, Doctoral Training Room, 5.68, Daysh Building
  OR
• 9:00-4:00pm, Friday 3 May, Doctoral Training Room, 5.68, Daysh Building

AND

Self-Editing your Thesis:
• 9:00-4:00pm, Friday 10 May, Doctoral Training Suite, 5.65, Daysh Building

Overcoming Writer’s Block
Wednesday 16 January, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building
(A2 Cognitive abilities; B1 Personal qualities)
Dr Nigel Mellor, Educational Psychologist

This is a practical workshop. It employs a number of strategies designed to help free up thinking around writing. Be prepared to be flexible and tackle a range of activities; some less formal than others!
The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors offers advice and guidance on academic skills including:

- Understanding assignment questions and marking criteria
- Critical thinking, critiquing and reviewing literature
- Planning and structuring writing (incl. paragraphing)
- Academic writing style (incl. fundamentals of grammar)
- Avoiding plagiarism
- Managing time, work and writing (incl. writers block and procrastination)
- Exams and Revision (excluding take-home exam papers, except in general terms)
- Presentations and posters

Our approach is developmental – we don’t ‘check’, proofread or correct work for you, but we do help you understand the expectations of university study and develop effective strategies which will suit your subject and stage, and your own study preferences. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer one to one tutorials based in the Writing Development Centre which focus in depth on a specific issue you want to work on. Tutorials with us are centred around your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of online resources on academic skills and writing.

To find out more or book an appointment, please see our website https://www.ncl.ac.uk/library/subject-support/wdc/
Write Here, Write Now

<table>
<thead>
<tr>
<th>Who Can Take This Workshop?</th>
<th>All PhD and MPhil students in Arts, Humanities and Social Sciences</th>
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</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours per session</td>
</tr>
<tr>
<td>Workshop Leader</td>
<td>Writing Development Centre tutors</td>
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<tr>
<td>RDF</td>
<td>A2 Cognitive abilities</td>
</tr>
<tr>
<td>Location, time and dates</td>
<td>Session are released throughout the year and advertised here <a href="https://www.ncl.ac.uk/library/subject-support/wdc/">https://www.ncl.ac.uk/library/subject-support/wdc/</a> and bookable via the ebooking system.</td>
</tr>
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</table>

Want to get some writing done?

Write Here, Write Now is a regular writing group facilitated by the Writing Development Centre for research postgraduates of all faculties. Our 2 hour structured writing sessions can help you get motivated, concentrate and be productive. Like a mini-writing retreat, we’ll write together in a supportive group to encourage each other, and also discuss and develop strategies to help you address common issues like writer’s block, procrastination, planning techniques or managing drafts.

WHWN runs throughout the year, so book onto a session when you feel you need a little focus, and bring along some writing you’re working on, at any stage. Please make sure you can stay for the whole 2 hour session. **Please note:** places are usually released 2 weeks before the session.

Write Here Write Now will be held in the Tees Cluster, Level 1, Philip Robinson Library, 10:00 – 12:00

<table>
<thead>
<tr>
<th>Oct 30th</th>
<th>Nov 13th</th>
<th>Nov 27th</th>
<th>Dec 11th</th>
<th>Jan 15th</th>
<th>Jan 29th</th>
<th>Feb 12th</th>
<th>Feb 26th</th>
<th>March 12th</th>
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(capacity 19)
HASS Writing Retreat

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<tr>
<th>Who Can Take This Workshop?</th>
<th>All PhD and MPhil students in Arts, Humanities and Social Sciences</th>
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<tr>
<td>Training Value</td>
<td>6 training hours</td>
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<tr>
<td>Workshop Leader</td>
<td>Writing Development staff</td>
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<td>RDF</td>
<td>A2 Cognitive abilities</td>
</tr>
<tr>
<td>Location, time and dates</td>
<td>Tuesday 19 February, 10:00-16:00, Academic Skills Room,</td>
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<td></td>
<td>Marjorie Robinson Library</td>
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<tr>
<td></td>
<td>Wednesday 15 May, 10:00-16:00, Academic Skills Room,</td>
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<tr>
<td></td>
<td>Marjorie Robinson Library</td>
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This day-long retreat is a chance to focus on getting some productive writing done in a supportive environment, while also discussing and developing strategies to help you keep up your momentum, overcome common issues such as writer’s block, procrastination, manage the process of drafting and editing your work and find a confident authorial voice. The retreat is facilitated by the Writing Development Centre and offers opportunities for structured writing time, reflective peer discussion and one to one guidance from a WDC tutor. The agenda of topics will be student-led and negotiated with the facilitators by the participants.

Please book via the E-Booking system, there will be a cap of 20 doctoral students.
Peer-Reviewing for Academic Journals

<table>
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<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours</td>
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<tr>
<td>Facilitator</td>
<td>Hanna Sliashynskaya and Hanain Brohi</td>
</tr>
<tr>
<td>RDF</td>
<td>D2 Communication and dissemination</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Please see individual sessions</td>
</tr>
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</table>

Please book ONE session only:

**Tuesday 12 February, 1.00-3.00pm, Doctoral Training Suite, 5.65, Daysh Building**

**OR**

**Tuesday 30 April, 2.00-4.00noon, Doctoral Training Suite, 5.65, Daysh Building**

Are you interested in learning about the process of academic publishing and the work of a peer-reviewer for an academic journal? Then this session is right for you! Editors of one of Newcastle University’s HaSS Postgraduate e-journals will talk you through the peer-review process - which is an integral component of maintaining academic integrity in publishing - from first read to final report. By the end of this session, you will be able to recognise what to look for in a publishable paper, evaluate argumentative and stylistic strengths and weaknesses in an academic paper, formulate constructive feedback for the author, and provide appropriate advice to editors.

There will be plenty of opportunity to practise these skills in group work activities and ask questions to the session leaders about their personal experience of working as part of an academic publication.
Faculty Based Training
Information Sourcing and Research Management
Information and Library Skills (Online only)

<table>
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<tr>
<th>Key Contact</th>
<th>Louise Gordon and Lucy Keating</th>
</tr>
</thead>
</table>
| Training Value    | Self Assessment Skills Test: Essential Requirement for Stage 1  
On-line module: 1 training hour per topic |
| RDF               | RDF A:1. Knowledge base; A:2 Cognitive abilities; C:1 Professional conduct; D:2 Communication and dissemination |
| Time and Venue    | Self-paced online materials on Blackboard |

The topics included in Information Skills aim to equip new research students with the knowledge and skills to become efficient and effective information managers. The skills you acquire will save you time and stress, and ensure you make the most of the rich range of resources available from the University Library and beyond using critical analysis skills to determine the effectiveness of your strategies.

Topics cover all aspects of information literacy, from the beginnings of your literature search, through keeping your research up-to-date and organising your references, right up to the ethical and practical issues to consider when disseminating your work.

You will gain a thorough insight into the breadth and depth of resources available in your subject area, from books to blogs, from archives to artworks, from datasets to documentaries, and much more. Whether you’re interested in ancient manuscripts or social media, we’ll help you chart a course through today’s highly complex information world.

What do I do?

1. Each student **must complete the Skills Check** available on the Information Skills Blackboard module. You will find a link to the Blackboard module from the HaSS PG Community. The Skills Check is available within in the **Start here** portion of the module. Use the results of the Skills Check to reflect on your own information skills. You can claim two hours for completing this task. Follow the instructions in the module to claim these training hours.

2. According to your needs and the results of the test you can choose any of the topics from the three strands contained in Information Skills. There is no minimum requirement and you can choose to do as many as you like. For each completed on-line module you need to use the links in the module to record your hours and update your training record.

The Three Strands in Information Skills

The module’s materials are organised into a number of strands, each containing a number of Topics:

- Core materials:
  - Foundational skills and knowledge for effective searching, use of databases, critical evaluation skills, using social media and being a 21st Century researcher.
- Managing information:
  - Managing information, referencing, and EndNote.
• Specialist Information:
  o  Audiovisual resources, newspapers and news resources, company information and market research, government publications and statistics, special collections and archives.

Each of the Topics in the strands will take approximately 1 hour to complete and are worth 1 training hour.

You are welcome to contribute to online discussions on the module but do note that Library staff will only be moderating and facilitating discussions in the first 5 weeks of teaching.

**CORE MATERIALS**

**Your search question: formulating your search**
This one hour online topic explores:

•  What is literature searching?
•  The steps of literature searching.
•  How to define your search question.
•  Breaking down your search question into smaller concepts.
•  What if I don’t have my research question/topic?
•  Deciding on the topic for your search.

**Finding the right words: Keywords and synonyms**
This one hour online topic explores:

•  What is a search strategy and how to develop effective search strategies.
•  How to identify your keywords and why synonyms are important.
•  Controlled vocabularies.
•  What do you do with these keywords?
•  Advanced keyword searching tips and techniques.
•  Common search frustrations: found too much, not found enough.

**What’s out there? Discovering different types of information**
This one hour online topic explores:

•  An awareness of the different types of information out there and identifying what you need for your research.
•  Information sources at Newcastle University Library:
  o  Library Search: finding books and journals in your subject area, in print and online.
  o  Subject, Resources and Academic Skills Guides: where to find them and why use them.
  o  Browzine: Where to find it and why use it.

**Academic information: Why Google is not enough**
This one hour online topic explores:

•  When is it ok to use Google?
• Where to find different types of academic information.
• Interdisciplinary bibliographic databases: what are they and should you be using them.
• How to use Scopus
• Using specialist databases and where to find them.
• Comparing databases: multidisciplinary vs specialist databases.

Critical evaluation: Evaluating your findings and your search
Being able to critically evaluate the search process is a key part of being a good researcher. This topic will explain why it’s important for you to critically evaluate your search strategy and your results, and how to go about doing this evaluation.

Using social media as a researcher
This one hour online topic shows how you can make effective use of social media tools in all aspects of your research: from ideas generation to collaboration, dissemination and public engagement, as well as keeping up-to-date and managing administrative tasks:

• What do we mean by social media?
• Different ways you can use social media.
• Your digital footprint.
• Getting your research out there: practical tips on networking, creating, sharing and collaborating.
• Using social media as an information source.
• Monitoring and managing social media.
• Using social media as a research tool.

Beyond the library: finding and using information elsewhere
This one hour online topic explains more about finding and accessing information elsewhere, including:

• The options available to you if our Library doesn’t have the item you need.
• How to search and access other libraries.
• An overview of key UK libraries and archives which are likely to be particularly useful for HASS researchers.
• Where to find Open Access material.
• Useful tools to help you locate archival material and special collections elsewhere.
• Visiting another library or archive: what you need to know.

21st Century researcher: early in your research career
This one hour online topic explores:

• What does it mean to be a 21st Century research?
• Research data management: a brief overview
• Copyright and IPR
• Creative Commons
• Your online researcher profile
21st Century researcher: later in your research career
This one hour online topic includes:

- Open access: how it is helping to unlock academic research.
- How to find open access research, including electronic theses.
- Publishing your work, and increasing its visibility.
- Research impact: how is it measured?
- Bibliometrics and altmetrics
- Writing for publication: issues to consider.

MANAGING INFORMATION

Managing Information and Referencing
This one hour online topic will give you an essential introduction on how to manage your information and referencing:

- Information overload and getting into good practice.
- Top tips on managing your information.
- Getting started with referencing.
- Referencing tools.

Introduction to EndNote
EndNote is reference management software which can help you stay organised, keep your references, PDFs and annotations in one place, and cite quickly and easily in Word documents.

This one hour online topic explores:

- What is EndNote and should you be using it?
- Understand the options of using EndNote on and off campus.
- Where to find help.
- Create an EndNote library.
- How to access EndNote via RAS.

Getting started with EndNote
This one hour online topic is aimed at users who have already created an Endnote Library. It includes:

- How to add a manual reference.
- Import references from a variety of databases and Library Search.
- Use EndNote in Word to ‘Cite While You Write’.
- Sign up to EndNote Online to synchronise your library and share groups of references.
- Edit and manage EndNote citations in Word.

Advanced EndNote
This one hour online topic covers how to:

- Import, attach and annotate PDFs.
- Create Groups and Smart Groups.
- Search and add notes in the Research field.
- Converting documents into plain text.
• Move and merge separate chapters into one document.
• Export a travelling library from Word.
• Find EndNote help.

SPECIALIST INFORMATION

Newspapers and other news resources
The Library provides access to a wide range of UK and international newspapers from the 1600s to the present day, mainly in online format. We also have access to selected television news footage and newsreels from the 20th and 21st centuries. This one hour online topic covers:

• Contemporary UK and international news coverage via LEXIS and NEXIS.
• Finding and searching online historic newspaper archives.
• Finding International news.
• Finding Business news.
• An overview of television news online.
• Newspaper resources held elsewhere.
• Researching the news media: how to find trends, commentary and analysis.

Government publications and statistics
An introduction to the wealth of official and Government sources online, providing advice on Hansard and Parliamentary paper publications, legislation and statistics. This one hour online topic covers:

• What are Government publications and statistics?
• Where to find Government publications.
• Where to find legislation.
• Accessing full text Government Publications, including Parliamentary Publications and Statistics online.

Finding and using audiovisual resources
There is more to the Library’s collections than books and journals! This one hour online topic gives an overview of non-textual resources of potential use across all HASS subject areas, including:

• Specialised resources to help you find different types of images (such as artworks, posters, cartoons and photographs).
• The drawbacks and limitations for researchers of huge audiovisual collections such as Google images and YouTube.
• New and emerging techniques for image search.
• Other audiovisual collections available via the Library, including films, news footage, music and sound.
• Using audiovisual materials
• What you need to know about issues such as copyright, referencing and re-use, and where to get good advice.
Company information and market research
This one hour online topic highlights specialist resources within our subscriptions at Newcastle University where providers have collated market research and company intelligence. These resources provide information on companies, directors, financials, sectors and demographics.

- Finding and searching company databases from Bureau Van Dijk including Amadeus, FAME and Oriana.
- Company and news information resources such as The Economist, Financial Times and Nexis.
- Demographic, sector and country market research from MINTEL, Passport and Business Source Complete.
- Access to other business related subscriptions and support from the Newcastle Business and IP Centre.

Special Collections and Archives
This one hour online topic covers:

- An introduction to Special Collections and Archives.
- The procedures of finding and accessing materials in Special Collections at the Robinson Library.
- The benefits of using rare and sometimes unique sources in your research, including manuscripts; rare books; maps; photographs; and illustrations.
- Opportunities to acquire and practice appropriate research skills.
IT and Data Management Training

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Mrs Ramla Gabriel, Student Digital Skills Manager, Medical Sciences Faculty Office</th>
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<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours unless otherwise stated</td>
</tr>
<tr>
<td>RDF</td>
<td>A1 Knowledge Base</td>
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<td></td>
<td>A2 Cognitive Abilities</td>
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<td></td>
<td>B3 Professional and Career Development</td>
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<td></td>
<td>C2 Research Management.</td>
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<tr>
<td>Time and Venue</td>
<td>Please see individual sessions</td>
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<tr>
<td>Support</td>
<td>The support team is available on <a href="mailto:ITSkills.Support@ncl.ac.uk">ITSkills.Support@ncl.ac.uk</a> for individual support, and runs weekly <strong>drop-in clinics</strong>:</td>
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<tr>
<td></td>
<td>Semester 1: Tuesdays 1:00-2:00pm in Dene Cluster, 5th floor, Medical School</td>
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<td></td>
<td>Semester 2: Wednesdays 2:00-4:00pm in the Fell Cluster, Medical School</td>
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<td>Note: drop-in clinics are offered during <strong>term time only</strong>.</td>
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Attendance is recommended even if most courses are also available on line at http://fms-itskills.ncl.ac.uk/, which is unrestricted and accessible on a range of platforms. Included within this website are a number of supporting resources including a skills catalogue, skills audits, accessible videos and ‘Ask Albert’ support. There are courses and information covering Excel, Access, Web publishing, images and library skills, and other general support relating to ISS resources and Microsoft platforms.

*Please note that these courses can be taken at different stages of your career and not necessarily in Stage 1.*

Document Management – Content and Layout (2 training hours)

Please book ONE session only:

**Monday 12 November, 1:00-3:00pm PC Cluster 2.40, Barbara Strang Teaching Centre**

**OR**

**Monday 3 June, 2:00-4:00pm, DENE Cluster, M5.028, Medical School**

http://fms-itskills.ncl.ac.uk/pgres/dmcl

This self-directed study workshop offers an invaluable insight into how to get the most out of MS Word when managing the content and layout of a document. This session will look in detail at topics including:

- using styles
- creating and managing a style set
- table of contents
- page layout and numbering
- header and footer
- spelling and grammar
- equations
It is highly recommended for **first year students** working towards their annual progress review, and for those who have already completed the workshop but may need a refresher in preparation for writing their thesis.

**Document Management – Images and Tables** (2 training hours)

Please book **ONE session only**:

**Wednesday 14 November, 10:00-12:00noon, Brae Cluster, 1.31, Daysh Building**
**OR**
**Friday 7 June, 2:00-4:00pm, DENE Cluster, M5.028, Medical School**

When putting together reports and a thesis, having a full understanding of the functions of MS Word can save hours of frustration. This supervised, self-directed workshop covers skills including:

- creating and managing images
- formatting and manipulating tables
- referencing these objects within the document efficiently
- creating lists of figures and tables

It should be completed following Document Management – Content and Layout, which is a pre-requisite for this course.

Also available at: [http://fms-itskills.ncl.ac.uk/pgres/dmit](http://fms-itskills.ncl.ac.uk/pgres/dmit)

**Data Handling and Spreadsheet Skills** (2 training hours)

Please book **ONE session only**:

**Monday 26 November, 10:00-12:00noon, LINN Cluster, 5th Floor, Medical School, M5.039**
**OR**
**Wednesday 27 February, 10:00-12:00noon, Pool Cluster (MED.POOL.PC) Ground Floor, Medical School**

In this session, you will be manipulating data to produce tables and graphs, and you will analyse data using basic statistical formulae. Data will be provided and you should follow the instructions and complete the tasks to explore different aspects of Excel. You will also have the choice of studying further with statistics, or looking at how Excel can be used as a database.

By the end of this session, you should be able to:

- Manipulate data on a spreadsheet, format it, and analyse data statistically
- Create graphs from the data and manipulate and format the graph
- Create complex graphs with two y-axes and logarithmic scales
- Complete statistical comparisons or data manipulation functions in line with coursework requirements
- Trouble-shoot your way through problems as they arise in Excel
- Apply these tools effectively for your academic work

**Advanced Document Management – Using Word and Endnote** (2 training hours)

Please book **ONE session only**:

**Friday 11 January, 10:00-12:00noon, PC Cluster 2.40, Barbara Strang Teaching Centre**
**OR**
**Wednesday 19 June, 1:00-3:00pm, Brae PC Cluster, Room 1.31, Daysh Building**
This session draws together different strands in information and document management. New and advanced techniques in Word and EndNote are covered, including:

- templates
- numbered and unnumbered headings
- page layout
- references and bibliographic tools
- navigating a large document

This session is mainly suitable for second or third year students and those preparing to write their thesis.

To make the most of this session, you should have completed Document Management – Content and Layout; Document Management – Images and Tables; and Information and Library Skills prior to attending this session.

Also available at: [http://fms-itskills.ncl.ac.uk/pgres/adm](http://fms-itskills.ncl.ac.uk/pgres/adm)

**Managing Long Documents** (3 training hours)

Please book ONE session only:

**Thursday 17 January, 1:00-4:00pm, PC Cluster 2.96, Armstrong Building**

**OR**

**Friday 21 June, 1:00-4:00pm, Brae Cluster, 1.31, Daysh Building**

This session trains students in using information technology to produce a thesis or similar piece of lengthy, complex work. It represents the culmination of previous document management and library skills sessions, providing all the information needed to ensure that research work is the focus of your later stages, rather than learning to fully understand bibliographic and word processing software. This course includes:

- revision of key skills from previous sessions
- common problems that arise in a long and complex document and how to fix them
- how to manage multiple chapters, and strategies for bringing them together for the final print
- Considerations on printing and binding, plus how to get help

Assumptions of previous IT and library skills experience will be made in this session, so it is important that you are familiar with all the skills covered in Document Management – Content and Layout; Images and Tables; Information and Library Skills; and Advanced Document Management.

Also available at: [http://fms-itskills.ncl.ac.uk/pgres/adm](http://fms-itskills.ncl.ac.uk/pgres/adm)
Faculty Based Training
Working with Theories and Methods
An Introduction to the Nature of Explanation and Enquiry

| Key contact          | Dr Adam Potts, Philosophical Studies (Main Stream)  
                         Dr Laura Leonardo (Optional Thinking Theories Stream) |
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<tr>
<td>Training Value</td>
<td>2 training hours per session</td>
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</tbody>
</table>
| RDF                  | A1 Knowledge base  
                         A2 Cognitive abilities  
                         A1.3 Research methods: practical application small group discussion  
                         B1 Personal qualities  
                         D1 Working with others |
| Venue                | Doctoral Training Suite, 5.65, Daysh Building, unless otherwise stated. |
| Time                 | **Main Stream**: Thursdays, 4:00–6:00pm, some weeks 4-5pm  
                         Lunchtime Sessions: Mondays (fortnightly) 12:00-2:00pm  
                         **Optional Thinking Theories Stream**: Tuesdays, 12:00–2:00pm  
                         Reading Group Sessions (Thinking Theories): Wednesdays, 12:00-2:00pm |

As postgraduate students, you are both consumers and producers of research so you need to think not just about the results of research but also its foundations. The online resources and the series of lectures/seminars introduces students to the meta-theoretical issues at the cutting edge of academic research. These issues can not only help you to put your research and that of others into context, but they are also at the root of the thesis requirement of original and thorough research.

Although the series has been designed as a whole, coherent investigation into how we research, you are welcome to pick and choose the sessions that interest you most.

**IMPORTANT* Teaching methods on this module**

This module is taught in a blended mode. This means that while you can attend weekly seminars, pre-work is required online in Blackboard before each session.

On the Blackboard Course List for HSS8007, there are reading tasks & activities for you to take part in both as an individual learner, and as part of a large or small group. This work will both enhance your experience in the seminars/lectures, and provide you with a foundation for undertaking your assignment.

Your online activity will be monitored and you will be required to login at least once a week, although more often will help you to keep up to date with activities and discussions.

You are required to register your attendance at the lectures/seminars using your SMART card. Small group discussions are facilitated by an advanced postgraduate researcher.

More information will be made available prior to the start of the module via your Newcastle Email and Blackboard (www.bb.ncl.ac.uk).
Welcome to HSS8007 – Overview and Introduction to HSS8007
Thursday 11 October
Dr Laura Leonardo, Dr Adam Potts and Rosalind Beaumont

In this first session, you will:

- find out more about philosophy and how it relates to research, research methods and your research
- get an overview of the module teaching & learning activities and assessment, including an orientation to how online materials are used on the module and pre-seminar preparation requirements
- have the opportunity to meet some of the course team, your fellow students, and ask questions

Topic 1: Introduction: Scientific Approaches to the Production of Knowledge
Thursday 18 October
Dr Adam Potts, Philosophical Studies

With the overall aim of the module being an examination of knowledge and varies approaches to knowledge, this session will introduce to key terminology in philosophy (including epistemology and ontology) while also thinking about the significance of philosophy to your discipline and the study of knowledge.

Topic 2: Laws, Predictions and Explanations
Thursday 25 October
Dr Adam Potts

In this session we will delve deeper into theories of knowledge, thinking about the nature of explanation and whether or not modes of explanation differ between the natural and social sciences. By understanding what we are doing when we provide an explanation, we should be able to provide better explanations ourselves, and better critiques of the explanations offered by others. Starting with scepticism, we will firstly think about whether knowledge is possible. From this point, we will explore various justifications of knowledge and their explanation, from inductive to deductive explanations, culminating in Karl Popper’s model of falsification.

Topic 3: Positivism
Thursday 1 November
Dr Emily Clough, Geography, Politics and Sociology

This session focuses on how to study social phenomena using the scientific method, including the development of falsifiability of hypotheses and the systematic use of empirical evidence to test them.

Topic 4: Social-scientific Approaches to the Production of Knowledge
Thursday 8 November
Dr Adam Potts

This session will consider social-scientific approaches to knowledge. In particular, it will focus on Thomas Kuhn’s radical contribution to views on the development of scientific knowledge. Arguing against those who advocated a single model of inquiry and explanation for both the sciences and social sciences, Kuhn purported that understanding human behaviour required an entirely different approach. This session should raise some challenges to the previous material covered and point us to new ways of thinking that will be considered in the remaining weeks.
Topic 5: Marxism
Thursday 15 November
Dr David Rose, Philosophical Studies
Karl Marx has had an undeniable influence on almost all theories and methodologies in the arts and humanities of the 19th and 20th centuries. In this short session, we shall consider the basic constituents of his theory of historical materialism and its application to the explanation of phenomena.

Topic 6: Critical Realism
Thursday 22 November
Dr Gail Edwards, Education, Communication and Language Sciences
So far in this module we’ve considered the social and social-scientific approaches to the production of knowledge separately – often as opposed ideas that aren’t compatible. However, is this always the case? In this lecture we explore critical realism, an approach to the production of knowledge that examines the interface between the natural and social worlds. Since the first big steps popularising critical realism in the 1970s, it has become one of the major strands of social scientific method.

Topic 7: Postmodernism
Thursday 29 November
Dr Michael Barr, Geography, Politics and Sociology
Postmodernism is a 20th-century movement encompassing a wide variety of approaches and thinkers. It is characterised by an attitude of scepticism and a rejection of the grand narratives of Enlightenment rationality. Proponents of postmodernism tend to highlight the contingent nature of values and knowledge claims, drawing attention to the role of particular political, historical, and cultural discourses which construct systems of thought. In this session we investigate the contributions, limits, and impact of postmodernism.

Topic 8: Concluding Thoughts: Philosophy and the Foundations of Knowledge
Thursday 6 December
Dr Adam Potts and Dr Laura Leonardo
This final session looks both backwards and forwards. While recapping what the module has covered, it also seeks to explore how postgraduates can take the ideas forward into their future research projects.

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<th>Alternative Lunchtime Small Group Work Sessions</th>
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| **RDF** | A Knowledge base  
A2 Cognitive abilities  
A1.3 Research methods: practical application small group discussion  
B1 Personal qualities  
D1 Working with others |
| **Time and Venue** | Doctoral Training Room, 5.68, Daysh Building  
12:00-2:00pm |

In order to accommodate researchers who find the twilight slot difficult to attend, we have a series of alternative lunchtime sessions where you will discuss the previous weeks’ topics under the guidance an experienced Postgraduate Teaching Assistant. Note: You will still need to engage in the online reading&
activities and/or listen to the ReCap recording of the lecture(s) **BEFORE** you attend these sessions.

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<th>Date</th>
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<tr>
<td>29 October</td>
<td>Session 1: Scientific approaches and Law, Predictions and Explanations</td>
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<td>12 November</td>
<td>Session 2: Positivism and Social Approaches to the Production of Knowledge</td>
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<td>26 November</td>
<td>Session 3: Marxism / Critical Realism</td>
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<td>10 December</td>
<td>Session 4: Post-modernism and concluding thoughts</td>
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**Thinking Theories and Methods**

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A series of introductory talks, followed by Question and Answer sessions, where academic specialists explore how a particular thinker, theoretical approach, method or methodology has informed their personal research. This series is designed to work on different levels: it offers specialists in the University the opportunity to discuss their research area with an interdisciplinary public, while offering early stages researchers the opportunity to hear about various theories and approaches, creating a networking opportunity and helping you to reflect on your own research at a stage in which methodology and theoretical framework are of the essence.

There is not a universally accepted research methodology, therefore a theory and research methods series does not need to be guided by a specific rationale other than the desire to foster a cross-disciplinary environment. The variety and breadth of the talks is aimed at reflecting the richness of the ways in which researchers in our Faculty engage with their subject matter.

We hope that this will become a regular appointment in your diary, so feel free to attend as many sessions as you can.

**Post-colonialism**

**Tuesday 16 October**

**Dr Neelam Srivastava, English Literature, Language and Linguistics**

In this lecture, we explore postcolonial theory as a critical approach that focuses on the ways in which the power relationships between colonizer and colonized in the colony (and between elites and subalterns in the post-colony) can shape our interpretation of cultural production and social discourses.

**Actor Network Theory**

**Tuesday 23 October**

**Dr Ian Biddle, International Centre for Music Studies**

Bruno Latour, one of the leading proponents of Actor-Network Theory (ANT) writes that networks are ‘simultaneously real, like nature, narrated, like discourse, and collective, likes society’. ANT is a material-
semiotic approach which attempts to redress what it sees as a mistaken distinction between the social and the material by focussing not on things-in-themselves, but on the way that elements of these objects are tied together. This lecture draws on two of Latour’s most significant contributions, *We Have Never Been Modern* and *Reassembling the Social*, to outline some of the key concepts of ANT and to discuss their implications for researchers across the disciplines.

**Phenomenology**  
**Tuesday 30 October**  
**Dr Michael Lewis, Philosophy**  
Phenomenology is a school of philosophy founded at the turn of the twentieth century that has been hugely influential not only on European and Anglo-American philosophy, but also on a number of related disciplines such as literature, history and medical humanities. Broadly speaking, phenomenology is a method that seeks to place lived human experience, rather than abstract concepts, at the centre of any theoretical model. In this lecture I will give an overview of the scope and history of phenomenology from the work of its founder Edmund Husserl, through twentieth century French thinkers such as Simone de Beauvoir and Jacques Derrida, right up to its more recent applications in cognitive science. After the lecture there will be time devoted to questions and answers. Students will be particularly encouraged to think of ways that a phenomenological method may be relevant to their own research.

**Historiography**  
**Tuesday 6 November**  
**Dr Shane McCorristine, History, Classics and Archaeology**  
Historiography is the study of how history is constituted as a discipline and how historians have written their history. This lecture will briefly cover the development of some of the key methodological developments of history as a discipline concentrating in particular on the twentieth century developments.

**Feminisms**  
**Tuesday 13 November**  
**Dr Stacy Gillis, English Literature, Language and Linguistics**  
This session examines the range of approaches taken to knowledge within feminist debates across the arts and humanities. It will explore how ideas about the source and purpose of knowledge produced by feminist writers are closely linked to the political activism of feminism. Approaches such as standpoint theory and situated knowledge will be examined in order to capture the priorities of feminist thinking and the tensions within.

**Foucault**  
**Tuesday 20 November**  
**Dr Ian Biddle, International Centre for Music Studies**  
In this lecture we explore the key conceptual tenets of Foucault’s critique of positivism, his analysis of power (in his so-called ‘genealogy’ period) and his contribution to a theory of biopower. We will concentrate our analysis in particular on two texts: *Discipline and Punish* (1975) and *A History of Sexuality Volume 1* (1976).

**Interdisciplinary Research and the Structure of Social Theory**  
**Tuesday 27 November, 11.00-13.00, Doctoral Training Suite**  
(please note earlier start)  
**Prof Roger Burrows, Prof of Cities, School of Architecture, Planning and Landscape**  
This session involves reflecting on research work on urban practices and neighbourhood studies across the humanities and the social sciences and how this work might be situated within a set of philosophical
domain assumptions that structure the conditions of possibility of carrying out such work. We will develop a simple matrix of different epistemological and ontological positions and attempt to map out how different methodological and interdisciplinary approaches might be understood within this space. We examine 4 positions in particular: quantitative model building; critical realism; ethnomethodology; and ethnography.

Pierre Bourdieu

Tuesday 4 December,
Prof Charles Harvey, Newcastle University Business School
Pierre Bourdieu is one of the most influential critical theorists of the modern age. His ideas on the nature and sources of power, domination and social stratification have impacted widely across the humanities and social sciences. In this session we consider each of the main dimensions of his theoretical schema - field theory, habitus, capital theory and reflexivity - and the interrelations between them. A series of conceptual models are also presented which abstract and to some degree extend Bourdieu’s original theoretical position.

The following sessions all take place in the Doctoral Training Room, 5.68, Daysh Building
All 12:00-2:00pm

Resilience and Complex Systems Theory

Tuesday 8 January
Prof Simin Davoudi, Architecture, Planning and Landscape
We live in challenging times with a heightened sense of uncertainty and constant reminders of the unpredictability of what might be lurking around the corner. Among the prescribed remedies for dealing with such a state of flux, the one that has gained a growing political currency is ‘resilience’. Advocated by ecologists, psychologists and disaster specialists, resilience is increasingly colonising multiple arenas of public policy. Resilience is everywhere and in danger of becoming an empty signifier. In this lecture I will first, shed some light on this slippery concept and unpack its three fundamentally different meanings; second, highlight the normative implications of translating resilience from ecology to society; and third, argue that it is a specific interpretation of resilience which is increasingly co-opted into, and reinforced by, contemporary policy; one which is ideologically in tune with the neoliberal understanding of freedom, responsibility and self-reliance. Its aim is to maintain the status quo rather than cease the transformative opportunities that emerge from complexity, uncertainty and contingency.

Using Theory or Making Sense

Tuesday 15 January
Dr Raksha Pande, Geography, Politics and Sociology.
This session focuses on understanding the role of theory in social research. It will include reflections on where, when and how to use theory in the research process.

The Spatial Turn in Analysis

Tuesday 22 January
Dr Jon Pugh
Whereas ‘time’ previously dominated the social sciences and the humanities, in more recent years there has been a ‘spatial turn’ in analysis and debate. Not only in more traditionally spatial disciplines like geography, but across a range of disciplines and sub-disciplines, the spatial is now seriously interrogated in terms of its complexity, interconnections and affects, but also in terms of what we mean by ethical responsibilities across the globe, associated questions of representation, participation and political
identities after the spatial turn. This lecture explores the ‘spatial turn in analysis’ in the social sciences and humanities.

Textual Editing
Tuesday 5 February
Prof Michael Rossington, English Literature, Language and Linguistics
Scholarly editions of texts, and the archival research necessary to produce them, are fundamental to research in the Humanities. This session will explore the meanings of the phrase ‘textual editing’ and some of the conceptual thinking that has underpinned this discipline in literary studies since the nineteenth century. There will be a particular emphasis on the study of manuscripts and early print editions.

Psychoanalysis: Drive and Desire
Tuesday 12 February
Dr Stephen Overy, Philosophy
Psychoanalytic approaches are increasingly popular tools for understanding the conditions in which production takes place. The session will introduce Freud, Lacan, and Deleuze and consider how their theories of the unconscious can be deployed to read a number of different 'texts'.

Intertextuality: The Art of Connecting
Tuesday 5 March
Dr Beate Muller, Modern Languages
This session will introduce students to the concept of intertextuality, ie the study of relations between texts or other cultural products such as films, images, musical pieces, or art works. Much of arts and humanities research ultimately engages with the formation, development and demise of traditions. This process would not be possible without intertextual references and relations such as afforded by quotations, imitations, variations or allusions. Traditionally, scholars have tried to describe the various ways in which one text can refer to another. More recently, such taxonomic endeavours have given way to more radical critiques of how texts relate to other texts, and what their intertextuality means for original creation, authenticity, and authorship. Harold Bloom famously spoke of the ‘anxiety of influence’ as motivating creative innovation, the Russian Formalists saw defamiliarization of the familiar as the driving force behind the 'evolution' of culture, and Mikhail Bakhtin's notions of literary carnivalization, dialogism and polyphony as constituents of the modern literary text were developed by Julia Kristeva into a radical understanding of intertextuality that denies the possibility of true originality, as 'any text is constructed as a mosaic of quotations'.

After a lecture on the history of scholarship on and forms of intertextuality, examples from a wide range of genres will be discussed in order to explore how useful a concept intertextuality can be for postgraduate research.

Anthropocene Philosophy
Tuesday 12 March
Dr Jon Pugh
Today the growing argument from a broad range of scientists is that planet earth has changed to such a degree that we now live in a new historical epoch called the Anthropocene. Distinguished from the Holocene, the term Anthropocene comes from the Ancient Greek word for human, ‘anthropos’. As the website Welcome to the Anthropocene says, there is now “overwhelming global evidence that atmospheric, geologic, hydrologic, biospheric and other earth system processes” have been transformed by human actions. This lecture will explore contemporary philosophy of the Anthropocene.
It will examine how for many philosophers of the Anthropocene today’s boundary-disrespecting phenomenon like global warming, nuclear plumes, atmospheric and oceanic pollutants, make it increasingly impossible to find security in modernity’s old sanctums, binaries of humans/nature and neatly drawn horizons. Related to this, the lecture will further explore how for many Anthropocene philosophers this potentially new epoch is not only about being in the midst of a disorientating environmental crisis in time and space, but also about a profoundly disorientating corrosion of time and space as well. Psychological space has become more coextensive with ecological space in the Anthropocene; not only in terms of the collapse of modernity’s nature/culture binary, but also in terms of how the multidimensional forces of the Anthropocene accentuate a before, beyond and beneath to the human presence and other modes of sensing relation.

Medical Humanities
Dr Anne Whitehead
Tuesday 19 March
Medical humanities is a ‘buzzword’ in the arts and humanities, but what is the field that it describes? In this session we will respond to this question and then think together about some of the challenges and opportunities that such a field opens up to the researcher. How can one work productively across medical science and the arts and humanities, and what might this entail in terms of how we conceive of research, what questions we might ask, and how we train the researchers of the future?

Max Weber’s Concept of ‘Intellectual Integrity’
Tuesday 30 April
Dr Miriam Baldwin, Philosophy
The idea of ‘intellectual integrity’ carries contemporary resonance. It is an implicit value of academic endeavour. But what are the epistemic and methodological foundations for a viable theory of ‘intellectual integrity’? Miriam Baldwin’s talk tries to answer some of these questions by focussing on Max Weber’s concept of ‘intellectual integrity’ through his methodological writings and with reference to ‘Science as a Vocation and ‘Politics as a Vocation’.

Blackness and Race
Tuesday 14 May
Dr Nanette De Jong
This lecture is designed to introduce students to the foundational concepts and critical debates involved in the study of race, ethnicity and definitions of Blackness. We will investigate categories of race and Blackness in the United States and globally, looking at those categories in contemporary and historical contexts, and through both theoretical and empirical research. Topics include global variations concerning race and Black identity, and the complexities that exist at the intersections of race, Blackness and gender.

Bibliography crunching and mining in textual research
Tuesday 21 May
Prof Francis Jones, School of Modern Languages
Research into written text (e.g. in literature or translation studies) is often based on case studies of one or very few books, authors or translators – which makes it hard to identify generalisable patterns. Here we will discuss the setting up and analysis of simple Excel-based bibliographic databases. These can identify larger patterns in a corpus of published works, and quantify them. Patterns might be e.g. networks of cooperation between authors/publishers/translators, or ideological stances expressed in prefaces or in the text itself. A second stage of analysis would then mine the database to identify example
case studies to be explored qualitatively. I’ll illustrate this with my own research into poetry translations, but the methods should be applicable to other disciplines that analyse texts.

**Queer Theory**

**Tuesday 4 June**

**Prof Helen Berry, School of History, Classics and Archaeology**

What is queer theory? How can it be applied in the study of humanities, arts and social sciences? This introductory session looks into the emergence of queer theory out of feminist and LGBT studies and provides some pointers for students interested in the analytical concepts and methods that have been used in different ways by researchers in a wide range of disciplines. The presenter will be drawing upon her experiences of applying queer theory to her own research on the history of European marriage practices.
 Thinking Theories and Methods Reading Groups

Do you want to discuss the issues presented in the series with your peers, in a relaxed and informal way? Come and discuss selected readings pertaining to the sessions above in a multidisciplinary environment. Readings will be posted on Blackboard but you MUST book at https://workshops.ncl.ac.uk/ in order to receive information and communications from the facilitator (an experienced Postgraduate Teaching Assistant).

Reading Group 1
Post-colonialism, Actor Network Theory
Wednesday 24 October, 12:00 – 14:00 DTC Room

Reading Group 2
Phenomenology and Historiography
Wednesday 7 November, 12:00 – 14:00 DTC Room

Reading Group 3
Social Theory and Bourdieu
Wednesday 12 December, 12:00 – 14:00 DTC Room
Methods of Critical Enquiry and Qualitative Approaches to Research

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This mix of lectures and workshops provides both a formal introduction to the substantive issues raised by critical enquiry and qualitative methodologies, and an opportunity to examine their application through interactive exercises and discussion. Each option has been designed as a coherent unit, so we suggest you attend all sessions in it; however you are also welcome to choose individual sessions according to your needs and interests.

*IMPORTANT* Teaching methods on this module

Options 3 and 6, and some elements of the Introductory & Concluding sessions module are taught in a ‘blended’ mode. This means that while you attend workshops and/or sessions, preparation is required online in Blackboard before, and sometimes after a session. Where this is the case we have indicated the work required for the session.

On the Blackboard course for HSS8004 there are reading tasks & activities for you to take part in both as an individual learner, and as part of a large or small group. This work will both enhance your experience in the workshops/ sessions and provide you with a foundation for undertaking your assignment.

Online activity will be monitored and you are required to register your attendance at the workshops/ sessions using your SMART card.

More information will be made available prior to the start of the module via your Newcastle Email and Blackboard (www.bb.ncl.ac.uk).

Resources for ALL Introductory & Concluding Sessions & Options 1-8 will be on Blackboard.

Introductory Generic Sessions: 4:00-6:00pm

Philosophical Roots and Epistemological Frameworks
Monday 28 January
Dr Ian Biddle, International Centre for Music Studies; Dr Dariusz Gafijczuk, Geography Politics and Sociology

Philosophical Roots and Epistemological Frameworks presents a thematic introduction to the idea of research, broadly defined. All scientific inquiry and intellectual endeavour begin with specific problems and puzzles, and proceed via the application of specifically designed methods, towards their solution. The latter depends on observation and theoretical interpretation of results, although never in isolation, leading Karl Popper to conclude that 'there is no such a thing as a purely observational science; there are
only sciences in which we theorize (more or less consciously and critically).

Workshop: Philosophical Roots and Epistemological Frameworks  
Wednesday 30 January  
Prof Robin Humphrey; Dr Laura Leonardo  
To attend this workshop you need to have attended the opening lecture of this module, and have read the workshop outline available on Blackboard.  
Epistemological preferences and methodological choices reflect our theoretical and political commitments; but, in practice, these choices may be compromised, corrupted and even abandoned in the light of research contingencies. Thinking about your own research plans, come to the workshop prepared to discuss any epistemological and/or methodological tensions you have already experienced, or which you anticipate, as your research develops

Option 1: Qualitative Linguistics: 10:00-12:00pm

Transcription of Spoken Data  
Monday 4 February  
Prof Paul Seedhouse, Education, Communication and Language Sciences  
In this session we consider how to record and transcribe spoken data. We look at the issues involved and the choices involved in presenting data. There are two hands-on sessions in which participants transcribe extracts of video data themselves.

Methods of Analysing Spoken Data  
Wednesday 6 February  
Prof Steve Walsh, Education, Communication and Language Sciences  
This session looks at alternative approaches for researching interview, focus group and observation data. We look at the relative merits and shortcomings of interaction analysis, discourse analysis and conversation analysis and consider some of the practical issues researchers face when handling spoken discourse.

Mixed Methods in Linguistics Research  
Monday 11 February  
Prof Steve Walsh, Education, Communication and Language Sciences  
This session considers alternative approaches for combining qualitative and quantitative data and offers an evaluation of the various approaches. Research students will be given an opportunity to assess the relative merits of these approaches and consider how a mixed methods methodology might be used in their own project.

Option 2: Museums, Galleries and Heritage Research: 2:00-4:00pm

Working with Human Subjects in Museum, Gallery and Heritage Research - Qualitative Methods  
Wednesday 6 February  
Andrew Newman, Media, Culture and Heritage  
This session draws lessons from a number of RCUK and Arts Council funded research projects that worked with human subjects. It addresses topics such as how projects are designed, including the choice of appropriate methods and how to access respondents. It then goes on to look at common problems with data collection and analysis and how they may be overcome. The session also draws upon the
experiences of participants in the module and ensures that their needs are addressed

Approaches to Museum, Gallery and Heritage Displays
Monday 11 February
Prof Chris Whitehead, International Centre for Cultural and Heritage Studies
The session looks at ways of analysing display in museums and galleries from cultural and political perspectives, using historical and contemporary examples. It shows how the study of museum and gallery display can help us to understand knowledge and value systems and to analyse relationships between culture and governance, power and publics, self and other (e.g. Britain and the world), now and in the past.

Critical Approaches to the Uses of the Past in the Present
Wednesday 13 February
Prof Chris Whitehead
This session explores how we can conceptualise and understand the use and presence of the past within contemporary contexts. We look at the continued social significance of historical events, from traumas such as genocide to celebrations of the past, the politics of commemoration, ideological re-imaginings of history, contested history and the ways in which societies identify with particular histories or, sometimes, elect to forget them. The session involves attention to literature from memory studies, heritage studies and the politics of history.

Researching affect and memory amongst museum visitors
Monday 18 February
Prof Rhiannon Mason
This session looks at how we can develop qualitative methodologies for studying affect and memory. It takes as its case study a research project which looked at questions of identity, migration and nostalgia amongst museum visitors.

Option 3: Interviewing and Focus Groups: 4:00–6:00pm (unless otherwise stated)

Interviewing Approaches
Monday 4 February
Professor Liz Todd, Education, Communication and Language Sciences
Pre-work: 1 hour. Complete this on Blackboard before attending the timetabled session.
This session provides a broad overview of interviewing approaches, focussing on interviewing methods and skills that could be used with groups termed the less powerful. The session addresses ethical issues and power relations and considers interviewing children as well as adults. Examples from fieldwork highlight the importance of both practical skills and clear theoretical underpinnings when using interviews in research.

Topic 3: Using Video in Interviews
Wednesday 6 February
Dr Elizabeth Hidson, Faculty of Education and Society, University of Sunderland
Pre-work: 1 hour. Complete this on Blackboard before attending the timetabled session.
This session gives you a brief introduction to using video for data collection and data elicitation. You will reflect on the practical and methodological issues of working with video data. The aim is to stimulate
your thinking about what data can be captured and how video might be used to elicit further data through dialogue. The methods you will trial are **video-enhanced observation** and **video-stimulated recall, reflection and dialogue**, working with snippets of video footage to give you an example of these methods in context.

This is intended to be a practical session. Please bring a device that can capture and replay video e.g. a smartphone, tablet or video-enabled camera.

**Specialist Interviewing Panel Discussion**

**Monday 11 February**

This panel discussion will be focussed on two specialist topics of interviewing, each topic raising distinct and shared issues in the interviewing process. Engage with the online materials and bring your own questions! The two topics are:

**Interviewing the Less Powerful**

**Karen Laing, Senior Research Associate, Education, Communication and Language Sciences**

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

Conducting an interview with those viewed as ‘less powerful’ (for example, children and young people) raises particular issues that must be addressed, including the power relationships that exist and how these can be managed. This session will provide an opportunity to discuss the issues that can arise, and how to deal with them ethically and confidently, using examples of real-world research to illuminate challenges and approaches to interviewing the less powerful.

**Interviewing Elites**

**Dr Katharine Rietig, Geography, Politics and Sociology**

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

This session discusses research methods involving structured, semi-structured and unstructured interviews with actors occupying powerful positions in political and cultural organisations and corporations. The session begins with acknowledgement that elites can be conceptualised in a wide variety of ways and then goes on to focus on some of the practical challenges of executing a methodology involving a process of ‘studying up’. The challenges, strategies and tactics associated with accessing and interviewing elites are discussed, as well as the process of interview transcript analysis.

**Interviewing Workshop**

**Wednesday 13 February**

**Professor Robin Humphrey**

**Pre-work:** 1/2 hour. Read the workshop outline on Blackboard, and prepare a short interviewing schedule on the topic of ‘the postgraduate experience’.

This workshop will give you the opportunity to try out and practice your qualitative interviewing skills. You will be split into groups of three, and take turns being the interviewer, the interviewee and observer, and discuss with each other any thoughts and observations of the interviewing process after each round.

**Focus Groups**

**Monday 18 February, 2:00-4:00pm**

**Professor Peter Hopkins, Geography, Politics and Sociology**

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

This session explores the conceptual and practical issues involved in using focus groups in social research. A range of methodological issues are also explored and you will have the opportunity to participate in a short series of focus groups.
Interviewing Workshop  
Wednesday 13 February  
Professor Robin Humphrey  
Pre-work: 1/2 hour. Read the workshop outline on Blackboard, and prepare a short interviewing schedule on the topic of ‘the postgraduate experience’.  
This workshop will give you the opportunity to try out and practice your qualitative interviewing skills. You will be split into groups of three, and take turns being the interviewer, the interviewee and observer, and discuss with each other any thoughts and observations of the interviewing process after each round.

Focus Groups  
Monday 18 February, 2:00-4:00pm  
Professor Peter Hopkins, Geography, Politics and Sociology  
Pre-work: 1 hour. Complete this on Blackboard before attending the timetabled session.  
This session explores the conceptual and practical issues involved in using focus groups in social research. A range of methodological issues are also explored and you will have the opportunity to participate in a short series of focus groups.

Option 4: Archives and Rare Books: 10:00–12:00pm  
Room 152, Robinson Library

A Guide to Using Archives  
Monday 18 February  
Dr Samiksha Sehrawat, History, Classics and Archaeology  
This session will introduce you to using archives in your research. Although students from history will have used archives in their undergraduate research, students from other disciplines often have to use archives for research as well. This module helps you make the most of archives and archivists by explaining how archives came about, how they are different from other such as libraries, and what you need to do to prepare for researching in an archive. It will introduce you to using archival finding aids, the different kinds of archives, conducting research in burgeoning digital primary sources, organizing your research, and citing archival sources. From cautionary advice to a broader engagement with archives and their limitations, this session will help you whether you are new to archival research or have been using them for years.

Getting Started in Special Collections  
Wednesday 20 February  
Dr Melanie Wood, Liaison and Academic Services, Robinson Library  
This participative workshop includes an exploration, through case studies, of some of the ethics, politics, values and legal frameworks around primary source data collection. Discussion and practical exercises will focus on effective research strategies and use of a variety of catalogues and finding aids.

Critical Analysis of Primary Sources  
Monday 25 February  
Dr Melanie Wood  
In this session, students will work in small groups on a series of tasks using document packs. This will help students to acquire and develop transferrable skills and will introduce them to the range of materials that are typically held by special collections and archives repositories. Further tasks will help students to cite primary sources appropriately and to critically analyse primary sources. This is the first step in reading
documents that might later be used in research and will encourage students to make quick judgements about the relevance of material.

**Palaeography and Transcription (Deciphering Handwritten Documents)**
**Wednesday 27 February**
**Geraldine Hunwick, Robinson Library**
This workshop will focus on tips and strategies for deciphering handwritten documents (in English). There will be opportunities to practice transcribing documents from different periods.

**Manuscript and Print (Editing and Bibliographic Description)**
**Monday 4 March**
**Dr Melanie Wood**
In this workshop, students will learn how to interpret books as material artefacts, how to annotate documents and how to record bibliographic descriptions.

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**Option 5: Texts, Images, and Sounds: 2:00–4:00pm**
**A series of sessions convened by Dr Ian Biddle, International Centre for Music Studies**

**Thinking Texts**
**Wednesday 20 February**
This session is an introduction to some of the ways the idea of the text has changed since the Reformation. It also deals with some of the issues that attend the idea of 'textuality' as a construct within the Arts and Humanities: what do we mean by the term 'text'? How is thinking about the world as made up of texts different from thinking about the world as, say, a set of complex data? How does the notion of 'textuality' change the way we approach the object we want to make sense of?


**Memory and the Archive**
**Monday 25 February**
This session, drawing on Carolyn Steedman's *Dust* (2001) and some key work on archives, archivism and memory from such areas as Holocaust Studies and Memory Studies, will introduce some of the key ideas that enable us to make sense of archives (both 'analogical' and 'digital'). What does the archive stand for? Who determines what is included in it? Who has access to it and why?

- **Set reading**: Carolyn Steedman, 'Introduction', *Dust* (Manchester: Manchester University Press, 2001), 1-16.

**Visual Culture and the Cinematic Mode of Production**
**Wednesday 27 February**
This session will introduce the notion that different cultural forms are also implicated in their own modes of production. In particular, drawing on Jonathan Beller's seminal work (2006) on the cinematic mode of production, we will look at how visual culture in particular makes particular kinds of demands on us as scholars: what kind of spectatorship does visual culture demand? How are audiences/spectators expected to take up a relation with the visual object?

Noise Cultures and Base/Mass Materialism  
**Monday 4 March**  
This session will introduce some of the ways in which sound has been theorised within the arts and humanities. We will draw on a range of ideas from R Murray Schaffer's Soundscapes project in the 1970s through to Steve Goodman's notion of 'sonic warfare' (2009) and will address some of the key questions attending the study of sound and noise: how do attitudes to sound change over time? What are the key ways in which listeners distinguish between good and bad sounds (between, for example, music and noise)? How have listening practices changed over time?  
- **Set reading:** Ian Biddle, 'Visitors, or the Political Ontology of Noise', *Radical Musicology* Volume 4 (2009), http://www.radical-musicology.org.uk/ (14 February 2011), 22 pars.

The Affective Turn: or the New Scholarship of the Senses  
**Wednesday 6 March**  
This final session will draw together some of the key insights we have discovered together over the past four sessions and will frame those insights within a discussion of what Patricia Clough (2007) has called the 'affective turn', that shift in some recent arts and humanities scholarship towards trying to make room for 'feeling', the body, the senses more broadly.  
- **Set reading:** Nigel Thrift, 'Intensities of Feeling: Towards a Spatial Politics of Affect' *Geografiska Annaler* Vol. 86, No. 1, Special Issue: The Political Challenge of Relational Space (2004), 57-78.

Option 6: Ethnography, Case Studies and Participatory Action Research: 4:00–6:00pm

Ethnographic Traditions  
**Monday 18 February**  
Dr Emma Clavering, Geography, Politics and Sociology  
**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session. In this session we explore the origin of ethnographic methodology in anthropology as a methodology to study and 'describe' other cultures. We consider its hallmarks of participant observation, the quest for and limitations of its 'holistic' approach, the central role of relationships to participants in data collection, the question of field notes as data, the troubles of subjectivity and need for self-reflexivity in highly qualitative research. We view ethnography both as methodology and as written text.  
**Post session:** 30 minutes – At this session you will receive a task to complete for the follow-up workshop.

Participatory Action Research  
**Wednesday 20 February**  
Professor Rachel Pain, Geography, Politics & Sociology  
**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session. Participatory Action Research is an approach to research where people who are traditionally research subjects become co-researchers. For academics, it means doing research in collaboration with, rather than "on" people. Key stages of research – from devising research questions to dissemination of findings - are conducted jointly, and research skills and outcomes are shared, increasing participants’ ability to bring about positive changes on a range of social issues. A toolkit of participatory techniques is often used that provides more inclusive and accessible tools for exploring, developing and communicating research topics. Because Participatory Action Research works on the basis of knowledge co-production, it provides a model for two-way University-public engagement. It is also widely used outside academic settings.  

The workshop will cover:
• The limits of traditional models of research
• What participatory research is and where it came from
• When, where and how it might be appropriate to employ participatory approaches and methods
• Developing and using participatory techniques such as diagramming
• Critical perspectives on and the limits to ‘participation’, and some of the institutional and political barriers to using these approaches.

Case Study Approaches  
Monday 25 February
Dr David Webb, Architecture, Planning and Landscape
Pre-work: 1 hour. Complete this on Blackboard before attending the timetabled session.
This session offers a critical consideration of case study research, asking whether it can be considered as ‘an approach’ to research and exploring the assumptions and perspectives that underpin different ways of using case studies.

Workshop: Ethnographic Traditions  
Wednesday 27 February
Dr Emma Clavering
Pre-work: Variable time length - To attend this workshop you need to have attended the introductory session where you will be asked to complete a short stint of participant observation with a colleague on the programme. You then come to the workshop with your ‘field notes’. In the workshop we will work in groups to explore and compare our experiences of the task which will help us think through themes from the lecture regarding the nature and character of ethnography. We will also explore our fieldnotes to get a better sense of what constitutes ‘ethnographic data’. The session is highly interactive, so its content will be driven by your discussions, queries and curiosity.

Option 7: Creative Arts Practice: 10:00-12:00noon, Doctoral Training Room, 5.68, Daysh Building

Introduction: Practice-led research in the academy  
Monday 25 February
Rolf Hughes, Architecture, Planning & Landscape
This presentation explores the potential of artistic practice(s) as research. It seeks to provide an introduction to the terminology, methods, and ‘craft’ of practice-led artistic research, help participants develop an understanding of the potential of their practice as research as well as the role of research in bringing new insights and methods to artistic practices.
Participants are recommended to familiarise themselves with examples of artistic research published by the Journal for Artistic Research available online here: http://www.jar-online.net

Making as Critical Creative Practice  
Monday 4 March
Prof John Bowers, Digital Cultures
Drawing on critical approaches in the social sciences, computer science, and art and design, this session will explore ‘the turn to making’ as it might influence practice-led research. Prof Bowers will show how the act of making (be it a musical instrument, an experimental design for electronic furniture, a curated exhibition in collaboration with a museum or arts institute - to give examples from his own practice) can facilitate reflection on foundational research issues in ways which more theory-led work can often struggle with. Recent explorations of strategies for ‘public making’ will also be discussed, where making becomes an activity performed in public, with the public, and in a manner which can critically reconfigure
the relationships publics have to academic and other institutions and to the research process. Prof Bowers will assume no specialist technical or theoretical knowledge in any of the disciplines he will touch on. Rather, it is intended that we should explore the feasibility of radical making-led strategies for your own research - no matter how you identify it within the arts, humanities, social sciences or beyond.

Wonder: Working with Objects and Archives  
Wednesday 6 March  
Dr Irene Brown, Fine Art, Arts and Cultures  
Drawing on her own practice-led research into the phenomenon of ‘wonder’, Irene Brown discusses how artists can engage with objects and archives independently and within residencies to construct critical and creative responses that forward a particular line of enquiry. Integral to this is cross-disciplinary, interdisciplinary and partnership working.

Making connections and addressing the field of expanded architectural research  
Monday 11 March  
Prof. Prue Chiles and Dr Ed Wainwright, School of Architecture, Planning and Landscape  
“Practice, theory and criticism are still seen as distinct although they increasingly cross-reference each other” (J.Rendell, Architectural Research Quarterly, 2005)

This session will be in 2 parts with time for discussion. Firstly a contextual talk on ways of working in creative practice research or research through practice/design in architecture from epistemologies to methodologies and processes.

Some definitions of architectural research that we will unpick:
1. Processes that led to the object and to interrogate the life of the object after its completion.
2. Research as a unique and applied form of interdisciplinary knowledge.
3. Research as “systematic inquiry whose goal is communicable knowledge.”
4. A critical practice can be defined in terms of self-reflectivity and the desire to change the world (Raymond Geuss/Rendell -after Marx).
5. A project and a text - drawn, filmed, modeled or built that share a productive relationship.
6. Research in the unusual collaborations and relationships- created new partnerships and communication between all parties is a critical and exploratory process.

We will also look at some studio-based processes:
1. Using narrative as a catalyst for operation
2. Mapping as a transformative tool
3. Transformation through a process of co-operation and participation and Interdisciplinary working

Secondly we will describe two architectural research projects illustrating different approaches.

Creative Writing as Research  
Wednesday 13 March  
Christy Ducker (poet), Institute of Creative Arts Practice  
This session considers Creative Writing as an emergent research method: its dialogic approach; its ability to move across disciplines; its capacity to search and reveal simultaneously. Through discussion, examples and practical exercises, we’ll explore the implications of this for the field of research more broadly. We’ll consider how words can point us towards a new research paradigm, when used outwith conventional discursive text. If ‘Creative Writing not only expresses research, but in that expression
becomes the research itself’ (Haseman) how might it reshape the debates around ‘appropriate’ modes of academic discourse? Recommended for all PGR researchers within HASS. No Creative Writing experience necessary.

You can read more about her work here: https://www.christyducker.co.uk/

Option 8: Digital Culture: 12:00-2:00pm

The Body in Cyberspace & the Digital Humanities
Monday 4 March
Dr Stacy Gillis, English Literature, Language and Linguistics
We will explore some of the theoretical frameworks that help us to explore cyberspace and digital cultures – thinking particularly about embodiment, space, access, and consumption. This session will take the format of a lecture to introduce key concepts, before breaking up into smaller groups to think about the implications of these concepts for individuals’ use of cyberspace and digital cultures

Digital Arts Practice
Wednesday 6 March
Dr Tom Schofield, Culture Lab and Fine Art, School of Arts and Cultures
The second session will introduce practical tools and techniques which are used in Digital Humanities and offer practical examples of how and where to use databases, version control, visualisation tools and automation in your projects. Ethical issues such as licensing and IP issues will be discussed and advice given for more advanced courses. This session assumes no prior knowledge of computing.

Collaborative Projects
Monday 11 March
Prof Richard Clay, Prof of Digital Cultures, School of Arts and Cultures
Digital projects often require collaborative work, building teams from across disciplines and sectors to achieve the desired outcomes. This lecture and discussion will explore some of the benefits and challenges associated with such modes of work (and share some tips for experiencing more of the former than the latter!).

Scholarly Editing
Wednesday 13 March
Dr James Cummings, School of English
In this session the creation of scholarly editions will be introduced with an exploration of how the production of editions in the digital world has changed the requirements for a digital edition to be considered scholarly. The main standard in this area are the Guidelines of the Text Encoding Initiative (TEI), recommendations for encoding digital text from any time period, in any language and writing system. This session will give an overview of the TEI Guidelines and how they might be used to create a scholarly digital edition.

Researching digital cultural heritage
Monday 18 March
Dr Areti Galani, School of Arts and Cultures
This session focuses on methodological approaches in researching cultural heritage spaces, objects, audiences and practices in the digital realm. Drawing on examples from current research, the session will introduce and critically discuss digital methods for capturing and analysing cultural content and data (e.g. data related to museum collections), as well as studying people's engagement with heritage through digital means (e.g. on social media platforms). The session will also ask participants to
think through 'ethical dilemmas' emerging from the use of digital research approaches in researching heritage and cultural practices.

Concluding Generic Sessions: 4:00–6:00pm

**Analysing and Writing-up Qualitative Data and NVivo Taster**
**Monday 4 March**
*Professor Robin Humphrey and Dr Jane Wilcockson, Independent NVivo Trainer*

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

In this session, Professor Humphrey will take questions about the challenges and possibilities of analysing and writing up qualitative data, and Dr Wilcockson will demonstrate how the software package NVivo can aid this process.

**Using visual representations in research**
**Wednesday 6 March**
*Dr Pam Woolner*

Should qualitative researchers consider the visual, as well as the verbal or written, aspects of the social world they are investigating? This session will argue for a recognition of the visual as both data and a means to generate ideas with participants. I will draw on examples from my own work to show how data can be produced and analysed, centred on questioning what these methods add to more traditional approaches.

**Dealing with the Pragmatics of Mixed Methods Research**
**Monday 11 March**
*Dr Pam Woolner, Education, Communication and Language Sciences*

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

This session considers both the theoretical and practical challenges of conducting mixed methods research in the social sciences. It will present examples of mixed methods research from a number of disciplines and suggest a resolution of the ‘paradigm problem’ that can be a concern for doctoral students.

**Integrating Different Data Sources**
**Wednesday 13 March**
*Professor Deborah Chambers, Arts and Cultures*

**Pre-work:** None. This session does not have assigned pre-work. Key readings and resources are published on the Blackboard course.

PhDs generally involve more than one method of data collection. This can sometimes pose challenges when drawing the information together for overall analysis. This session is divided into three sections to examine conventional and new approaches to combining and integrating methods and data. First, it addresses methodological and theoretical triangulation for empirical approaches. Second, it examines the possible benefits of ‘shifting the object of study’ - a useful approach for more conceptual PhDs but also useful for synthesising both types of research approach within one thesis. In the third section, case study examples are used to explain the processes addressed.

**Looking Back at Qualitative Methods and Critical Enquiry and Ahead to the Assignment**
**Monday 18 March**
*Professor Robin Humphrey and Dr Laura Leonardo*

**Pre-work:** 1 hour. Complete this on Blackboard before attending the timetabled session.

In this session, the module leaders will recap what the module has covered, and also give advice about how the assessment can be approached.
### Additional Qualitative Methodology Training

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Prof Robin Humphrey</th>
</tr>
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<tbody>
<tr>
<td>RDF</td>
<td>A1 Knowledge base</td>
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<td>C1 Professional conduct;</td>
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<td>C2 Research management</td>
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<tr>
<td>Training Value</td>
<td>Please see individual sessions</td>
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</table>

#### Analysing Qualitative Data (2 training hours)

**Tuesday 23 October, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building**  
**Prof Liz Todd, School of Education, Communication and Language Sciences**

This session will discuss ways of analysing qualitative data after it has been collected in the field. Practical suggestions will be made to help PhD students cope with the analysis process, and there will be plenty of time for discussion and comments from the participants.
NVIVO 11 Training Opportunities

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
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<tbody>
<tr>
<td>Trainer</td>
<td>Dr Jane Wilcockson, Researcher and Independent Trainer in NVivo</td>
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<tr>
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<td>A2 Cognitive abilities</td>
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<td></td>
<td>C2 Research Management</td>
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<tr>
<td>Venue</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
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<td></td>
<td>See individual sessions for times</td>
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<tr>
<td>Training Value</td>
<td>6 training hours per workshop</td>
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<tr>
<td>Additional Information</td>
<td>All the courses are for PC version of NVivo</td>
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<tr>
<td></td>
<td>You must ensure you have enough user space on your H-drive. Not to do so may mean that you cannot participate in the course.</td>
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<td>Participants are encouraged to bring their own data, however a small dataset can be provided if necessary.</td>
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<td>Please bring your own headphones.</td>
</tr>
<tr>
<td>Target Audience</td>
<td>Each workshop is designed for a very specific NVivo user. Please book only what is right for you or you might not be able to participate. Advice is provided below.</td>
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</table>

NVivo for Literature for Stage 1 Researchers
Wednesday 5 December, 9:30-4:30pm,

Target Audience: Early stage Researcher who are new to NVivo

Aims:
- Introduce the primary tools available in NVivo 11, focusing on managing and reviewing literature text-based sources.

Objectives:
- Enable researchers to begin to feel confident in using NVivo to manage and organise text-based data focusing on literature sources.

Suitable file types are:
- Word (.doc, .docx), Rich text form (.rtf), Text (.txt) Web pages; PDF; Exported files from bibliographic database; Endnote (.xml or *.xml) or Mendeley (RIS format).

Please note: If you would like to import some files / articles from your bibliographic database – please ensure that you have exported these out of EndNote (as an .xml or *.xml file), Mendeley (RIS) etc BEFORE you come to the course.
Outline of the Text-based Course Focusing on the Literature:

<table>
<thead>
<tr>
<th>Introduction to the software:</th>
<th>Working with Bibliographic Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Creating and setting up an E-project within NVivo</td>
<td>● Using the classification tools e.g. Sources classification sheet, .xml files, *.xml, RIS files (bring the latter with you to class please).</td>
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<tr>
<td>Bringing in and Organising Text-based Data:</td>
<td>Query Tools:</td>
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<tr>
<td>● Word (.doc, .docx), Rich text form (.rtf), Text (.txt); PDF; web pages; Evernote or OneNote; Web pages</td>
<td>● Introducing the Find tool; text search query</td>
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<td></td>
<td>Visualisation Tools</td>
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<td></td>
<td>● Working with the Mapping Tool</td>
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<td></td>
<td>● Exporting data, and creating reports and extracts</td>
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<tr>
<td>Introducing Writing Tools:</td>
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<tr>
<td>● Creating and writing in external files</td>
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<tr>
<td>● Creating memos and annotations</td>
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<tr>
<td>Working with Nodes:</td>
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<tr>
<td>● Creating nodes and exploring nodes</td>
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<tr>
<td>● Explore some options for coding literature</td>
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</table>

Using NVivo to Analyse Text-based Data

**Thursday 15 November, 9:00-4:00pm**

OR

**Thursday 14 February, 9:30-4:30pm**

**Target Audience: Second Stage researchers, the course content is entirely devoted to empirical data**

**Aims and Objectives:**

- To introduce the primary tools available in NVivo 11 useful to supporting analysis of empirical qualitative text-based data.
- To enable students to begin to feel confident in using NVivo to manage and organise their data.
- To enable students to consider carefully their research specific needs during the course

*Please note: If you would like to capture Twitter Feeds please sure you have an active Twitter account BEFORE you come to the course*

Outline of the Text-based Course:

<table>
<thead>
<tr>
<th>Introduction to the software:</th>
<th>Creating Cases</th>
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</thead>
<tbody>
<tr>
<td>● Creating and setting up an E-project within NVivo</td>
<td>● Using the classification tools e.g. Node Classification Sheet</td>
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<tr>
<td>Bringing in and Organising Text-based Data:</td>
<td>Query Tools:</td>
</tr>
<tr>
<td>● Word (.doc, .docx), Rich text form (.rtf), Text (.txt); PDF; web pages; Evernote or OneNote; Social Media (Twitter or Facebook)</td>
<td>● Introducing the Find tool; text search query</td>
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<tr>
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<td>Visualisation Tools</td>
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<td>● Working with the Mapping Tool</td>
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<tr>
<td>Introducing Writing Tools:</td>
<td></td>
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<tr>
<td>● Creating and writing in external files</td>
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</tbody>
</table>

90
Creating memos and annotations

Working with Nodes:
• Creating nodes and exploring nodes

Working with the Mapping Tool
• Exporting data, and creating reports and extracts

Using NVivo to Analyse Media and Qualitative Database-type Data

Friday 7 December, 9:30-4:30pm
Or
Friday 22 February, 9:30 – 4.30pm

Target Audience: Second Stage Researchers. The course content is entirely devoted to empirical data.

Aims and Objectives:
• To introduce the primary tools available in NVivo 11 useful to supporting analysis of empirical media and qualitative database type data; e.g. survey comments.
• To enable students to begin to feel confident in using NVivo to manage and organise their data.
• To enable students to consider carefully their research-specific needs during the course

Please note: If you don’t need to know how to transcribe audio or video files then this course may not be suitable for you.

Outline of the Media / Database Course

<table>
<thead>
<tr>
<th>Introduction to the software:</th>
<th>Introducing writing tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creating and setting up an E-project within NVivo</td>
<td>• e.g. memos and annotations</td>
</tr>
<tr>
<td>Bringing in and organising media and database type data</td>
<td>Working with Nodes:</td>
</tr>
<tr>
<td>• Audio files should be mp3, mpeg-4 format (m4a), wma, or wav files</td>
<td>• Creating nodes and exploring nodes</td>
</tr>
<tr>
<td>• Video Files must be mpg, mpeg, mpe, wmv, avi, mov, qt, mp4, 3G mobile phone format (3gp) or AVCHD high definition video formats (mts, m2ts)</td>
<td>Creating Cases</td>
</tr>
<tr>
<td>• Picture files must be bmp, .gif, .jpg, .jpeg, .tif, or .tiff.</td>
<td>• Using the classification tools e.g. Node Classification Sheet</td>
</tr>
<tr>
<td>• Spreadsheets, Excel, delimited files</td>
<td>Query Tools:</td>
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<tr>
<td>• Youtube clips</td>
<td>• Introducing the Find tool; text search query</td>
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<table>
<thead>
<tr>
<th>Working with Media Files</th>
<th>Visualisation Tools</th>
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</thead>
<tbody>
<tr>
<td>• Transcribing media files</td>
<td>• Working with the Mapping Tool</td>
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</tbody>
</table>

Exporting data, and creating reports and extracts
Follow up NVivo course (for experienced users ONLY)

Friday 15 March, 9:30-4:30pm

Target Audience: Late Second Stage and Third Stage postgraduate students who are already experienced users.

Aims and Objectives:
- To build upon the participant’s existing understanding and use of NVivo through introducing the more advanced tools available in NVivo 11 and using a variety of data formats.
- To enable the participant to explore the more in-depth search and retrieve tools in NVivo appropriate for an intermediate or later stage in qualitative analysis.
- To enable students to consider carefully their research specific needs during the course

Outline of the course for Advanced Users of NVivo:

| Brief recap of the NVivo software to situate the new content | Consideration of Visualisation Tools (time permitting).
<table>
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<tbody>
<tr>
<td>Exploring NVivo’s Organisational Potential, Search &amp; Find Tools;</td>
<td>• Cluster analysis, Charts, Hierarchical Charts</td>
</tr>
<tr>
<td>• Folders, Sets and Search Folders</td>
<td>Provide some opportunity to address course participants particular project needs as time permits.</td>
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<tr>
<td>Suggestions and guidance for using NVivo effectively to manage data</td>
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<tr>
<td>Excavating the researchers’ Node / Coding framework</td>
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<tr>
<td>• Using a range of Coding Queries.</td>
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</table>
Introduction to Quantitative Methods

<table>
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<tr>
<th>Key Contact</th>
<th>Prof Robin Humphrey</th>
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<tbody>
<tr>
<td>Value</td>
<td>Please note that there are specific attendance requirements: Part 1: 28 training hours Each option in Part 2: 8 training hours</td>
</tr>
<tr>
<td>RDF</td>
<td>A1 Knowledge base A2 Cognitive abilities</td>
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<tr>
<td>Time and Venue</td>
<td>Doctoral Training Suite, 5.65, Daysh Building, unless otherwise stated 4:00-6:00pm, unless otherwise stated</td>
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</tbody>
</table>

If you want to learn about quantitative data analysis and choose to attend this module, you will need to attend the whole of Part 1. You can then take an option if you so choose.

This first part of this module will be split into two sections, one covering the general principles of design and statistical analysis, and the other based on the acquisition of practical skills and the analysis of data via computer. These two sections will be interweaved in terms of timetabling, so that the generic section would precede the practical section which would, where possible, translate these general principles into practice. The data set that will be analysed was generated by a survey of all full-time Postgraduate students registered at this University in 1995/6. The statistical package which will be used to analyse the data will be SPSS for Windows.

Part 1

Introduction

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday 29 January</td>
<td>Sample Surveys – Should We Believe What We Read?</td>
<td>Dr Emily Clough, Geography, Politics and Sociology</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 31 January</td>
<td>Sampling, Probability and Inference</td>
<td>Dr Emily Clough</td>
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The Analysis of Cross Sectional Data

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<th></th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Tuesday 5 February</td>
<td>Survey Techniques i: Questionnaire Design, Sampling, Levels of Measurement, Descriptive Statistics</td>
<td>Prof Robin Humphrey</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 7 February</td>
<td>Data Practical, Herschel PC Cluster, Herschel Building</td>
<td>Prof Robin Humphrey</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday 12 February</td>
<td>Survey Techniques ii: Crosstabulations, Inferential statistics</td>
<td>Prof Robin Humphrey</td>
</tr>
<tr>
<td>6</td>
<td>Thursday 14 February</td>
<td>Data Practical, Herschel PC Cluster, Herschel Building</td>
<td>Prof Robin Humphrey</td>
</tr>
</tbody>
</table>
Part 2

**Stream A: Multi-Variate Techniques**  
**Dr Emily Clough**

Multivariate techniques are statistical procedures where more than one variable is analysed at the same time. The goal of multivariate analysis is to identify statistical relationships between the variables in your hypothesis, while controlling for other relevant variables.

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>Introduction to Regression Analysis</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td></td>
<td>4:00-6:00pm</td>
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<tr>
<td>2</td>
<td>Thursday 21 March</td>
<td>Logit and Probit</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
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<td></td>
<td>4:00-6:00pm</td>
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<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>Practical Session</td>
<td>BRAE PC Cluster, 1.31, Daysh Building</td>
</tr>
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<td></td>
<td>4:00-6:00pm</td>
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<tr>
<td>4</td>
<td>Thursday 28 March</td>
<td>Interpreting and Analyzing Regression</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
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<td></td>
<td>4:00-6:00pm</td>
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</tbody>
</table>
Stream B: Geographical Information Systems

Dr Rachel Carr, Geography, Politics and Sociology

Geographical information systems (GISs) are very powerful and popular tools for undertaking spatial analysis. They can be used for a wide variety of tasks including: 1) planning your research and data collection strategies; 2) analyzing spatial patterns and relationships in data; 3) assessing change through time and in remote areas and; 4) presenting data in effective maps. This course will teach you the underlying principles and basic functions of GIS, using ArcMap software. By the end of the course you should be able to start using GIS independently for your own research.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>Introduction to Geographical Information Systems</td>
<td>CHART Cluster, 3.30, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 21 March</td>
<td>Practical 1 – Analyzing tourist patterns in New Zealand</td>
<td>Chart PC Cluster, 3.30, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>Practical 2a – Assessing tourist impacts and environmental change in Aoraki / Mount Cook National Park</td>
<td>SIDE Cluster, Ground Floor, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 28 March</td>
<td>Practical 2b – Assessing tourist impacts and environmental change in Aoraki / Mount Cook National Park</td>
<td>Chart PC Cluster, 3.30, Barbara Strang Teaching Centre</td>
</tr>
</tbody>
</table>

Stream C: Quantitative Linguistics

Dr Danielle Turton, English Literature, Language and Linguistics

This stream of the module is aimed at linguists of all kinds who would like to understand the basic underpinnings of statistical methods better. We are all told that we must use statistics in our research, but do we really know why, and do we know how to interpret what the statistics tell us when we have done them?

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>What do we want to know from quantitative linguistics?</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 21 March</td>
<td>What can statistics tell us?</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>Statistics as used in linguistics, 1</td>
<td>Doctoral Training Room, 5.68, Daysh Building</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 28 March</td>
<td>Statistics as used in linguistics, 2</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>
Stream D: Analysis of Longitudinal Datasets
Robin Brown, Statistical Consultant

Many areas of our societies, culture and environment change over time, such as; population, health, food supply and habit. Social policy impacts on all of these areas and others such as education, housing, and planning lead to other myriad areas of change. Longitudinal analysis enables us to see the change and measure the impact over time. Analysis is however made complex by the inclusion of changing indicators, time variables, and multiple sampling points in both survey and useful administrative data used. This stream describes the techniques for managing these problems and the inevitably larger data sets, as well as providing a tool kit of different analysis techniques.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March 4:00-6:00pm</td>
<td>Longitudinal Datasets: Uses of Longitudinal Data in Social Science Research</td>
<td>Doctoral Training Room, 5.68, Daysh Building</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 21 March 4:00-6:00pm</td>
<td>Data Practical: Managing Data for Longitudinal Analysis. The practical makes use of SPSS, with a mention only of other packages you might encounter.</td>
<td>BRAE PC Cluster, 1.31, Daysh Building</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March 4:00-6:00pm</td>
<td>Data Practical: A Toolkit for Analysis: Techniques to Resolve the Longitudinal Dimension in your Research Project</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 28 March 4:00-6:00pm</td>
<td>Applying Imagination, Finding Resources, Overcoming Problems and Incorporating the Longitudinal Design into your Research Programme</td>
<td>Doctoral Training Room, 5.68, Daysh Building</td>
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</tbody>
</table>
Faculty Based Training
Professional Development
Postgraduates Who Teach: Applying for recognition as an Associate Fellow of the HEA as part of the experiential route

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Donal Shanahan, Professional Development Manager <a href="mailto:donal.shanahan@ncl.ac.uk">donal.shanahan@ncl.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours</td>
</tr>
</tbody>
</table>
| RDF Information   | A1 Knowledge base
                   | A2.3 Critical thinking
                   | B1 Personal qualities
                   | B3 Professional and career development
                   | D3.1 Collegiality                                                       |
| Date and Venue    | Wednesday 31 October, 12:00-2:00pm.                                        |
                   | Doctoral Training Suite, 5.65, Daysh Building                                |

Are you interested in teaching as a way of developing your skills portfolio? Do you teach at Newcastle University already? Will you be teaching here in the near future? Have you already completed the blended learning ILTHE workshop and are looking for further opportunities in relation to learning and teaching?

If so, you are invited to a session facilitated by Dr Donal Shanahan, a Professional Development Manager in the Learning & Teaching Development Service, Lead for ILTHE and for the new PG training for you to consider applying for recognition as an Associate Fellow of the Higher Education Academy via the experiential route. This session is for postgraduates who teach that want to know more about the experiential route and the support available and process involved in applying to become an Associate Fellow of the Higher Education Academy via the experiential route.

This session aims to:

- Outline why developing teaching skills and gaining HEA recognition could be important for you in this and other contexts
- Provide an overview of the experiential route
- Outline the entry requirements & application process
- Provide links to other training and development opportunities

During the session you will be asked to participate in a couple of activities. These parts of the session aim to give you a ‘taster’ of the type of activities you would be expected to do in for postgraduates who teach training to apply for recognition as an Associate Fellow of the Higher Education Academy via the experiential route.
## Introduction to Learning and Teaching in Higher Education (ILTHE)

<table>
<thead>
<tr>
<th>Who is eligible?</th>
<th>If you intend to carry out teaching or demonstrating for the University, the blended learning ILTHE workshop offered by LTDS is <strong>compulsory</strong>.</th>
</tr>
</thead>
</table>
| Module Leader    | Dr Donal Shanahan, Professional Development Manager  
|                  | ILTHE - Donal.Shanahan@newcastle.ac.uk; LTES - casap@ncl.ac.uk |
| Module Value     | ILTHE workshop - 12 training hours |
| RDF              | A1 Knowledge base  
|                  | B1 Personal qualities  
|                  | B2 Self-management  
|                  | B3 Professional and career development  
|                  | D1 Working with others  
|                  | D3 Engagement and impact (teaching) |
| Date(s) and Time(s) | ILTHE: multiple dates are offered in Semesters 1 and 2 for seminar-focussed and demonstrator-focused workshops. For dates & booking, please visit [https://workshops.ncl.ac.uk/](https://workshops.ncl.ac.uk/). |
| Notes            | Blended learning ILTHE consists of two parts – an online course on Blackboard and a one day workshop. You must complete the online course before attending the one day workshop. Self-enrol onto the online course by logging on to Blackboard and then search for ILTHE then choose self-enrol. |

### Introduction to Learning and Teaching in Higher Education (ILTHE) (12 training hours)

From September 2017 ILTHE comprises an online course and one day of inspiring and interactive training covering all the practical skills you will need to help students to learn. Two versions of ILTHE are offered, one for demonstrators and the second for seminar leaders. ILTHE is not formally assessed, and carries no credit itself. Participants receive a certificate for full attendance.

The ILTHE workshop covers:

- your role in teaching students
- developing and understanding student learning and the diversity of student needs
- approaches to lecturing
- teaching small groups and using questioning and discussion
- the skills of demonstrating and supporting students’ learning in laboratories (Demonstrator workshop)
- some principles of assessing learning
- ideas for evaluating and enhancing your teaching
Why should you do it?

ILTHE is the minimum required training for teaching for part-time and postgraduate teachers at Newcastle University. It will also help develop a range of communication skills useful in *any* career and also in job interviews.

For further information, please email casap@ncl.ac.uk.

Booking:

ILTHE – You need to nominate yourself via the NCL Workshop Booking system at https://workshops.ncl.ac.uk/. Please note: attendees must complete the on-line learning on Blackboard in the Introduction to Learning and Teaching Blackboard module before attending this workshop. To access the online resource go to Blackboard using your usual log in, find the course (ILTHE - Introduction to Learning and Teaching in the course search function) and self-enrol.

Please contact Donal.Shanahan@newcastle.ac.uk for further details.
Creativity and Innovation Challenge & Resourceful Researchers Programme

<table>
<thead>
<tr>
<th>Session Leader</th>
<th>Jenny Brady, Enterprise adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF</td>
<td>See individual session</td>
</tr>
</tbody>
</table>

The Creativity and Innovation Challenge for Resourceful HASS Researchers (6 training hours)
Thursday 24 January, 10.00 – 4.00, Doctoral Training Suite

This fully immersive challenge is a fast-paced, innovation and creativity competition during which researchers develop skills and apply their specialist subject knowledge, whilst tackling real-world problems. Taking part in the Creativity and Innovation Challenge has been proven to dramatically increase your employability and enterprise skills in the space of a few hours. Working in a multi-disciplinary team (usually with researchers from varied yet relevant focused subject areas) participants are invited to develop, plan and present an innovative solution to thought provoking, real-world challenge, set by relevant, established industry and academic experts. Participating allows participants to apply research knowledge and skills in new settings. A broader commercial awareness, a real world perspective of creating and contributing to a societal solution that could potentially make a real difference are key outcomes from taking part. The Creativity and Innovation Challenge is designed specifically to develop a 21st century successful, researcher profile. No business knowledge is necessary!

Resourceful Researchers Programme (2 training hours per session)

An opportunity to think creatively about how you can apply your valuable skills & experience beyond your PhD to increase your preferred career choices and develop enterprising opportunities, in both academic and non-academic environments.

Researchers are innovative by nature and have many of the key skills required to successfully make a significant impact in the wider world.

The HASS Resourceful Researchers Programme is specifically designed to encourage and enable researchers to consider the value and purpose of their research through developing innovative and enterprising behaviours and how these behaviours can be applied to all areas of your career, no matter if that’s working for someone else or becoming self-employed.

This is an 8 part programme (2 hour sessions, culminating in a day long, competitive event). All sessions are stand alone or follow one another with a logical path so you can commit to the whole programme or dip in and out as needed.

Wednesday 7 November, 10.00-12.00, Doctoral Training room
Session One: HASS Researcher’s Introduction to Innovative Behaviours

Introducing and evaluating the key skills and attributes (required by all employers and the self-employed/freelance) of a successful, creative and pioneering researcher. You will explore how these can be enhanced and applied during your current research activities and also in future endeavours. You will be invited to consider your own resourceful behaviour in your particular research environment and how you
can further develop these expertise to benefit your career, ideas innovation and even commercialisation of your research.


Wednesday 5 December, 10.00-12.00, **Doctoral Training room**  
**Session Two: Thinking creatively to develop innovative ideas and evaluate their potential**

Idea innovation and evaluation is vital to being a successful researcher, in most areas of research e.g.: evaluating your next research proposal, considering the impact of your research or how your results might be commercialised or influence policy. These skills are also a key part of the successful freelancer’s toolkit. This practical and interactive session will help you to engage in various tools and processes to generate credible, innovative ideas, evaluate them and understand the next steps in making them happen.


Wednesday 6 February, 10.00-12.00, **Doctoral Training room**  
**Session Three: Routes to research success, having impact and overcoming barriers**

You will be invited to explore potential positives and challenges that research success can bring to today’s society. This interactive session will enable you to consider barriers to the realisation of your research aims, allowing you to then devise possible solutions to those challenges. Applying the proven innovation tool, Evidence Modelling, you will evaluate your plan and consider each aspect that will encourage successful outcomes.


Wednesday 6 March, 10.00-12.00, **Doctoral Training Suite**  
**Session Four: A researcher’s guide to the successful protection and freedom of your valuable ideas**

Understanding intellectual property and the relevance it has for all researchers, is vital in the success of a research project. During this interactive session, you will develop real world skills that allow you to experience the process of protecting an idea and project from start to finish and how to share the details safely and for the benefit of the project. We will also bust some myths of what can be done by an individual and when to bring in the experts. No previous experience necessary.

Myers-Briggs Personality Typing (pre-work required)

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Careers Service</th>
</tr>
</thead>
</table>
| RDF               | B1 Personal qualities  
                  | B3 Professional and careers development |
| Value             | 3 training hours per session |
| Prerequisites     | You must complete the MBTI questionnaire before attending the session. Not doing so will mean forfeiting your place. |
| Time and Venue    | Please see individual sessions |

Please book ONE session only:

| Tues 11 Dec | Myers Briggs Session | 09:30-12:30 | Kings Gate 1.26 |
| Tues 19 Mar | Myers Briggs Session | 09:30-12:30 | Kings Gate 1.26 |
| Tues 13 Jun | Myers Briggs Session | 09:30-12:30 | Kings Gate 1.26 |

As a researcher it is all too easy to become immersed in your work and neglect crucial relationships with other people who could potentially help you in your research and other areas in your life. Forming and maintaining effective relationships with others will help you achieve personal and career satisfaction whatever your aspirations.

The Myers-Briggs Type Indicator (MBTI) is a personality questionnaire that is designed to help the user gain a better understanding of themselves and others in order to work more productively, improve personal and professional relationships and facilitate career development.

In this workshop, you will have the opportunity to explore the impact of personality preferences on personal effectiveness, communication, team working and career management. There will be an introduction to the theory of personality type, a description of MBTI dimensions and types, self-assessment exercises, feedback on your results from the MBTI questionnaire and a discussion of possible applications.

By the end of the workshop, you will have:

- an understanding of preference and the theory of personality type
- explored your own type
- received your results for the MBTI questionnaire (Level 1) in a small group
- started to reflect on the possible applications of knowing your type

This workshop is appropriate for students who are looking to develop their self-awareness. It is suitable for everyone, and will start with the basics of MBTI testing. It is a taught session, but will be interactive.

Please note that this workshop requires participants to complete an MBTI questionnaire in the Careers Service at least 2 weeks before the workshop. Failure to complete the questionnaire will mean forfeiting your place. Places on the workshop are bookable via the eBooking system and are allocated on a first-come first-served basis, places will only be confirmed once you have completed the pre-work.
PhD and Beyond Workshop Series

<table>
<thead>
<tr>
<th>Key contact</th>
<th>Fiona Hartley, Careers Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF</td>
<td>B.1 Personal qualities</td>
</tr>
<tr>
<td></td>
<td>B.2 Self-management</td>
</tr>
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<td></td>
<td>B.3 Professional and career development</td>
</tr>
<tr>
<td>Location:</td>
<td>Varies, please see sessions below</td>
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<tr>
<td>Date(s) and Time(s):</td>
<td>Varies, see individual sessions below</td>
</tr>
<tr>
<td>Value</td>
<td>2 Training hours per session</td>
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Immersing yourself in academic life during your research is important; however it is also vital to consider your future career and employment prospects. Whether you are career driven with clear goals and ambitions, or someone who sees what life brings, making time to understand and prepare for your career journey is essential.

These sessions will show you how to market your research experience effectively, and teach you how to give yourself an advantage in an ever competitive job market. Developed by the Careers Service in partnership with employers of PhD graduates both within and outside academic research, the sessions aim to provide an insight into career management skills, opportunity to reflect on your own career priorities, and insight into recruitment and selection processes. Sessions focus on:

- Demonstrating ways to convey the relevance and value of your experience to a range of different employers.
- Exploring your own skills and strengths.
- Understanding the essential pre-requisite of making professional networks & contacts.
- Providing information and advice on producing effective CVs and Covering letters.
- Offering opportunity to practice your interview skills.
- Increasing your confidence when applying for opportunities with a PhD.
Achieving Career Success
Wednesday 16 January 2018 2:30 – 4:00, Doctoral Training Suite, 5.65, Daysh Building

Whether you are ambitious with clear career goals or someone who sees what life brings, thinking about your career and what you want from it is something you need to make time for. Many aspire to an academic career after they complete their doctorate. A career in academia is highly competitive as only a small percentage of doctoral graduates go on to have a long term career in this field. This percentage is highly variable by country and subject area too. Do you know how to increase your chance of success in academia? Or do you want to explore alternative options outside of The Academy? This interactive 90 minute session will provide an opportunity to consider your next steps and explore how your postgraduate qualification will help you get there. We will:

• Explore hopes and fears about the future.
• Identify skills, strategies and actions to help you manage your personal and career development and maximise benefit from your research experience.
• Develop your confidence and motivation for career development and provide a next step action plan.

What next: Career Stories for PhD futures
Thursday 14 March, 10:00 – 12:00, Doctoral training Room
A careers-related event building on the successful Back to our Futures conference held in 2017. At the session you will hear from a keynote speaker on topics of interest and then a question and answer session with a panel who can answer questions about how to move forward with your career plans in academia or beyond. The session is an opportunity to meet like-minded people, share your PhD journey and think about future possibilities. This event will be relevant to all researcher’s thinking about life after the PhD. Representatives from the Careers Service and Rise Up will be there to outline the many ways they can help and support you. Early registration through the e-booking system is recommended due to limited spaces.

How to Write an Effective CV and Covering Letter (Convincing CVs and Covering Letters)

Tuesday 4 December, 10:00-12:00, L1.26, Kings Gate
Wednesday 16 January, 10:00- 12.00, L2.2, Medical School
Tuesday 12 March, 10:00-12:00, L1.20, Kings Gate
Tuesday 7 May, 10.00 – 12.00, L1.26, Kings Gate

• What are employers looking for?
• How do you demonstrate that you meet these criteria and can successfully apply your skills in a new role in or beyond academia?

Whatever your career intentions, this session aims to improve your ability to market your research experience effectively on paper. The session will focus on how to convey the relevance and maximise the value of your experience to specific opportunities including information and advice on producing effective CVs and covering letters. This is an interactive, taught session.

Participants do not have to have any in-depth knowledge of, but will be expected to bring along a copy of their own CV. It does not have to be a perfect document, but can be a ‘work-in-progress’, as we will be discussing how to improve your CV during the session.
How to Succeed at Interview

Wednesday 17 October, 10:00-12:00, Kings Gate 1.26
Thursday 28 February, 2:00-4:00, Kings Gate 1.26
Tuesday 9 April, 10:00-12:00, L2.2, Medical School
Tuesday 21 May, 10:00-12:00, Kings Gate 1.26

How do you make the right impression, answer questions effectively and make the most of your experience to convince an interviewer you are the best candidate for the job? You can look excellent on application but you also need to perform well in person. In this session we will look at all aspects of the interview process including preparation, interview styles and formats and typical questions and how to answer them. You will get an opportunity to work in small groups, to examine and practise handling different types of questions, experience the role of interviewer and receive feedback on your interview answers. This session is appropriate for students wanting to understand good interview practice, and how to market themselves effectively. This interactive session does not require you to have any prior knowledge of interview techniques.

Confidential Career Surgery

You can arrange an initial discussion with the link Careers Adviser for postgraduate research students in HASS (Fiona Hartley) to discuss any aspect of your career. Whether you want to stay in academia, explore other options in research, consider using your expertise in other ways or are thinking of an entirely new direction, these confidential discussions can provide an excellent opportunity to explore your next steps. You are not expected to arrive with a detailed career plan; however, we request that you submit a brief summary of your past experience and current thinking to get the most from the discussion.

Fiona can work with you to discuss:

- making the most of the opportunities available to you
- identifying career alternatives
- evaluating your options and making decisions
- job seeking strategies
- developing networks and contacts
- improving your skills and experience
- making job applications
- interview preparation and practice
- You can also use the drop-in service provided by the Careers Service whenever you choose.

These appointments are a recognised part of your PGRDP.
To make an appointment please email fiona.hartley@ncl.ac.uk
Faculty Based Training
Advanced Training
International Fieldwork in Developing Countries and Emerging Economies

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Raksha Pande, school of Geography, Politics and Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF</td>
<td>C1 Professional conduct</td>
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<td></td>
<td>C2 Research management</td>
</tr>
<tr>
<td></td>
<td>D1 Working with others</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Thursday 29 November and Friday 30 November</td>
</tr>
<tr>
<td></td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
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<td></td>
<td>9:00-6:30pm</td>
</tr>
<tr>
<td>Value</td>
<td>6 training hours each day</td>
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<tr>
<td>Additional Information</td>
<td>This is a North East Doctoral Training Centre (NEDTC)</td>
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<td></td>
<td>Advanced Training Workshop</td>
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Module Summary:
- To bring postgraduate research students (PGRs) involved in fieldwork in developing countries and emerging economies together to share learning and experience about conducting fieldwork in these contexts
- To provide an opportunity for reflection on issues, e.g. conceptual, methodological, ethical, cultural, etc.
- To encourage the interchange of ideas and advice between British and international students
- To provide necessary support, advice and guidance on conducting fieldwork overseas, e.g. funding, networking and building links
- To develop appropriate research methodologies for fieldwork in developing countries and emerging economies
- To provide a cross-institution and interdisciplinary forum for PGR training on conducting fieldwork in developing countries and emerging economies

Sessions to include:
- An Introduction to International Fieldwork
- Theoretical and Methodological Debates
- Methodological issues
- Cultural considerations
- Ethical issues
- Research in different contexts (e.g. conflict areas, hostile and difficult environments)

Practical Challenges of Fieldwork in Different Geographical Contexts
- A panel of postgraduate students and other scholars will give talks on carrying our fieldwork in South Asia, South and/or Central America, Africa and Eastern Europe.
- A critical understanding of the ethical issues and practicalities of doing fieldwork in developing countries and emerging economies;
- An appreciation of good practice in carrying out fieldwork in developing countries and emerging economies;
- An ability to reflect and think critically about the conduct of research in developing countries.
Writing across Boundaries: Explorations in Research, Writing and Rhetoric in Qualitative Research

| Key Contacts          | Dr Cathrine Degnen, Senior Lecturer in Social Anthropology, Newcastle University  
                        | Dr Thomas Yarrow, Associate Professor in the Department of Anthropology, Durham University |
|-----------------------|--------------------------------------------------------------------------------------------|
| RDF                   | A1 Knowledge base                                                                           |
| Time and Venue        | Durham University  
                        | Dates will be confirmed later in the year                                                   |
| Value                 | 6 training hours per day                                                                    |
| Additional Information| This is a North East Doctoral Training Centre (NEDTC) Advanced Training workshop            |

The broad objective of this project is to raise the quality of the written output of social science doctoral researchers using qualitative methodologies by organising annual regional workshops for second and third year research postgraduates who are actively engaged in writing up qualitative data. These will explore the relationship between data collection, analysis and interpretation and how these are connected in the act of writing.

Writing-up is a phase in the postgraduate experience in which training and support tends to be less available. While supervisors can give expert guidance in the form of responses to drafts, we believe that there is a need for students to engage in a more general exploration of the theory and practice of writing-up qualitative research. We will organise a programme of annual workshops for second and third stage postgraduate researchers, supplemented by on-going support in the form of an on-line community available to qualitative researchers from all the participating institutions in the North East Region and the creation of a writing observatory website consisting of experiences, tips, useful references and examples of good writing practice.

To access the workshop’s website, go to: https://www.dur.ac.uk/writingacrossboundaries/
Developing Theory and Practice in Visual Methodology

| Key Contacts | Dr Pamela Woolner, Education, Communication and Language Sciences, Newcastle University; Dr Elaine Hall, Northumbria Law School, Northumbria University; and Karen Laing, Education, Communication and Language Sciences, Newcastle University |
| RDF | A1 Knowledge base |
| Time and Venue | Monday 24 and Tuesday 25 June 2019 Doctoral Training Suite, 5.65, Daysh Building |
| Value | The course lasts two days: 12 training hours |
| Additional Information | This is a North East Doctoral Training Centre (NEDTC) Advanced Training workshop |

The main aim of this advanced training is to raise the profile of visual methodology and build capacity across the social sciences in the effective use of this developing field.

This aim will be achieved through a two day training event, which will involve contributions from a variety of researchers using visual data focusing explicitly on different aspects of data collection, ethics, synthesis, analysis and dissemination. The training will provide jargon-free exemplars of sufficient critical insight, both theoretical and practical, to engage and inspire participants from across the social sciences to critically adapt high quality visual methods. There will also be practical opportunities for participants to undertake practical application of the theory in workshop sessions using a variety of qualitative- and quantitative-based visual approaches.
Dedicated Sessions for Part-time Researchers
# Workshop for Part-time Research Students

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Dr Laura Leonardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>Rosalind Beaumont</td>
</tr>
<tr>
<td>Training value</td>
<td>6 training hours</td>
</tr>
</tbody>
</table>
| RDF               | B2 Self-management  
|                   | C2 Research management |
| Time and Venue    | Saturday 2 February 10:00-2:00pm AND Saturday 29 June, 10:00-2:00pm,  
|                   | Doctoral Training Suite, 5.65, Daysh Building |

Are you a part-time PhD student? Do you find it challenging to access training about your PhD during the week? These two half day sessions are designed for you.

The precise agenda will be set on each day by the participants; however, areas typically covered include time management, doctoral process & examination, handling stress, the supervisory relationship and project management. You are welcome to come to one or both sessions.

Come with your questions, struggles and experience, and spend some time addressing them with others in the same position.

Rosalind has over five years’ of experience in working with PhD candidates through workshops, accredited modules, and individual coaching. She also draws on her experiences of balancing her own part-time study & research with work and life.
Academic Writing for Part-time Research Students

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Susan Mitchell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>6 training hours</td>
</tr>
<tr>
<td>RDF</td>
<td>D2 Communication and dissemination</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Saturday 4 May, 9:30-4:30pm, Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

Do you feel that your academic writing needs polishing or is a little rusty or are you in need of practical and professional advice on the essential skills of academic writing? If so, then this course is for you.

'Academic Writing' is designed for part-time research postgraduates in the Humanities, Arts and Social Sciences, and provides essential academic writing advice for those writing PhD theses or Masters Dissertations. The course introduces participants to professional editorial techniques that can significantly improve writing style enabling participants to produce succinct, informative and interesting prose in a well-organised framework. The emphasis throughout the day is on maintaining academic precision through good critical thinking – clear thinking equates to clear writing – and well-considered arguments. All advice is practical and immediately useable, something that is particularly important for part-time students coping not only with research deadlines but with busy lives.

The course involves instruction, discussion, individual and group exercises all designed to increase participants’ skills and confidence. Participants will be encouraged to try out editorial techniques for themselves in a workshop session.

As part of the course a short example of each participant’s writing will be sent to Susan prior to the course date; this will then be edited and returned with individual feedback on the day itself.

Susan Mitchell has worked as a freelance editor and has a background in education and training. During the last twelve years she has run writing courses, writing retreats and one-to-one workshops at universities and academic institutions throughout the UK.

**BOOKING PROCEDURES:**

1. Approximately 4 weeks before the course date, all students will receive an email inviting them to book a place.
2. If you would like a space on the course you **MUST** reply attaching a writing sample (no more than eight A4 pages). Only emails sent to hassacadamicwriting@ncl.ac.uk will be considered.
3. The **ONLY** way to secure your booking is by submitting the writing sample
4. The 12 places available will be allocated on a first come, first served basis.
Sources of Information and Support

This section aims to provide you with all the information you need to make your learning experience in the Faculty as rewarding as possible. This guide - keep it for future reference - sets out important information about your degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong.

The content of this section does not cover every situation that might come up, so please ask a member of staff if you need help or information.

ePortfolio
As a Research degree student you have an ePortfolio account where you are expected to maintain records of your supervision, your progress and your personal and professional skills development. You and the University maintain the following records of your research degree progress within ePortfolio:

• Supervision meeting records
• Project Approval
• Annual Progress Review
• Research Training records and Personal Development Plan

For further information see http://www.ncl.ac.uk/students/progress/student-resources/PGR/ePortfolio.htm

Turnitin
You are required to submit your reflective piece via Turnitin on Blackboard. Here are some instructions:

• Click on student homepage tab (bottom right of newcastle.ac.uk home page)
• Click on Blackboard
• Once signed in, go to 'My organisations' on the right of page, and click on HSS post grad research training programme
• Go to the purple menu tabs on the left of page. Click Turnitin
• This opens a page with list of Turnitin items including one for each module you are taking. Click 'view/complete' for the appropriate one.
• Click the blue 'submit' button.
• A form entitled 'single file upload' appears
• Check your name details are correct.
• Insert title of your assignment
• Upload file
• Click blue 'upload' button
• A page now appears asking you to check that you have uploaded the correct file. Click 'confirm' (or upload the CORRECT one!)
• Click return to assignment list to end process.
• Well done!!

Blackboard: https://blackboard.ncl.ac.uk/
Blackboard is used to post announcements concerning all aspects of the programme such as changes to locations, times, dates and sessions, as well as materials relating to modules, such as lecture notes and handouts, details of assessments, timetables and, importantly, details of any prior reading required for certain sessions. Since Blackboard is our primary means of communicating with you, please make a point of regularly logging in to keep up to date.
To access the Training Programme community, click on the link in the “My Organisations” section of your homepage:

Available Services

The Writing Development Centre
The Centre offers tuition, guidance and support for students wishing to improve their writing skills for study purposes. More information is available on the website at: http://www.ncl.ac.uk/students/wdc/

Careers Support for Research Students: www.ncl.ac.uk/careers
Fiona Hartley is the link Careers Adviser for postgraduate research students in the Faculty of Humanities, Arts and Social Sciences and has specific responsibility for providing advice and support for researchers in HASS.

Student Wellbeing
This service is based within King’s Gate and provides support for students and also has a dedicated webpage for mature students. For further details see: http://www.ncl.ac.uk/students/wellbeing/

In addition, Nightline is a confidential listening and information service run by students for students, and is available from 8:00pm to 8:00am. You can contact the team by telephone at 0191 261 2905 or by e-mail at nightline@ncl.ac.uk.

The Student Advice Centre
This is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, so please check the weekly schedule before dropping by: https://www.nusu.co.uk/london/welfare/sac/

Research Student Support Team
The Research Student Support Team is based in King’s Gate and can provide you with information, support and advice on matters relating to your postgraduate research studies. Further details can be found on the University’s website at: http://www.ncl.ac.uk/students/progress/about/contact/team/rss.htm

Policies and Useful Links

Standards of Personal Conduct
The University outlines the standards it requires from students within the Student Charter. This is available in full at: http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter

Student Complaints and Appeals
For details of the University Student Complaints Procedure, please visit: http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm

Dignity at Work and Study
The University has a Dignity at Work and Study Code of Practice. This covers both staff and students and provides information on sources of advice and support. http://www.ncl.ac.uk/diversity/guidance/bullying.php
**Equal Opportunities**
The University has a clearly defined equal opportunities policy (the ‘Single Equality Scheme’). Copies are available from Human Resources, the Student Progress Service and on the University’s web site at: [http://www.ncl.ac.uk/diversity](http://www.ncl.ac.uk/diversity)

**Health and Safety**
The University aims to ensure that this is a safe place for students to study and undertake research. Students and others must comply with the University’s arrangements for safety and occupational health which are set out in its policies at: [http://www.ncl.ac.uk/ohss/](http://www.ncl.ac.uk/ohss/), and the respective school safety policies. It is especially important that the University fire safety rules are complied with as these are in place in order to protect lives.

**Quality Assurance and Enhancement: Programme Review, Feedback and Committees**
The Faculty places great emphasis on the quality of its Postgraduate Research Training and Researcher Development Programme. The Programme is regularly reviewed and we are always prepared to make changes to improve its academic and organisational quality. We welcome your suggestions on ways to improve the programme. There are a number of opportunities for you to do this at various points in the Faculty's decision-making process. Student feedback is invited in a number of ways and includes:

- Feedback
- The Faculty Student-Staff Committee, for which volunteers are sought at the beginning of the academic year
- Student representation on the Faculty Board of Studies, for which volunteers are sought at the Staff Student Committee

**Feedback**
Students have an opportunity to give feedback on modules, workshops and sessions via anonymous evaluation questionnaires. Giving feedback is crucial for the development of the programme and we take it very seriously, but it is also a key part of your own professional development.

**Faculty Student-Staff Committee (SSC)**
This is one of several committees in the Faculty and an important part of its governance. It meets at least once each semester to discuss academic, welfare and other general issues of importance to students. It provides a formal framework for discussing the Programme and to receive feedback from students. The Student-Staff Committee considers reports from the Director of Postgraduate Research Training and module leaders summarising student evaluation of modules and the programme as a whole. The Committee can make recommendations to the Board of Studies on academic matters and to the Postgraduate Dean on other matters. Please consider volunteering to serve on this committee.

**Dates for the 2018/19 Student-Staff Committee Meetings:**
- Wednesday 31 October, 10:00-12:00noon, Doctoral Training Room, 5.68, Daysh Building
- Wednesday 13 February, 2:00-4:00pm, Doctoral Training Room, 5.68, Daysh Building
- Wednesday 8 May, 10:00-12:00pm, Doctoral Training Room, 5.68, Daysh Building
Faculty Board of Studies

The Faculty has a Board of Studies covering all the modules taught at Faculty-level. This is a formally constituted body which meets each semester to monitor the degree programmes and to consider proposals for changing the regulations which govern them. A member of the Student-Staff Committee sits on this Board.

Dates for the 2018/19 Faculty Board of Studies

- Wednesday 28 November, 2:00-4:00pm, Doctoral Training Room, 5.68, Daysh Building
- Wednesday 13 March, 2:00-4:00pm, Doctoral Training Room, 5.68, Daysh Building
- Wednesday 22 May, 10:00-12:00pm, Doctoral Training Room, 5.68, Daysh Building
Useful Contacts

Prof. Robin Humphrey
Director of the Postgraduate Research Training Programme
Email: robin.humphrey@ncl.ac.uk
Telephone: 0191 208 7496

Dr Laura Leonardo
Lecturer in Post Graduate Skills Development
Email: laura.leonardo@ncl.ac.uk
Telephone: 0191 208 8679

Amanda Chambers
Secretary to the Postgraduate Research Training Programme
Email: amanda.chambers@ncl.ac.uk
Telephone: 0191 208 5855

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<thead>
<tr>
<th>Email for all Training Programme enquiries:</th>
<th><a href="mailto:hass.pgtraining@ncl.ac.uk">hass.pgtraining@ncl.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Webpage:</td>
<td><a href="http://www.ncl.ac.uk/hss/postgrad/training/">http://www.ncl.ac.uk/hss/postgrad/training/</a></td>
</tr>
<tr>
<td>Telephone No. for all Programme enquiries:</td>
<td>0191 208 5855</td>
</tr>
<tr>
<td>Address:</td>
<td>HaSS Faculty, Newcastle University, Great North House, Hancock St, Sandyford Rd, NE1 8ND</td>
</tr>
<tr>
<td>Postgraduate Research Students Student Services Webpage:</td>
<td><a href="https://my.ncl.ac.uk/students/postgrad">https://my.ncl.ac.uk/students/postgrad</a></td>
</tr>
<tr>
<td>Blackboard:</td>
<td><a href="https://blackboard.ncl.ac.uk/">https://blackboard.ncl.ac.uk/</a></td>
</tr>
<tr>
<td>For all other issues</td>
<td><a href="http://www.ncl.ac.uk/enquiries/">www.ncl.ac.uk/enquiries/</a></td>
</tr>
</tbody>
</table>
We are proud to work in partnership with the Arts and Humanities Research Council (AHRC) and the Economic and Social Research Council (ESRC) to provide world-class training and development opportunities to our PhD students.

**Northern Bridge Doctoral Training Partnership**
Based at Newcastle University and funded by the AHRC, Northern Bridge brings together the expertise of Newcastle University, Durham University, Queen’s University Belfast and their strategic partners. The consortium hosts training and development events throughout the year for PhD students.

[www.northernbridge.ac.uk](http://www.northernbridge.ac.uk)

**NINE DTP – Delivering Doctoral Training in the Social Sciences**
The Northern Ireland and North East Doctoral Training Partnership (“NINE DTP”) is a new and exciting collaborative enterprise between seven Universities across Northern Ireland and the North East of England. Funded by the Economic and Social Research Council, with support from the Department for the Economy Northern Ireland (DfENI), we provide outstanding students with fantastic opportunities to conduct their Doctoral studies and develop core research skills in an exciting and creative environment.

[www.ninedtp.ac.uk](http://www.ninedtp.ac.uk)

Find out more about postgraduate research training in the humanities and social sciences

[www.ncl.ac.uk/hss/postgrad/training](http://www.ncl.ac.uk/hss/postgrad/training)

**Contact us**

*Email: hass.pgtraining@ncl.ac.uk*

*Telephone: 0191 208 5855*

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Newcastle University
Great North House
Hancock St
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NE1 8ND