Researcher Development and Postgraduate Research Training

Programme 2018/19

The Module-Based Handbook

Foundational Research Training Modules

This handbook is for:

- Stage 1 Social Science PhD researchers (including those on 3.5 ESRC studentships)
- Postgraduate students taking ESRC-recognised Research Masters Programmes
- Postgraduate students taking the Postgraduate Certificate in Research Training

EXCHANGING KNOWLEDGE, OPENING MINDS
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
Contents

Section One: Introduction

1:1. Introduction 6
1:2. What Should I Do Now? 8
1:3. What Our Doctoral Researchers Say 10
1:4. Which Modules and Sessions Should I Take?
   • Subject specific modules 16
   • Exemptions 16
1:5. Incorporating Reflection in your Annual Progress Review 17
1:6. Good Academic Conduct and Professional Etiquette 18

Section Two (a): Research Training Module for PhD Students Only

2:1. HSS8006: Managing a PhD 20
   • Module Timetable 21
   • Assessment 30

Section Two (b): Research Training Module for Research Masters Students Only

2:2. HSS8001: Thinking about Research 32
   • Module Timetable 32
   • Assessment 33
2:3. HSS8003: Dissertation Preparation 34
   • Module Timetable 34
   • Assessment 35

Section Two (c): Research Training Module for all Research Students

2:4. HSS8002: Information and Library Skills (Social Sciences) 37
   • Module Timetable 38
   • Assessment 43
2:5. HSS8007: The Nature of Explanation and Enquiry 45
   • Module Timetable 46
   • Assessment 48
   • Optional Thinking Theories and Methods Stream 49
2:6. HSS8004: Qualitative Methods and Critical Analysis 51
   • Module Timetable 52
   • Assessment 62
   • Additional Thinking Theories and Methods Stream 62
Section Three: Optional Skills Sessions

3:1. Researcher Development Framework in Year 1
3:2. Resourceful Researchers Programme
3:3. Postgraduates Who Teach: The ITLHE Module and What It Can Offer You
3:4. Introduction to Learning and Teaching in Higher Education
3:5. Writing Development Centre
3:6. Write Here, Write Now
3:7. HASS Writing Retreat
3:8. Language Courses for Postgraduates
3:9. English Language Materials Online (ELMO)
3:10. IT and Data Management Training
3:11. First Year Postgraduate Research Conference
3:12. Presentation Skills Workshop Series

Section Four: Specialist Research Workshops

4:1. International Fieldwork in Developing Countries and Emerging Economies
4:2. Developing Theory and Practice in Visual Methodology

Section Five: Sessions for Part-time Students

5:1. Academic Writing for Part-time Students
5:2. Workshop for Part-time Research Students

Section Six: Sources of Information and Support

6:1. Vitae and Resources for Researchers
6:2. Careers Support for Research Students
6:3. Blackboard
6:4. The Doctoral Training Suite and Room
6:5. ePortfolio
6:6. If Things Go Wrong
6:7. Standards of Personal Conduct
6:8. Student Complaints and Appeals
6:9. Attendance
6:10. Dignity at Work and Study
6:11. Equal Opportunities
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:12. Health and Safety</td>
<td>100</td>
</tr>
<tr>
<td>6:13. Other Useful Policies and Procedures</td>
<td>100</td>
</tr>
<tr>
<td>6:14 Research Student Support Team</td>
<td>100</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>Appendix 1: Summary of Programme Commitments</td>
<td>102</td>
</tr>
<tr>
<td>Appendix 2: Assessment</td>
<td>104</td>
</tr>
<tr>
<td>2:1. Deadlines</td>
<td>104</td>
</tr>
<tr>
<td>2:2. Assessment Submission</td>
<td>105</td>
</tr>
<tr>
<td>2:3. Extensions</td>
<td>105</td>
</tr>
<tr>
<td>2:4. Late Submissions</td>
<td>105</td>
</tr>
<tr>
<td>2:5. Word length</td>
<td>105</td>
</tr>
<tr>
<td>2:6. Students Who Miss or Fail Assessed Presentations</td>
<td>106</td>
</tr>
<tr>
<td>2:7. Students Who Are Required to Resubmit an Assessment</td>
<td>106</td>
</tr>
<tr>
<td>2:8. Return of Marks</td>
<td>106</td>
</tr>
<tr>
<td>2:9. Feedback</td>
<td>106</td>
</tr>
<tr>
<td>2:10. Turnitin</td>
<td>106</td>
</tr>
<tr>
<td>2:11. How to Submit your Written Work to Turnitin UK Using Blackboard</td>
<td>107</td>
</tr>
<tr>
<td>3:1. Questionnaires</td>
<td>108</td>
</tr>
<tr>
<td>3:2. Faculty Staff Student Committee (SSC)</td>
<td>108</td>
</tr>
<tr>
<td>3:3. Faculty Board of Studies (BoS)</td>
<td>109</td>
</tr>
<tr>
<td>3:4. Informal Get-togethers</td>
<td>109</td>
</tr>
<tr>
<td>3:5. Additional Processes</td>
<td>110</td>
</tr>
<tr>
<td>3:6. Submission and Feedback Form</td>
<td>111</td>
</tr>
<tr>
<td>Appendix 4: The Researcher Development Statement and Framework (RDS and RDF)</td>
<td>112</td>
</tr>
<tr>
<td>Appendix 5: Glossary of Terms</td>
<td>114</td>
</tr>
</tbody>
</table>
Postgraduate Research Training and Researcher Development Programme

Section One
Introduction
1:1. Introduction

We are delighted to welcome you to the Module-based Research Training and Researcher Development Programme for first stage doctoral and research masters students in the social sciences, and to those taking the Postgraduate Certificate in Research Training, here at Newcastle University. The Programme has been recognised by the UK Research Councils as providing a sound foundation for doctoral studies and plays a prominent part in the ESRC-funded NINE Doctoral Training Partnership, and the ARHC-funded Northern Bridge Doctoral Training Partnership.

This is called the Module-Based Handbook as nearly all of the sessions and workshops are organised into credit-bearing modules, which are the ones that are available to First Stage PhD students in the Social Sciences, and to students taking the Postgraduate Certificate in Research Training, research masters and IPhD programmes and professional doctorates (Please look at the list in the box on the cover of this Handbook for details). As you will see, when you want to book sessions on our E-Booking system (see p. 8) or look at materials on our Blackboard Community site (see p. 97), you will need to first click on the tab or button labelled ‘Module-based Programme’ to take you to the relevant modules and sessions.

This Faculty Programme covers the fundamental research skills and knowledge needed in the first year of a research programme if you are a full-time research student, and possibly over the first and second years if you are part-time. Dedicated workshops for part-time PhD students are outlined in Section Five. These sessions enable postgraduate students to continue to develop research skills and to ensure that skills acquired in a research masters or a doctorate can be transferred to the labour market, to academia or to personal life.

The Training Programme helps you to develop interdisciplinary and generic skills. Generic skills are those that cross all disciplines, communicating effectively, project management and ethics. These skills are also officially endorsed by Vitae, which is the UK organisation championing the personal, professional and career development of doctoral researchers and research staff. In 2012 Vitae launched a Researcher Development Statement and Framework (RDS and RDF, see details in Appendix 4). Both documents set out a complex series of skills a well rounded researcher should acquire during their career and the courses on offer map closely onto those skills and offer you the opportunity to discover, develop or perfect various aspects of your profile. Most sessions and modules in this handbook have a RDF reference next to the title to help you map your requirements onto our offerings, so look out for them!

If you a PhD student and have not completed a research masters programme, you will be able to register for the Postgraduate Certificate in Research Training, for which there is a separate Handbook. You will need the support of your supervisor to register for the PG Certificate. There will be an enrolment meeting on Wednesday 3 October, 12:00-1:00pm in the Doctoral Training Suite, 5.65, Daysh Building, where more details of the PG Certificate will be provided.

These formalities apart, we want you to enjoy the Programme, and we have tried to make it as informal and user friendly as possible. The teaching is designed to encourage interaction, with the emphasis on student involvement and hands-on experience. Along with the aim of training in a range of research skills, the Programme has a wider objective - to integrate students into the milieu and culture of a research environment. To this end, there is a strong emphasis on networking, encouraging students to develop links with each other and with members of staff other than their own supervisors.

The Training Programme has a permanent home in the Faculty’s Doctoral Training Suite and the Doctoral Training Room on the 5th floor of the Daysh Building. The Suite includes 17 workstations, and the Room 4 work stations, for the use of postgraduate students. Most sessions are recorded via the University’s ReCap lecture capture system, which allows students to access a synchronised audio and Powerpoint presentation of selected important lectures and workshops via our extensive Blackboard site.
Finally, let us say that we personally look forward every year to taking part in the Postgraduate Research Training Programme as it is an opportunity for us to meet with lively, committed and able students who are being attracted to undertake research in the Faculty of Humanities and Social Sciences here at Newcastle. We hope you find the programme as stimulating and valuable as your predecessors have done.

Robin Humphrey and Laura Leonardo
1:2. What Should I Do Now?

This handbook holds all the information you need to take full advantage of what the Faculty Postgraduate Research Training Programme (FPRTP) has to offer. Here are some suggestions on how to get started:

1. **Familiarise yourself**
   - Read the handbook and keep it handy throughout the year;
   - Make sure you have access to Blackboard and check it frequently (see Section 6:3. for further details);
   - Attend all the sessions you need to attend and try to meet new people at each of them!
   - Come and visit our state-of-the-art Doctoral Training Suite, 5.65, Daysh Building;
   - Introduce yourself to Robin, Laura and all the team at the earliest occasion.

2. **Choose and book**
   - Look at Section 1:4 in this handbook to see the modules and sessions you should take;
   - Book your modules and sessions via the e-booking system available at [https://workshops.ncl.ac.uk/](https://workshops.ncl.ac.uk/)
   - Login with your usual University username and password

   This is E-Booking system has the following features:

   **Identifying and booking workshops**

   - See your upcoming bookings and previous workshops
   - Different ways to view available workshops (by Date, by RDF skill category etc).
   - Simple booking and unbook processes
   - Browse and filter available workshops
   - Search facility

   **After booking**

   - Attended workshops automatically added to your ePortfolio.
   - iCal link so that you can integrate upcoming training events into your Calendar (requires a one-off set-up).
   - Download your training records (with an option to set date ranges)
   - Supervisors and panels will be able to view your training records (panels need to know you are receiving adequate training)

   It is your responsibility to ensure your attendance record is up to date. You MUST scan your card at the beginning of every session you attend, we cannot under any circumstances add your attendance if you forget to scan your card. If you have forgotten your card, then please tell the workshop leader and sign on the paper attendance sheet.

   **Further information / instructions:** [https://workshops.ncl.ac.uk/help/](https://workshops.ncl.ac.uk/help/)
For PhD students only:

- Look into the PG Certificate. Are you going to sign up? The additional handbook and registration form are available on Blackboard.
- Discuss your training needs analysis and previous experiences with your supervisory team;
- Get your supervisor’s approval for the PG Certificate if you want to register for it;
- Apply for exemption(s) if you have already gained the learning outcomes of any module at postgraduate level. (See page 16).
- Use the ePortfolio (see Section 6:5. for further details) to record and reflect on your training experience, log your progress and regularly review your training needs.

3. Feedback
- Help us to help you! Always complete questionnaires (both on paper and via Evasys);
- Join the community on Facebook at Hass Research Training Programme and share hints, tips and find out about / publicise events and opportunities.

4. Enjoy!
1:3. What Our Researchers Say

Having been in industry for over 20 years, I came to Newcastle as a mature student not knowing what to expect, looking to complete a Research Masters, and hoping to lay the foundations for PhD Research. The HASS Research Training Programme provided me with the tools I needed to undertake modern academic research in a digital environment; exposure to questions of theoretical perspective, ontology and epistemology that I had not previously considered; and enabled me to gain a wide network of peers who were going through the same issues as myself. It is important that the HASS programme is multidisciplinary, as the cross-departmental links are not easily built elsewhere. Additionally it reinforced the truly multicultural nature of academia; a value that is not always appreciated enough I feel. The qualitative research sessions were directly applicable to my methodology and made me much more aware of issues around ethics and positionality. Lastly, the overall HASS programme was a key part in the success of my Masters and ultimately my securing a fully funded Doctoral Research position within the university.

Graham Thrower, MA Local and Regional Development, and an iBUILD ESRC/EPSRC -funded PhD researcher, Centre for Urban and Regional Development Studies

Students embarking on a PhD course have one thing in common: a great passion for their subject area and a motivation to excel in it. The danger is losing sight of the wider context in which a discipline is situated or more importantly, the complex web of relations it shares with other disciplines. The HASS Research Training Programme is an ideal course which enables you to constantly orientate yourself within a plethora of theories and methodologies across various disciplines. Students are able to choose the modules best suited to their research needs, saying that, I soon found myself attending far more modules than required due to the engaging lectures. The insightful ways of thinking, especially those arising from group discussions, will inspire you. The multidisciplinary and multicultural community will enrich you. The relations you will form will lead to exciting opportunities.

I would encourage students to make the most out of the opportunities offered at HASS, notably the possibility to enrol in the Postgraduate Certificate in Research Training degree programme. Various other enhancement opportunities will arise; I was fortunate to be invited to act as a member of the judging panel for the 3min Thesis Competition. I was also a committee member of the HASS First Year Conference, a most enjoyable and informative event.

The highlight during my first year of the PhD study was winning a studentship with Northern Bridge Doctoral Training Partnership. I believe that the knowledge I gained in HASS contributed greatly to this success.

Sana Al-Naimi, AHRC-funded PhD student, Architecture, Planning and Landscape
Being called a ‘Social Scientist’ at the beginning of the PhD journey is flattering but is nevertheless challenging. As a highlight of my first session in Doctoral Training Suite, the HaSS programme continued to shape my understanding of the research and the journey I was about to undertake. Calming a few nerves among others, the programme through its structured and well-designed seminars imparted some valuable lessons. The modules rang true to the level of understanding and progressed accordingly as my research knowledge developed. It was intense, thorough and tiring at times but was all worth it. It has provided me with the foundations and comprehensive understanding of the entire research process.

Looking back at the entire journey, I feel the HaSS programme has contributed a great deal in helping me identify my own theoretical research approach. It helped me explore other approaches while I dwelled on appropriation of my adopted approach. Through seminars, in-house conferences and at times one-on-one discussion with guest and faculty speakers, my experience of the research training programme was very stimulating. These sessions provided an opportunity to interact with colleagues from other departments and discuss ideas and individual research journey. It is worth stressing the content of PG Research Training catered ideally to the research centric community and allowed me to identify key aspects of my research.

Tabish Zaman, PhD researcher, Strategy, Newcastle University Business School

The HASS Postgraduate Certificate in Research Training was a great experience that both broadened my perspective and helped me develop new skills. Starting with an overview of all the major philosophical trends and influences of our times the course first of all challenged me to establish a deeper and fuller conception of myself as a professional researcher. This was then complimented by a wide choice of practical workshops that allowed me to hone and expand my knowledge of specific research methods and techniques according to a programme of my own design. Perhaps best of all, however, was the purposefully multi-disciplinary approach adopted throughout the course that provided an ideal social environment to meet and engage with other post-graduate students from a whole range of contrasting fields and specialist interests. It is surely this interaction with a diverse range of alternative perspectives and viewpoints that has formed a lasting impression to take away from the course. I would surely recommend this course to every post-graduate student.

Neil McClelland, Postgraduate Certificate in Research Training, and Associate Professor, University of Kitakyushu, Japan.
The HASS research training modules provide an excellent guidance framework for undertaking research, with each module covering different aspects of the research process: How to come up with a research question and develop a research strategy, how to access information, literature and other material, how to craft a research proposal, how to choose an appropriate research method. Being on a one year master’s programme, this helped me structure my studies and, most importantly, prompted me to do necessary groundwork (and thinking!) for my dissertation early on.

The modules really provide an opportunity to engage with your own work and I would encourage new students to look for the links between the themes and issues discussed in the modules and their own research, so you can make the most of the modules. I still draw on the essays I wrote for HASS as I am now writing my dissertation! Beyond that, the HASS research training provides an international, multidisciplinary space that prepares students not only for academia but also for the ‘real world’.

Laura Scheinert, MA Sociology and Social Research, Geography, Politics and Sociology

The first year HASS research training program has offered many workshops on the practicality of research, ranging from statistical tool use to academic writing. It also touches upon the philosophy of social sciences, by exploring the ontological and epistemological issues in various domains. Such a program is especially helpful for beginner researchers in that it solidifies your theoretical understanding of research itself, as well as familiarizing you with some general research methods in your fields of study. With these workshops, doing a PhD is no longer a solitary journey, as you will have plenty of opportunities to discuss and socialize with peers from across the faculty. The fact that the training program is designed for all research students within the faculty also makes the whole learning experience interdisciplinary and also international as most students came from different countries. Being one of the members in the student-staff committee, you can even take part in improving the program with the academic and administrative staff, which is stimulating. After completing the first year training program, you will know better what you are doing at this initial stage of researching (or searching).

Celine Nien-Chen Lee, PhD Speech Sciences, School of Education, Communication and Language Sciences
The multidisciplinary and international environment provided by the HASS postgraduate research training program was invaluable in welcoming me into a larger research community. Having to explain my research project to various students and staff members on multiple occasions (both formal and informal, such as coffee breaks) made me more confident in talking about my research. I'm sure that some friendships that sparked during the training program will last way beyond PhD. While the first year of PhD program had its moments of confusion, HASS training contributed to efficiently dealing with that inevitable occasional haze. As it is clear to me now, research is a non-linear process with its ups and downs. Weekly HASS sessions provide opportunity to communicate with other students, who might be facing the same challenges, and might be wondering about the very same things. Another thing I learned during the program, when you have a question, ask - there are no silly ones. Furthermore, some modules, such as Quantitative Research Methods, provided me with practical skills which I could immediately apply within my research project. I would strongly advise to take the time to attend as many modules as possible. You never know where you will find a sparkle of inspiration!

Julija Dzenkovska, PhD researcher, Newcastle University Business School

I started my PhD at Newcastle having come straight from an undergraduate degree, so beyond a short dissertation in the previous year I didn't have much experience of research. I was very conscious of being considerably younger than many of my peers and had pretty much no idea what to expect, and so I really wasn't feeling very confident when I walked into the room for the first session! All I can say is - I needn't have worried. All the staff were so welcoming and helpful and the other students so friendly (and, occasionally, just as clueless as me!) that I soon felt as if I'd been doing my PhD for years. The sessions are comprehensive, clear, varied and you can pick and choose the ones that suit you best, whether these are practical sessions like academic writing, or lectures on issues such as postcolonialism or capital theory which provide brilliant springboards for further reading. This year I've taken the Postgraduate Certificate in Research Training, which is possibly the best thing I've done all year: it only involved a bit more work than I might otherwise be doing, forced me to engage with the broader issues and implications surrounding my research, and afforded much-needed academic writing and presentation practice. But for me the most important thing that the HaSS research training offers is the opportunity to get away from my desk and the minutiae of my own subject area and share experiences with other PhD students from all different subject areas and all over the world.

Daisy Gibbs, PhD Student for the AHRC-funded Tudor Partbooks Project, International Centre for Music Studies, Arts and Cultures
1:4. Which Modules and Sessions Should I Take?

This depends upon which degree you are taking, your previous experience in research (see the note on exemptions later in this section) and if you have been awarded funding from the ESRC. The various arrangements are summarised below in terms of:

- a) Full-time PhD candidates
- b) Part-time PhD candidates
- c) IPhD and Professional Doctoral Candidates
- d) Research Masters students
- e) Postgraduate Certificate in Research Training
- f) Subject-specific modules

This section ends by providing further information regarding exemptions and summarising all first year modules ‘at a glance’ by degree programme.

a) Full-time PhD Candidates

First year PhD students in the Social Sciences, except those on +3 ESRC studentships, should:
- complete all the modules in Section Two of this Handbook (See statement concerning exemptions, on next page)
- choose any sessions in Sections Three and Four of this Handbook
- present at the First Year Conference
- consider registering for the Postgraduate Certificate in Research Training
- consider the Researcher Development Framework (RDF) (Appendix 4).

First year PhD students who register for the Postgraduate Certificate in Research Training, including those on 3.5 ESRC Studentships, should:
- consult the Postgraduate Certificate Handbook for relevant modules.

b) Part-time PhD Candidates

Part-time PhD students in the Social Sciences should take the following modules:
- Managing a PhD
- Information and Library Skills

and
- discuss with your supervisor in which of your first two years you should take the Nature of Explanation and Enquiry, Qualitative Methods and Critical Analysis, and Introduction to Quantitative Methods.

c) IPhD and Professional Doctoral Candidates

Students from the following IPhD and Professional Doctorates can take the Faculty research training modules (sometimes known as HSS modules):

<table>
<thead>
<tr>
<th>Programme</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPhD Educational and Applied Linguistics</td>
<td>ECLS</td>
</tr>
<tr>
<td>IPhD Education and Communication</td>
<td>ECLS</td>
</tr>
</tbody>
</table>
IPhD Phonetics and Phonology  ECLS
IPhD Linguistics and English Language  ELLLS
Doctor of Education (EdD)  ECLS

IPhD and Professional Doctoral candidates should consult their degree programme handbooks to see which modules they should take as different programmes take different modules.

d) **Research Masters Students**

Students from the following research masters programmes will take the Faculty research training modules, (sometimes known as HSS modules):

<table>
<thead>
<tr>
<th>Programme</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Sociology and Social Research</td>
<td>GPS</td>
</tr>
<tr>
<td>MA Politics (Research)</td>
<td>GPS</td>
</tr>
<tr>
<td>MA Human Geography Research</td>
<td>GPS</td>
</tr>
<tr>
<td>MA Local and Regional Development (Research)</td>
<td>GPS</td>
</tr>
<tr>
<td>MA Education Research</td>
<td>ECLS</td>
</tr>
<tr>
<td>MA Applied Linguistics Research</td>
<td>ECLS</td>
</tr>
<tr>
<td>MSc Clinical Linguistics and Evidence Based Research</td>
<td>ECLS</td>
</tr>
<tr>
<td>MA Planning and Environmental Research</td>
<td>APL</td>
</tr>
<tr>
<td>MA Media and Society (Research)</td>
<td>SACS</td>
</tr>
<tr>
<td>MA Management and Business Studies (Research)</td>
<td>NUBS</td>
</tr>
<tr>
<td>MA Finance and Economics (Research)</td>
<td>NUBS</td>
</tr>
<tr>
<td>LLM in Environment, Law and Policy (Research)</td>
<td>SLAW</td>
</tr>
<tr>
<td>MSc Food and Rural Development</td>
<td>AFRD (SAgE)</td>
</tr>
<tr>
<td>MSc Social Science and Health Research</td>
<td>IHS (Medical Sciences)</td>
</tr>
</tbody>
</table>

Research Masters Students should consult their degree programme handbooks to see which HSS modules they should take, as different programmes take different modules.

e) **MLitt. Students**

Students from the following MLitt. programmes will take the Faculty research training modules, (sometimes known as HSS modules):

<table>
<thead>
<tr>
<th>MLitt. Programme</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Studies</td>
<td>SML</td>
</tr>
<tr>
<td>Film Studies</td>
<td>SML/SACS/SELLL</td>
</tr>
<tr>
<td>French</td>
<td>SML</td>
</tr>
<tr>
<td>German</td>
<td>SML</td>
</tr>
<tr>
<td>Japanese</td>
<td>SML</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>SML</td>
</tr>
<tr>
<td>Portuguese</td>
<td>SML</td>
</tr>
<tr>
<td>Spanish</td>
<td>SML</td>
</tr>
<tr>
<td>Translation Studies</td>
<td>SML</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PS</td>
</tr>
<tr>
<td>Heritage, Museums and Galleries</td>
<td>SACS</td>
</tr>
</tbody>
</table>

MLitt. Students should consult their degree programme handbooks to see which HSS modules they should take, as different programmes take different modules.
f) **Postgraduate Certificate in Research Training Students**

Students registered only for the Postgraduate Certificate in Research Training should consult their degree programme handbook to see which HSS modules they should take.

g) **Subject-specific Modules**

Most of the modules in the handbook are available to all students from across the Faculty, and there are some sessions designed for research students from the Arts and Humanities who have chosen to take the Postgraduate Certificate in Research Training. For example, there are options within the Qualitative Methods and Critical Analysis module that have been specially designed for the Arts and Humanities. One of the main aims of this programme is to encourage an interdisciplinary awareness, and you would be very welcome to attend any of these sessions that appeal to you. Likewise, sessions designed for Social Science research students are available to Arts and Humanities research students as well.

For information, the following highlights schools and subject areas within Arts and Humanities and within Social Sciences.

**Arts and Humanities:**
- English Literature, Language and Linguistics
- History, Classics and Archaeology
- Arts and Cultures
- Modern Languages

**Social Sciences:**
- Education, Communication and Language Sciences
- Geography, Politics and Sociology
- Architecture, Planning and Landscape
- Newcastle Law School
- Newcastle University Business School
- Agriculture, Food and Rural Development (in the Faculty of SAgE)
- Institute of Health and Society (in the Faculty of Medical Sciences)

**Exemptions**

Exemptions from any module on the Programme may be granted where the student has prior learning gained at postgraduate level or through relevant employment. Following discussion of your training needs with your supervisors, you can complete an Exemption Form which your supervisors will have been sent. The Exemption Form is also available on our Blackboard site in the Useful Forms folder. Your supervisors will fill it in with you, and then they will submit the form to the Postgraduate Director in your School. If there is a case for exemption, the Postgraduate Director will then submit the form to the Director of Postgraduate Research Training for approval.
1:5. Incorporating Reflection in Your Annual Progress Review

After attending the session on Reflection and while preparing for your Annual Progress Review (APR) you will be asked to meaningfully answer a selection from the following questions after each module or significant development opportunity.

- 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?

This will help you to critically review your actions, consider the impact of those actions and plan for the future. It will also form a useful base for discussion with your supervisory team, who will be interested in your researcher development and might suggest ways that you could develop your reflective practice.

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 in the documentation for your Annual Progress Review. 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 a revisiting of your Training Needs Analysis as you progress.

- You should submit one copy of your reflective document to Blackboard via Turnitin (see p.104), by Friday, 26 April, 2019, irrespective of the date of your APR.
- You should also submit the document with your APR documentation via ePortfolio (see p.95) according your APR date (this will be communicated to you by your School).
- The documents on Turnitin are read at Faculty-level and feedback provided via a Rubric.
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>
</tr>
</tbody>
</table>


### 1:6 Good Academic Conduct and Professional Etiquette

It is your responsibility to keep an eye on your bookings and make sure you either attend the sessions you signed up for or let us know in plenty of time if subsequently you cannot make a session. Every time you fail to attend a session you are possibly taking away the opportunity for someone else to receive that training. Because of this we reserve the right to inform your School in cases of persistent unjustified non-attendance. So, please book the modules and sessions relevant for you (see previous two pages) and turn up if you said you would.

In making a booking participants are:

- Committing themselves 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 they 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 their mobile phones at the start of each session and to try not to distract other participants in any other way.
Postgraduate Research Training and Researcher Development Programme in the Social Sciences

Section Two (a)
Research Training Module for PhD Students Only

PLEASE NOTE: THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.
2:1. HSS8006: Managing a PhD

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>All PhD and MPhil students in Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Professor Robin Humphrey</td>
</tr>
<tr>
<td>RDF</td>
<td>C2 Research management</td>
</tr>
<tr>
<td></td>
<td>And see various individual sessions</td>
</tr>
<tr>
<td>Location</td>
<td>All sessions take place in the Doctoral Training Suite, 5.65, Daysh Building, unless stated otherwise</td>
</tr>
</tbody>
</table>

This module provides 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. You 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 the module, 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.

You should attend the first session and the two intensive days, and then attend any of the Special Interest sessions that are relevant to you and your studies.

Examples of (anonymous) student feedback from previous years:

“I enjoyed its structure. I also liked the immediate and clear information which made the whole issue of research more familiar to us. Friendliness had been an essential element in these sessions and made us feel more welcome and comfortable to express our opinions or fears.”

“It covered most questions that I had as a new student to the programme and university. It felt very warm and welcoming and the staff instantly made you feel part of the group and helped to alleviate any worries I had.”

“The interactive nature of the sessions, providing useful insights into PhD research and encouraging students to contribute and ask questions.”

“Good to offer reassurance about the fact that everyone must feel a bit lost. Good to get a sense of the huge variety of topics and cultures and backgrounds in the group. Good to be encouraged to meet and interact with those you don’t know.”

“I enjoyed the opportunity to meet other students from different disciplines and I appreciated the advice that was given in terms of time management and other areas to be aware of in a PhD.”
Monday 1 October, BRAE Cluster, 1.31, Daysh Building, 10:00 -12:00
All the IT you Need to Know: On-line workbook and Optional drop in clinic
(A1 Knowledge base)
Dr Laura Leonardo

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
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)  
Professor Robin Humphrey, Faculty of Humanities, Arts and Social Sciences  
- 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 – 11:15  **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, Arts 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<  
Faculty of Humanities, Arts and Social Sciences  
- 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?

1:15 – 2:30pm  **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
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

Special Interest Session:

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

Session 6: Becoming a PhD: Cultural Acclimatisation and Accessing English Language Support
(B1 Personal qualities)
Professor 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/)
**Thursday 4 October**

**Intensive Day 2: Managing the British PhD** (Creative Practice doctoral students have their own sessions in the Doctoral Training Room: Please see Robin Humphrey for details):

10:00-11:00am  **Session 7: The Nature and Examination of a British PhD**  
(A1 Knowledge base)  
Professor Robin Humphrey  
- What is a British PhD?  
- Variations in definitions of PhDs  
- Discover appropriate PhD format for subject area  
- The examination process: Thesis and Viva.  
- Examination outcomes.

11:00–11:15am  **Break**

11:15-12:45pm  **Session 8: Planning, Organising and Managing Your PhD**  
(B2 Self-management)  
Professor Helen Berry, History, Classics and Archaeology  
- Project management  
- How to plan and organise your PhD  
- Self-discipline  
- Submitting and completing within your candidature  
- What can go wrong with theses, and how to put them right  
- Who and what can help you, i.e. the Mentoring Scheme  
- Initiative and Self-reliance  
- Project Management - the lifecycle, calendars and other useful techniques  
- The role of Project Approval.

12:45–2:00pm  **Networking Lunch** (Please bring own lunch. Tea and coffee will be available.)

2:00–3:30pm  **Session 9: Managing Your Supervisor**  
(B2 Self-management)  
Maggie Roe, Architecture, Planning and Landscape, Director ESRC Northern Ireland and North East Doctoral Training Partnership NINE DTP), Newcastle  
- Awareness of responsibilities towards your supervisor  
- Awareness of supervisor’s responsibilities to you  
- Working with the Code of Practice  
- Managing relationships with supervisors  
- Getting the best from your supervisor  
- Working with ePortfolio.

3:30–3:45pm  **Break**

3:45–5:15pm  **Session 10: ‘Ethical’ Questions in Research**  
(C2 Research management)  
Professor Jackie Leach Scully, Geography, Politics and Sociology  
- Owning your own ethics  
- The Ethical Agenda for research  
- Case studies, issues and dilemmas  
- Project Approval and Research Ethics.
Special Interest Sessions:

Session 11: 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

Session 12: 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)
Professor 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

Session 13: 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
Session 14: Monday 18 February, 10:00-12noon, Doctoral Training Suite, 5.65, Daysh Building

Session 15: Writing a Successful Thesis
(A Knowledge and intellectual abilities; A2 Cognitive abilities; D:2 Communication and dissemination)
Professor 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

Session 15: 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)
Professor Charles Harvey, Newcastle Business School
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.

Session 16: Tuesday 6 November, 15.00-17.00pm

Session 17: Incorporating Reflection in your Annual Progress Review
(A1 Knowledge base; B1 Personal qualities; D2 Communication and dissemination)
Dr Laura Leonardo and Rosalind Beaumont, Faculty of Humanities and Social Sciences
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

Session 17: An Introduction to Research Data Management 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

Session 18: 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, Psychotherapist 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.

Session 19: Preparing for the Progress Review Panel
Wednesday 27 February, 10:00-12:00noon, Doctoral Training Suite, 5.65, Daysh Building
(C.2: Research management)
Professor 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?

Intensive Days 3 and 4: Academic Writing and Self-Editing Your Thesis
(B3 Professional and career development; D2 Communication and dissemination)
Susan Mitchell, Independent Trainer; and Michael Ayton, Professional Copy Editor

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

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). The **ONLY** way to secure your booking is by submitting the writing sample.
3. The 12 places available will be allocated on a first come, first served basis.

Examples of previous (anonymous) student feedback for the Academic Writing and Self-Editing your Thesis workshops:

- “Very well planned day, with lots of relevant information. Good for the confidence.”
- “Very comprehensive approach.”
- “I really enjoyed this session and will definitely follow up on the pointers Susan gave. Thank you very much.”
- “We had lots of practice in this session and plenty of useful handouts.”
- “The presenter was very well prepared and she is an expert in her field.”
For more help with academic writing, see p. 78 for details of the provision of the Writing Development Centre.

**School-based Assignment for Managing a PhD**

You are required to submit a draft of your Project Approval Form to your supervisors for comment by Wednesday 22 November, and to complete the finalised form in ePortfolio, when you are instructed to by your School, for review by an academic panel in your School. There is no need to submit this form to the Faculty Office.

The Project Approval Form can be downloaded at: [http://www.ncl.ac.uk/students/progress/assets/documents/FinalProjectApprovalForm.doc](http://www.ncl.ac.uk/students/progress/assets/documents/FinalProjectApprovalForm.doc)

*Please note it is not necessary for you to have attended the Academic Writing and Self-Editing your Thesis workshops in order to complete the assessment.*
FACULTY OF HUMANITIES
AND SOCIAL SCIENCES

Section Two (b)
Research Training Modules for
Research Masters Students only
(Listed in chronological order)

PLEASE NOTE: THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS
SUBJECT TO CHANGE AS THE YEAR PROGRESSES.
2:2. HSS8001: Thinking about Research

<table>
<thead>
<tr>
<th><strong>Who Should Take This Module?</strong></th>
<th>Students on Social Science Research Masters Programmes only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Leader</strong></td>
<td>Professor Roger Burrows, Architecture, Planning and Landscape</td>
</tr>
<tr>
<td><strong>Module Value</strong></td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

**Module Summary**

This module provides new postgraduate masters researchers with the opportunity to investigate the nature of developing a research process, both in academic and non-academic research environments, including enabling students to: formulate problems and devise research questions; identify the significance of asking the right questions; assess the significance of how questions are theorised; understand how research is related to policy and practice.

The module will involve a combination of lectures and workshops with group exercises in order to explore the contexts within which research takes place and practice skills in the development of research proposals. On successful completion of this module you will understand better the nature of research and how to formulate a research problem and develop a research methodology to address that problem. You will also develop an understanding of issues and problems arising in research fieldwork and of relationships involved in the research process and have experience of working in multi-disciplinary teams, and apply understanding of research process to research problems in your own and other disciplines.

**Module Timetable**

(Morning, see over for afternoon)

<table>
<thead>
<tr>
<th><strong>Monday 1 October</strong></th>
<th><strong>Monday 8 October</strong></th>
<th><strong>Monday 15 October</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30-10.30 Introduction: Formulating Problems and Questions</td>
<td>9.30-11.00 Work in Groups on Research Proposal Exercise</td>
<td>10.00-13.00 Presentations of Group Research Proposals</td>
</tr>
<tr>
<td>Coffee break</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>11.00-12.00 Theory-driven and ‘Real World’ Research – 2 Case Studies</td>
<td>11.30-13.00 Work in Groups on Research Proposal Exercise Research postgraduate teaching assistants will be available for consultation and advice</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
Assessment for Thinking About Research

Assessment
Overall marks for the assessment will be divided as follows:
70% for an individual essay and 30% for an assessed group project

Individual Essay
Write an essay of no more than 1,250 words on the following topic, for submission by 4:00pm, Wednesday 7 November 2018 on the following:

‘The formulation of a research proposal is a process’. Discuss this statement and analyse the key stages of this process. Use examples of research from your subject area or area of interest – and not from your group project – to illustrate your arguments.

Group Project
Formulating a Research Proposal: Working in inter-disciplinary groups, prepare an outline proposal for a research project on a range of topics (to be provided during the module). You are required to prepare a 15 minute presentation, followed by 10 minutes for questions, using PowerPoint or overheads.

Format of all assignments
All assessments should be word processed and professionally produced. Submission via Turnitin is required for this assessment. Further details about handing in your assessment are available in Appendix 2 of this handbook.
2:3. HSS8003: Dissertation Preparation

<table>
<thead>
<tr>
<th>Who Can Take This Module?</th>
<th>Students on Social Science Research Masters Programmes only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Professor Robin Humphrey, Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td>Module Value</td>
<td>10 credits</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

**Module Summary**

This module will allow you to gain clarity in what is expected of a dissertation proposal. By discussing each stage and element of the proposal in turn with an experienced researcher; then discussing this in a group and presenting the findings for critical feedback, the participants will gain knowledge of and skills in dissertation preparation. Experienced postgraduate researchers will be brought in for you to interrogate in lectures and seminars.

At the end of the module, you will be able to organise your material to produce a good dissertation proposal and know how to identify and plan a topic, consider the use of theory, produce a research design and dissertation proposal.

**Module Timetable**

<table>
<thead>
<tr>
<th></th>
<th><strong>Monday 29 October</strong></th>
<th><strong>Monday 5 November</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-11:00am</td>
<td>Introduction and Academic Writing</td>
<td>Planning your Proposal</td>
</tr>
<tr>
<td>11:00-11:15am</td>
<td>Coffee</td>
<td>Coffee</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Literature Review and Writing</td>
<td>Dissecting a Dissertation (practical)*</td>
</tr>
<tr>
<td>12:15-1:00pm</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:30pm</td>
<td>Brainstorming and Framing (practical)</td>
<td>Subject Tutorials (Various programme DPDs)</td>
</tr>
<tr>
<td>2:30-2:45pm</td>
<td>Coffee</td>
<td>Coffee</td>
</tr>
<tr>
<td>2:45-4:00pm</td>
<td>Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>

* A sample dissertation for each programme will be available on blackboard and should be read between sessions.
Assessment for Dissertation Preparation

This assignment will be written as a 2500 word Dissertation Proposal, setting out the nature of your dissertation topic; its focus or hypothesis; why have you chosen it; why it is important to study; how you propose to study it; and what obstacles you anticipate.

You must also indicate what your theoretical framework is and provide a literature review (including theoretical literature), to demonstrate where your project stands in relation to scholarly works in the area. You must clarify what sources of data you are going to use, and the methods you are proposing to employ to access and analyse that data. Finally, you must compile a full bibliography of the literature that you have consulted so far.

Format of all assignments
The deadline for submission of your assessment is 4:00pm, Wednesday 9 January 2019.

All assessments should be word processed and professionally produced. Submission via Turnitin is required for this assessment. Further details about handing in your assessment are available at Appendix 2 of this handbook.
Section Two (c)
Research Training Modules for All Research Students in the Social Sciences (PhD, IPhD, EdD, Postgraduate Certificate, MLitt. and Research Masters)

(Modules listed in chronological order)

PLEASE NOTE: THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.
2:4. HSS8002 Information and Library Skills

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>All PhD and MPhil students in the Social Sciences, except those who have already taken this module. All students on the research Masters programmes in the Social Sciences; Arts and Humanities students taking the PG Certificate in Research Training; MLitts when required by their course specification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Louise Gordon and Lucy Keating</td>
</tr>
<tr>
<td>Module Value</td>
<td>10 credits RDF A:1. Knowledge base; A:2 Cognitive abilities; C:1 Professional conduct; D:2 Communication and dissemination</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building, unless otherwise stated. Online materials on Blackboard</td>
</tr>
</tbody>
</table>

**Module Summary**

This module aims to equip new research students with the knowledge and skills to become efficient and effective information managers, saving you time and stress, and ensuring 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.

It covers 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 their 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.

On completion of the module, you will know how to find and search specialist resources in your field, have the skills to plan and develop your literature search, employ strategies to manage your references and keep up with the latest research in your field, and have an awareness of scholarly communications issues, such as open access publishing and copyright.

**Student feedback included these comments**

- “I liked the way the theory was explained and demonstrated and then we were given the opportunity to apply our newly acquired skills.”
- “I enjoyed every bit of it.”
- “The explanations of the various resources available were fantastic. I wasn’t aware of some of the methods for gathering information, and this has made the whole process a lot easier.”
- “Gave an excellent grounding in the various platforms to access information as well as developing skills to do focused searches. Support materials and support via Blackboard were also excellent.”
Module Delivery
The module uses a combination of face-to-face sessions and self-paced materials on Blackboard. Library staff will be on hand to answer your questions via Blackboard discussion boards.

This module has number of strands
a) Skills Check (essential)
b) Core materials (essential)
c) Additional content topics to build your skills

Skills Check and module orientation (1-2 hours)
At the start of the module we ask you to complete a Skills Check to reflect on your current information skills and plan how to spend your time on the Build Your Skills elements of the module.

Core materials (2-3 hours per week)
The core materials lay the foundation for the module’s assignment.
You need to:
a) Attend the introductory lecture.
b) Work through the first five core topics on Blackboard (up to and including Critical Evaluation)
c) Attend a two-hour workshop
   (three options are provided, book onto one of these which suits your timetable and make sure you have adequate time to complete the preparatory work on Blackboard).
d) Complete the remaining core topics.
e) Attend the final lecture.

Build your skills (1-2 hours per week)
Each week we will ask you to spend time on self-paced materials relating to managing information and/or specialist information.
• The Specialist information materials are designed to help you identify and critique references.
• The Managing information strand will assist you to develop your skills with referencing and reference management (Endnote).

You can choose the topics to study based on your subject domain and prior experience.

Timetabled Sessions
Week 1 lecture Introduction to HSS8002:
Tuesday 9 October, 16:00-17:00, Doctoral Training Suite, 5.65, Daysh Building

An introduction to the module giving further explanation to the structure of the module, expectations, and information on the workshop and assessment. This will also give you a chance to meet the HaSS Liaison Library staff and to ask questions.

Workshop: A two hour workshop will be delivered half-way through the module. This workshop will involve group work and let you put into practice what you have learnt on the online reading/activities. We therefore highly recommend that you work through the first 6 course topics BEFORE you attend one of these workshops.
Book on one of the following slots:
Workshop 1: Wednesday 24 October, 09:00-11:00, BSTC.SIDE.PC
Workshop 2: Monday 29 October, 14:00-16:00, BSTC.SIDE.PC
Workshop 3: Wednesday 31 October, 10:00-12:00, Academic Skills Room, Marjorie Robinson Library

Week 5 lecture Concluding Thoughts:
Friday 9 November, 10:00-12:00, Doctoral Training Suite, 5.65, Daysh Building
A summary of the module and the assessment. This will provide an opportunity to ask any remaining questions you have about the module’s assessment.

Online Topics
When you complete each Topic use the links on Blackboard to update your training record.

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:
  - Library Search: finding books and journals in your subject area, in print and online.
  - Subject, Resources and Academic Skills Guides: where to find them and why use them.
  - 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.

---

**Information and Library Skills Assessment**
The assessment for this module will be a short bibliography and a 1,500 word critical review of how the bibliography was compiled.

**Bibliography**

- A selective bibliography of 20 to 30 references that relates to your research proposal.

- The purpose of the bibliography is also to demonstrate what you have learnt in the Blackboard Library and Information Skills topics. You should show that you are aware of the variety of sources of information by selecting references from at least 6 different types of information source (for example databases, electronic journal collections, catalogues, printed bibliographies, websites).

- Please state which source you used to find each reference in your bibliography.

- The style of your references should follow the instructions that you are given by your School or Supervisor. You should state which style you have used in your critical review.

**Critical Review**

- You should describe how you developed your search strategy as you compiled your bibliography, including the keywords that you used to find relevant references.
• You should evaluate and describe whether or not your search strategy was successful.

• Choose 6 of the references in your bibliography by taking each one from a different type of information source. Use the 6 references as examples in your 1,500 word critical review of how you compiled your bibliography.

• You should compare the 6 different types of information source from which you chose your 6 references, and evaluate how useful the sources were for finding relevant references on your topic.

• You should give your reasons for selecting each of the 6 references for inclusion in your bibliography.

• You should critically evaluate your overall success or failure in finding references for your research.

**Format of all assignments**
The deadline for submission of your assessment is 4:00pm, Wednesday 21 November 2018.

All assessments should be word processed and professionally produced. **Submission via Turnitin is required for this assessment.** Further details about handing in your assessment are available at Appendix 2 of this handbook.
2:5. HSS8007: An Introduction to the Nature of Explanation and Enquiry

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>All PhD and MPhil students in the Social Sciences; all students taking the Postgraduate Certificate in Research Training; IPhD and EdD students who opt to take the module; and students taking some Research Masters and MLitt. programmes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Dr Adam Potts, Philosophical Studies (Main Stream); Dr Laura Leonardo, (Optional Thinking Theories Stream)</td>
</tr>
<tr>
<td>Module Value and RDF</td>
<td>10 credits</td>
</tr>
<tr>
<td>A1 Knowledge base</td>
<td>A2 Cognitive abilities</td>
</tr>
<tr>
<td>A1.3 Research methods: practical application</td>
<td>small group discussion</td>
</tr>
<tr>
<td>B1 Personal qualities</td>
<td>D1 Working with others</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building, unless otherwise stated.</td>
</tr>
<tr>
<td>Time</td>
<td>Main Stream: Thursdays, 4:00–6:00pm, some weeks 4-5pm</td>
</tr>
<tr>
<td>Lunchtime Sessions: Mondays (fortnightly) 12:00-2:00pm</td>
<td></td>
</tr>
<tr>
<td>Optional Thinking Theories Stream: Tuesdays, 12:00–2:00pm</td>
<td></td>
</tr>
<tr>
<td>Reading Group Sessions (Thinking Theories): Wednesdays, 12:00-2:00pm</td>
<td></td>
</tr>
</tbody>
</table>

**Module Summary**

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.

The topics raised in the module cross the traditional social science/humanities divide. In fact, key concepts from one side have often invaded the territory of the other and transformed both as a result. **You should choose the Main Stream**, but can attend any session on the Optional Stream that you choose to (Arts and Humanities students taking the Postgraduate Certificate see text before Optional Stream). Ultimately, you will find that the module provides you with an understanding of general epistemological issues which will enable you to communicate with a wider range of scholars across disciplines. The increased familiarity with the concepts and thinkers raised will provide the basis for greater intellectual confidence and further reflection.

**Examples of previous (anonymous) student feedback for this module:**

- “The lecturers did a wonderful job of explaining complex terminology and concepts”.

- “I felt that the discussion, and often arguments, led to a deeper understanding of my own approach to research, as well as its strengths and weaknesses. While many around me mentioned that it changed their perspective, I felt it reinforced my own.”
Main Stream

*IMPORTANT* Teaching methods on this module

This module is taught in a blended mode. This means that while you 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).

Introductory session: 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.
Alternative Lunchtime Small Group Work Sessions

<table>
<thead>
<tr>
<th>Key contact</th>
<th>Dr Laura Leonardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Knowledge base</td>
</tr>
<tr>
<td></td>
<td>A2 Cognitive abilities</td>
</tr>
<tr>
<td></td>
<td>A1.3 Research methods: practical application small group discussion</td>
</tr>
<tr>
<td></td>
<td>B1 Personal qualities</td>
</tr>
<tr>
<td></td>
<td>D1 Working with others</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Doctoral Training Room, 5.68, Daysh Building</td>
</tr>
<tr>
<td></td>
<td>12:00-2:00pm</td>
</tr>
</tbody>
</table>

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 of 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.

29 October Session 1: Scientific approaches and Law, Predictions and Explanations
12 November Session 2: Positivism and Social Approaches to the Production of Knowledge
26 November Session 3: Marxism and Critical Realism
10 December Session 4: Post-modernism and concluding thoughts

Assessment for the Nature of Explanation of Enquiry

Critically evaluate the influence of any two theoretical approaches we have covered in this module upon either (a) your current research OR (b) a piece of research you have completed recently (2000 words limit). To do this you will need:

1. to compare and contrast the central arguments of each of your chosen approaches.
2. to evaluate the strengths and weaknesses of the differing approaches in the context of your research.

Format of all assignments
The deadline for submission of your assessment is 4:00pm, Wednesday 9 January 2019.

All assessments should be word processed and professionally produced. Submission via Turnitin is required for this assessment. Further details about handing in your assessment are available at Appendix 2 of this handbook.
Optional Thinking Theories and Methods Stream

The following sessions all take place in the Doctoral Training Suite, 5.65, Daysh Building, 12.00-2.00pm, unless otherwise stated.

Format: 1 hour lecture followed by 1 hour discussion

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.

If you are an Arts and Humanities researcher registered for the Postgraduate Certificate in Research Training, you can choose to substitute the Main Stream in the Nature of Explanation and Enquiry module with this optional stream. You should attend at least eight sessions from the list below, and mark clearly on the top of your assessment ‘Optional Stream’, beside where you put the assessment’s word length.

All other students taking An Introduction to the Nature of Explanation and Enquiry are invited to attend as many of these additional sessions as they like. You can attend none or all of them, it is your choice! If you do want to attend a session, please book on the E-Booking system in the normal way.

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
(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.
2:6. HSS8004: Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences

<table>
<thead>
<tr>
<th>Who Can Take This Module?</th>
<th>All PhD and MPhil students in the Arts and Humanities and Social Sciences; and students taking some Research Masters programmes. An optional module for Integrated PhD and EdD students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Professor Robin Humphrey and Dr Laura Leonardo</td>
</tr>
</tbody>
</table>
| Module Value and RDF      | 20 credits
A1 Knowledge base
A2 Cognitive abilities
A3 Creativity
D1 Working with others |
| Location                  | Doctoral Training Suite, 5.65, Daysh Building, unless stated otherwise
Please see individual options for times |

**Module Structure**

The module opens with two introductory generic sessions, which all students attend, exploring the variety of epistemological positions underlying Qualitative Methods and Critical Analysis. The module is then split into **eight options**, from which the student must choose **two**. (Students on the PG Certificate who have opted to take HSS8104, the extended Qualitative Methods module, should choose **three options**.) Six options are split between lectures and workshops, with the possibility of student reading sessions. Two options are taught using a blended approach, providing directed online reading & activities (via Blackboard) which are subsequently explored through in-person structured interactions. The options cover a wide range of qualitative approaches, outlining their strengths and weaknesses. The module closes with four generic sessions, optional for students from the Arts and Humanities, which shift the focus to analytical techniques and approaches using qualitative data and critical analysis, and a final session which looks back over the module & looks ahead to the assignment.

The mix of online activities, lectures and workshops provide both a formal introduction to the substantive issues raised by qualitative methodologies, and an opportunity to examine their application through interactive exercises and discussion. Student reading sessions are designed to allow students an opportunity to research the methodological literature and prepare for workshop sessions.

**Examples of previous (anonymous) student feedback for this module:**

- “It highlighted with particular excellence the practical issues that surround the carrying out of interviews.”

- “This is exactly the kind of debate that ought to take place between researchers, but which, I suspect, may not do so as often as it maybe should. I felt privileged to have the opportunity to participate in what I felt to be a meaningful and well-orchestrated discussion”.

- “I have no doubt that I will use the ideas and practical advice given in both these sessions in the course of my own work. The presenters [...] were excellent.”

- “I have enjoyed all the sessions I have attended. They provide the opportunity to talk to new researchers from other departments about beginning research, which I found very helpful. The presenters also visibly demonstrated their enthusiasm and creativity of their own subjects.”

- “The sessions were well delivered and the content useful. I enjoyed them all.”
“They provide the opportunity to talk to new researchers from other departments about beginning research, which I found very helpful.”

**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.

---

Module Timetable

**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**

Professor Robin Humphrey and 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.

**Wednesday 6 February**

**Using Video in Interviews**

**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:

**Topic 1: 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.
**Topic 2: 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.

**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**  
Dr Melanie Wood, 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.

**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 'analogue' 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, inter-disciplinary and partnership working.

Making connections and addressing the field of expanded architectural research
Monday 11 March
Professor Prue Chiles and Dr Ed Wainwright, 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, Doctoral Training Room, 5.68, Daysh Building

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, 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, English Literature, Language and Linguistics
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, 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.
Assessment for Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences

Write a critical methodological review on the following:

Critically assess the value and limitations of at least one of the methods of data collection or critical analysis covered in the module. Where appropriate, discuss the ethical and practical issues which may arise by the use of this method(s) within your own planned research.

Please Note: IMPORTANT!

1. For MPhil and PhD students not taking the PG Certificate, the review should be no more than 1,200 words in length.
2. For IPhD, EdD, Research Masters students, and PhD students taking the PG Certificate, the review should be 3,000 words in length.
3. Students on the PG Certificate who have opted to take HSS8104 should consult their PG Certificate handbooks for the details of the Imagined Example assessment.

Submission Details

All assessments should be word processed and professionally produced by 4:00pm, Wednesday 24 April, 2019. Submission via Turnitin is required for this module. Please specify the word count length near to the title of your work, and if your assessment refers to Linguistics, please specify this in brackets before your title (so that your assessment can be marked by Linguistic experts).

Additional Thinking Theories and Methods Stream

The following sessions all take place in the Doctoral Training Room, 5.68, Daysh Building, 12.00-2.00pm

Format: 1 hour lecture followed by 1 hour discussion

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.

All students taking Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences are invited to attend as many of these additional sessions as they like. You can attend none or all of them, it is your choice! If you do want to attend a session, please book on the E-Booking system in the normal way.
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, Geography, Politics and Sociology**  
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 Holecene, 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.
2:7. HSS8005: Introduction to Quantitative Methods

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>All PhD and MPhil students in the Social Sciences on the Module-based programme; and students taking some Research Masters programmes. An optional module for Integrated PhD and EdD students, and all PhD students on the Hours-based programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Dr Robin Humphrey</td>
</tr>
<tr>
<td>Module Value and RDF</td>
<td>20 credits <strong>A1 Knowledge base</strong>  <strong>A2 Cognitive abilities</strong></td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building, except where stated otherwise.</td>
</tr>
<tr>
<td>Time</td>
<td>All sessions 4:00-6:00pm, except where stated otherwise.</td>
</tr>
</tbody>
</table>

**Module Summary**

This first part of this double 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. The data practical assessment for Part 1 counts for 60% of the final module mark for students on the PG Certificate, Research Masters, EdD and IPhD programmes, and is the only assessment for PhD students not taking the PG Certificate.

**Examples of previous (anonymous) student feedback for this module:**

- “The module tutor made it simple. There was not too much information conveyed during the lecture and he just kept going over it until it made sense (until I left the room!) However when I re-read material -I did have a greater understanding. It has made stats and SPSS much less scary and I plan to use it for my research which is a big step forward for me.”

- “I hate statistics and found this module very challenging but lecturers’ enthusiasm was contagious and I ended up enjoying the classes a lot more than I expected.”

- “Despite not being an advocate of quantitative methods, I found both the lectures and practicals relatively easy to comprehend due to the style of teaching and the way in which the information was presented. The lecturers were approachable and I found the general atmosphere to be very positive.”

- “I think the lectures were the best aspect, the lecturer took pains to make us understand the fundamentals.”
## Module Timetable

### Part 1

#### Introduction

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

#### The Analysis of Cross Sectional Data

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</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>Dr Robin Humphrey</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 7 February</td>
<td>Data Practical</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday 12 February</td>
<td>Survey Techniques ii: Crosstabulations, Inferential Statistics</td>
<td>Dr Robin Humphrey</td>
</tr>
<tr>
<td>6</td>
<td>Thursday 14 February</td>
<td>Data Practical</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday 19 February</td>
<td>Survey Techniques iii: Analysis of Variance</td>
<td>Dr Robin Humphrey</td>
</tr>
<tr>
<td>8</td>
<td>Thursday 21 February</td>
<td>Data Practical</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday 26 February</td>
<td>Survey Techniques iv: Correlation</td>
<td>Dr Robin Humphrey</td>
</tr>
<tr>
<td>10</td>
<td>Thursday 28 February</td>
<td>Data Practical</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday 5 March</td>
<td>Data Practical</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
<tr>
<td>12</td>
<td>Thursday 7 March</td>
<td>Data Analysis Assessment</td>
<td>Herschel PC Cluster, Herschel Building</td>
</tr>
</tbody>
</table>
Part 2

The second part of this module is compulsory for students on the PG Certificate, Research Masters, EdD and IPhD programmes, who choose one of four options from streams A, B, C and D, each option contributing 40% to the final mark for the module. Please attend every session of the option that you choose. This part of the module is not compulsory for MPhil and PhD students who are not registered for the PG Certificate, although they can attend these sessions if they so wish, but their work will not be assessed.

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.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>4:00-6:00pm</td>
<td>Introduction to Regression Analysis</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 21 March</td>
<td>4:00-6:00pm</td>
<td>Logit and Probit</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>4:00-6:00pm</td>
<td>Practical Session</td>
<td>BRAE Cluster, 1.31, Daysh Building</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 28 March</td>
<td>4:00-6:00pm</td>
<td>Interpreting and Analyzing Regression</td>
<td>BRAE Cluster, 1.31, Daysh Building</td>
</tr>
</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. Perhaps the most useful skill relates to the creation of professional maps, which can then be used within your research. Focusing on maps commonly used within research, by the end of this option you will be able to create context maps for a study area, be able to characterise the area using Population Census data and be able to plot questionnaire survey data using postcodes.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>4.00-6.00pm</td>
<td>Introduction to GIS</td>
<td>Chart PC Cluster, 3.30, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 21 March</td>
<td>4.00-6.00pm</td>
<td>Practical - Creating Context Maps</td>
<td>Chart PC Cluster, 3.30, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>4.00-6.00pm</td>
<td>Practical – Mapping Census Data</td>
<td>BSTC.SIDE.PC, Barbara Strang Teaching Centre</td>
</tr>
<tr>
<td>4</td>
<td>Thursday 28 March</td>
<td>4.00-6.00pm</td>
<td>Practical – Plotting Questionnaire Survey Data</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>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>2:00-4:00pm</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>2:00-4:00pm</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>2:00-4:00pm</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>2:00-4:00pm</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>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 19 March</td>
<td>4:00-6:00pm</td>
<td>Use 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</td>
<td>4:00-6:00pm</td>
<td>Data Practical: Managing Data for Longitudinal Analysis.</td>
<td>BRAE PC Cluster, 1.31, Daysh Building</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 26 March</td>
<td>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</td>
<td>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>
</tr>
</tbody>
</table>
Assessments for Introduction to Quantitative Methods

PhD students not taking the PG Certificate only take the Data Practical assessment in Part 1 of the module, which will take place between 4:00-6:00pm on Thursday 7 March.

For all other students, the data practical assessment counts for 60%, and the option they choose 40%, of the module. Each of these options is assessed either by data analysis practical assessments or by reporting on the analysis of relevant datasets. Further details of these assessments will be available on Blackboard.
Postgraduate Research Training and Researcher Development Programme in the Social Sciences

Section Three
Optional Research Skills Sessions for PhD students

PLEASE NOTE: THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.
3.1. Researcher Development Framework in Year 1

The sessions within this optional section of the Handbook explore particular research skills in greater depth. By engaging in these sessions you will acquire the skills that are expected by validating and funding agencies, and those who govern research in Britain. However, they are only a part of your training and must be placed alongside the research training in this programme and the subject specific skills provided by your supervisors, tutors and other colleagues.

As you will notice the references to the RDF (Researcher Development Framework) continue in this section. The RDF ‘Wheel’ of researcher skills is provide below, and please see Appendix 4 for further details regarding the RDF.

If you are a PhD student, at the beginning of your programme we ask that you complete a Training Needs Analysis on ePortfolio (which is outlined in greater detail in Section 6:5). You should also use ePortfolio to log and share your experiences and progress and, with your supervisors, update your needs analysis. A transcript of the training sessions (available via the E-Booking system) and a Reflective Document on your personal researcher development over the year (see p. 17), which will then be submitted to your supervisors and your School as evidence of your development for your Annual Progress Review.
3.2. 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, BSTC.2.51

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, BSTC.1.48

**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, OLB.2.21

**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.

3.3. 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>
<tr>
<td>RDF Information</td>
<td>A1 Knowledge base</td>
</tr>
<tr>
<td></td>
<td>A2.3 Critical thinking</td>
</tr>
<tr>
<td></td>
<td>B1 Personal qualities</td>
</tr>
<tr>
<td></td>
<td>B3 Professional and career development</td>
</tr>
<tr>
<td></td>
<td>D3.1 Collegiality</td>
</tr>
<tr>
<td>Date and Venue</td>
<td>Wednesday 31 October, 12:00-2:00pm. Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

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
3.4. 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 compulsory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Dr Donal Shanahan, Professional Development Manager ILTHE - <a href="mailto:Donal.Shanahan@newcastle.ac.uk">Donal.Shanahan@newcastle.ac.uk</a>; LTES - <a href="mailto:casap@ncl.ac.uk">casap@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Module Value</td>
<td>ILTHE workshop - 12 training hours</td>
</tr>
</tbody>
</table>
| 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/ |
| 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. Sel-enrol onto the online course by logging on to Blacboard 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.
3:5. Writing Development Centre
(A2 Cognitive abilities)

**Location:** Level 2, Robinson Library

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/](https://www.ncl.ac.uk/library/subject-support/wdc/)
3:6. 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>
</tr>
</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>
</tr>
<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>
</tbody>
</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>Dec 11th</th>
<th>Feb 12th</th>
<th>March 26th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 13th</td>
<td>Jan 15th</td>
<td>Feb 26th</td>
<td>June 10th</td>
</tr>
<tr>
<td>Nov 27th</td>
<td>Jan 29th</td>
<td>March 12th</td>
<td>June 25th</td>
</tr>
</tbody>
</table>

(capacity 19)
### 3:7. HASS Writing Retreat

<table>
<thead>
<tr>
<th>Who Can Take This Workshop?</th>
<th>All PhD and MPhil students in Arts, Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>6 training hours</td>
</tr>
<tr>
<td>Workshop Leader</td>
<td>Writing Development staff</td>
</tr>
<tr>
<td>RDF</td>
<td>A2 Cognitive abilities</td>
</tr>
</tbody>
</table>
| Location, time and dates   | **Tuesday 19 February, 10:00-16:00, Academic Skills Room, Marjorie Robinson Library**  
                          | **Wednesday 15 May, 10:00-16:00, Academic Skills Room, Marjorie Robinson Library** |

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.

### 3:8. Language Courses for Postgraduates

<table>
<thead>
<tr>
<th>Module Leader</th>
<th>Dr Laura Leonardo</th>
</tr>
</thead>
</table>
| RDF                          | A1: Knowledge base  
                          | D3: Engagement and Impact                                       |
| Date and Location            | Various, see website: [http://www.tlcnewcastle.co.uk/](http://www.tlcnewcastle.co.uk/) |

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 field work 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 and including advice on how to improve on weaker areas. For more information on the Common European Framework of Reference for Languages: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

How to enrol:

1. Choose a course (language/level) on 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 give you voucher number.
4. You enrol directly with The Language Centre 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 languages provisions and these have 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/uwlp/).

Please note that English is not one of the languages on offer via the scheme above. For support with this please use ELMO (below), INTO Newcastle or the Writing Centre.
3:9. English Language Materials Online (ELMO)
(A1 Knowledge base; A2 Cognitive abilities)

https://elmo.ncl.ac.uk/

ELMO is a website of multimedia, self-study English language activities to help you improve your English for Academic Purposes (EAP). It is free for Newcastle University students and staff. The website and the materials have been designed and written by English language teachers at Newcastle who work to support Newcastle’s international students and staff. This innovative learning resource is the only one of its kind in the UK.

ELMO has a combination of general and subject-specific Academic English activities divided into units and activities. You can use it anywhere, anytime, at your own speed for any length of time. All activities give you feedback and scores. You can save these scores to create your own personalised Study Record. If you participate in English Language classes while at the University, your teacher may also set you units for homework and check your progress online. It includes video and audio material, so you will need to use a computer with headphones or speakers. You can use your own headphones with computers in on-campus clusters. When logged in to a campus computer, ELMO will identify you automatically. If you are off-campus, use your University login and password to log on to ELMO. Contact us: elmo@ncl.ac.uk

Student feedback

- “I’m proud studying here in Newcastle because it provides modern learning facilities. I will surely recommend Newcastle University to my colleagues from my country, as in my country you have to pay a huge amount of money to use such facilities.” (ELMO student user)
- “ELMO is a very well developed website which I strongly recommend all international and native students to use.”
3:10. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Training Value</td>
<td>2 training hours unless otherwise stated</td>
</tr>
<tr>
<td>RDF</td>
<td>A1 Knowledge Base&lt;br&gt;A2 Cognitive Abilities&lt;br&gt;B3 Professional and Career Development&lt;br&gt;C2 Research Management.</td>
</tr>
<tr>
<td>Time and Venue</td>
<td>Please see individual sessions</td>
</tr>
<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 drop-in clinics:&lt;br&gt;Semester 1: Tuesdays 1:00-2:00pm in Dene Cluster, 5th floor, Medical School&lt;br&gt;Semester 2: Wednesdays 2:00-4:00pm in the Fell Cluster, Medical School&lt;br&gt;Note: drop-in clinics are offered during term time only.</td>
</tr>
</tbody>
</table>

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**<br>**OR**<br>**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, MED.DENE cluster, M5.028**

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

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
3:11. First Year Postgraduate Research Conference

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

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.44.

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.

Example of previous (anonymous) student feedback for this conference:

- “Although I was a bit nervous about presenting some of my early-stage work, the first year postgrad conference was a great experience. The audience was supportive, and the Q&A session provided me with some good ideas. It was an excellent opportunity to practice presenting as well. While getting a taste of the behind-the-curtain action that is necessary to set up such an event, I got to befriend my colleagues in the organising committee. In all, both organising and presenting at the conference were enjoyable experiences, and I believe them to be assets to comprehensive research training as well as an essential part in academic life.”
“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.”
3:12. Presentation Skills Workshop Series

<table>
<thead>
<tr>
<th>Module Co-ordinator</th>
<th>Dr Laura Leonardo</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDF</td>
<td>A1 Knowledge base</td>
</tr>
<tr>
<td></td>
<td>B1 Personal qualities</td>
</tr>
<tr>
<td></td>
<td>D2 Communication and dissemination</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
</tbody>
</table>

Drop-in IT Skills Session for Presentation Skills
  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.

Presentation Skills
  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 create the perfect academic presentation.

Video Practice for Presentation Skills
  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.

Performing Research
  Monday 20 May, 10:00-12:30pm
  Paula Penman, actor, https://twitter.com/paulapenman
  Theatre actor Paula Penman will share her expertise to help you perform your academic presentation in a practical workshop, in a safe supported environment, exploring voice projection, stage presence and how to make your research exciting and engaging for an audience.
Postgraduate Research Training and Researcher Development Programme in the Social Sciences

Section Four
Specialist Research Workshops

PLEASE NOTE: THE INFORMATION THATfollows IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.
4:1. International Fieldwork in Developing Countries and Emerging Economies

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>All PhD and MPhil who are going to carry out fieldwork in a relevant country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Leader</td>
<td>Dr Raksha Pande, School of Geography, Politics and Sociology</td>
</tr>
</tbody>
</table>
| RDF                           | C1 Professional conduct  
C2 Research management |
| Location                      | Doctoral Training Suite, 5.65, Daysh Building |
| Dates                         | Thursday 29 November and Friday 30 November, 9:00 – 6:30 |

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. methodological, conceptual, ethical, cultural, etc.
- To encourage 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 build on the knowledge and skills gained in the faculty postgraduate training programme.
- 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 will include:

1) An Introduction to International Fieldwork
2) Theoretical and Methodological Debates
   - Methodological and conceptual issues
   - Cultural considerations
   - Ethical issues
   - Research in different contexts (e.g. conflict areas, hostile and difficult environments)
3) Practical Challenges of Fieldwork in Different Geographical Contexts; a panel of postgraduate students and other scholars will give talks on carrying out fieldwork in South Asia, South and/or Central America, Africa and Eastern Europe.

Intended Learning Outcomes

- 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.
4:2. 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 |
| 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.
Section Five
Sessions for Part-time Research Students

The sessions within this section of the Handbook are designed for part-time research students only, and are scheduled for Saturdays. Part-time research students can, of course, participate in any of the modules and sessions in this Handbook, and indeed are encouraged to do so. We have scheduled as many sessions as we can to take place between 4:00 and 6:00pm, in an effort to make it more possible for part-time students to attend.

However, we recognise that not everyone can make all these times, so we have organised the following two workshops especially for part-time students.


5:1. Academic Writing for Part-time Research Students

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>Any part-time PhD and MPhil students in the Social Sciences, Arts or Humanities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Susan Mitchell</td>
</tr>
<tr>
<td>RDF</td>
<td>D2 Communication and dissemination</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>Date and Time</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 hassacademicwriting@ncl.ac.uk will be considered.
3. The ONLY way to secure your booking is by submitting the writing sample.
4. The 8 places available will be allocated on a first come, first served basis.
5:2. Workshop for Part-time Research Students

<table>
<thead>
<tr>
<th>Who Should Take This Module?</th>
<th>Any part-time PhD and MPhil students in the Social Sciences, Arts or Humanities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Leader</td>
<td>Rosalind Beaumont</td>
</tr>
<tr>
<td>RDF</td>
<td>B2 Self-management</td>
</tr>
<tr>
<td></td>
<td>C2 Research management</td>
</tr>
<tr>
<td>Location</td>
<td>Doctoral Training Suite, 5.65, Daysh Building</td>
</tr>
<tr>
<td>Date and Time</td>
<td>Saturday 29 June, 10:00-4:00pm</td>
</tr>
</tbody>
</table>

Are you a part-time PhD student? Do you find it challenging to access training about your PhD during the week? This one day, weekend course is designed for you.

The precise agenda will be set on the day by the participants; however, areas typically covered include time management, doctoral process & examination, handling stress, the supervisory relationship and project management.

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 is also in the research phase of a part-time professional doctorate.
Postgraduate Research Training and Researcher Development Programme in the Social Sciences

Section Six
Sources of Information and Support
6:1. Vitae and Resources for Researchers

Vitae (formerly UK Grad) was established and funded by the British Government to provide resources to support researchers’ skills development in the UK. Its mission extends from postgraduates to their supervisors, principal investigators and their managers.

Online resources
Vitae offers advice on how to manage your Professional Development Planning, on the demands of the QAA Code of Practice, on careers (see their publication What do PhDs do?), and their new site on developments with the European Doctorate. They also offer a very useful wall planner chart for free entitled ‘Planning a Doctorate – Schedule for Success’. We highly recommend these resources to you. All can be found at www.vitae.ac.uk. Many other activities are sponsored by Vitae including a Regional Poster Competition. Other activities you may wish to explore include:

- Vitae Residential Schools both national and local, (one of which is compulsory for all British Research Council Funded students and is free of charge)
- Grad Taster Events
- Regional Poster Competitions
- Online services e.g. Mentoring
- Online resources
- Online development units

6:2. Careers Support for Research Students

Impartial and Confidential Career Discussions
An experienced team of qualified careers advisers, information staff and business advisers are available to provide impartial and confidential careers support to all postgraduate research students.

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. You can call into the Careers Service, without an appointment, for an initial one-to-one discussion with Fiona or another member of the team 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. We recommend you make contact at an early stage in your research to take full advantage of the support available. There are no pre-requisites for using the service and you are not expected to arrive with a detailed career plan. A longer appointment can be booked if you require more time.

The Careers Service can work with you to discuss:
- your career direction and progression
- making the most of the opportunities available to you
- thoughts on a change of direction or environment
- 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
Careers Service  
Student Services, King’s Gate  
Tel: 0191 208 7748

Check the Careers Service website www.ncl.ac.uk/careers for further information, where you will also find the Newcastle Researchers’ Blog with information, advice, vacancies and events relevant to the career development of Newcastle University researchers.

6:3. Blackboard

Blackboard is the University’s virtual e-learning environment. It is accessible to students twenty-four hours a day, seven days a week via internet access at the following link: http://bb.ncl.ac.uk/.

Once you have registered with the University, you will be given a username and password which will enable you to access Blackboard via the link above. Students (including Research Masters students) can access all the modules and sessions in this handbook via the ‘HASS Postgraduate Research Training Programme’ link listed under “My Organisations” on your Blackboard Homepage.

Blackboard is used to post announcements concerning all aspects of the programme such as changes to locations, times, dates and sessions. If you click on the ‘Module-based Programme’ button listed on the menu on the left of the HASS Postgraduate Research Training Programme Blackboard Homepage, then you will find folders organised to correspond with the organisation of this handbook. These folders will contain 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.

If you miss a session on the Training Programme, first check Blackboard to see if any material and the Recap recording for that session has been added to the content. If not, then contact the module or session leader.

If you cannot see a link to the Training Programme in the “My Organisations” section, please contact the Postgraduate Training Team at hass.pgtraining@ncl.ac.uk.

97
6:4. The Doctoral Training Suite and Room

Most of the sessions listed in this handbook take place in the Doctoral Training Suite. The Suite includes 17 PCs for the use of postgraduate students, a kitchen, DVD and data projection facilities, and can seat up to 160.

The Doctoral Training Suite (5.65) is located on the 5th floor of the Daysh Building (number 31 on the Campus Map).

The Doctoral Training Room (5.68), with a smaller capacity of 20 is used for smaller classes and is also located on the 5th of the Daysh Building.

During term time the Training Suite is open from 9:00am until 6:00pm Mondays to Thursdays and from 9:00am until 4:30pm on Fridays and earlier during vacations. You are asked to vacate the Suite promptly at closing as an alarm will be set!

The Training Suite is also used for other teaching, social events, conferences and closed meetings. If you plan to use the Suite, e.g. to use the PC cluster, please ensure it is not already booked. You will not be able to use the Suite during the times it is booked for other events.

6:5. ePortfolio

The University universally uses its ePortfolio as the form, manner and means by which researchers engage, plan, audit and manage their personal professional development.

The online site at: https://www.ncl.ac.uk/ltds/elearning/eportfolio/allows you to make a personal portfolio and log of your research development activities and to build a curriculum vitae in response to the requirements within the University’s Postgraduate Students’ Code of Practice which requires you to conduct a Training Needs Analysis, form a Project Proposal and Plan and conduct an annual review of your progress.

The ePortfolio will belong to you and it is your responsibility to open, update and share some elements with your Supervisor and School during the Annual Progression cycles. You should discuss with your supervisor what elements you agree to share and arrange for this to happen with the ePortfolio support team.

To assist you in getting the best use from the ePortfolio we have included an introduction to this system within the online workbook for ‘All the IT you Need to Know’ (see p. 21).

It is vital that you own your portfolio and keep it up to date as it will be used as evidence for your Annual Progress Review and it is an invaluable aid to your personal and professional development.
6:6. When Things Go Wrong

Sometimes things happen that are beyond our control such as illness or personal problems. If things start to affect your studies, you need to let someone know. There are people at the University who may be able to help.

Use your supervisor or school postgraduate director as the starting point for most issues. They will be able to advise you about the various University procedures and signpost you to other sources of support. If there are matters that you may wish to raise about the Faculty Research Training Programme, please contact the Director of the Research Training Programme.

Student Wellbeing 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/

If you are a Research Masters student and feel that your circumstances will affect your ability to submit assessments on time or your performance in exams, you need to complete a Personal and Extenuating Circumstances (PEC) form. Current guidance regarding this procedure is available at: www.ncl.ac.uk/students/progress/student-resources/help/

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. Further details are available at http://www.nusu.co.uk/nightline

6:7. Standards of personal conduct

The University outlines the standards it requires from students within the Student Charter. This is available in full at: https://www.ncl.ac.uk/pre-arrival

6:8. 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

6:9. Attendance

Attendance is recorded at all Faculty Postgraduate Research Training Programme teaching sessions. This provides Postgraduate Research students with a list of sessions they have attended over the year which can be used within annual progress reports.

The attendance information we record is also available to Schools. The University is required to report international students who stop attending their classes to UK Visas and Immigration, and the information we have feeds into this process. It is therefore particularly important that all international students attend their classes or notify their school (or the Postgraduate Training team if the student is solely registered onto the Postgraduate Training Certificate Programme) of any absence.

6:10. 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
6:11. 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

6:12. 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/, 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.

6:13. Other Useful Policies and Procedures
Other University Policies and Procedures relating to students include:
- Change in student circumstance (e.g. suspension of studies or withdrawal)
  Masters Students: http://www.ncl.ac.uk/students/progress/student-resources/change/
  PGR Students: https://www.ncl.ac.uk/students/progress/student-resources/PGR/changecircs/

6:14. 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
Postgraduate Research Training and Researcher Development Programme in the Social Sciences

Appendices
Appendix 1: Summary of Programme Commitments

The University’s Student Charter is available on the internet at http://www.ncl.ac.uk/pre-arrival/regulations/charter.php. In the Student Charter, the University undertakes to provide you with access to ‘high standards of teaching, support, advice and guidance’.

The Student Charter requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of course delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbook.

Your handbook also contains a range of other valuable information, so you should read it thoroughly and retain a copy for future reference.

Your attention is also drawn to the Student Charter Supplementary Statement of Student Rights and Responsibilities. Further information on this can be found at: http://www.ncl.ac.uk/pre-arrival/regulations

<table>
<thead>
<tr>
<th>Average number of contact hours for this stage / programme:</th>
<th>Teaching and contact hours vary per module, workshop and session, reflecting the differing requirements of the subject material explored. Further details are provided at each section of this handbook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of delivery:</td>
<td>This programme is delivered as a full-time (usually nine months) and a part-time (usually one year nine months) option.</td>
</tr>
<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>We will try not to make changes to your timetable after teaching starts. However change can sometimes be unavoidable. If this does happen we will always try and provide you with at least one week’s notice of planned change, including any rescheduled classes. If unexpected situations arise, such as staff sickness, we will give you as much notice as we can and will always try and contact you at least an hour before the class was due to start. All changes are communicated via E-mail and posted as an announcement on the HaSS Postgraduate Research Training Programme’s Blackboard Community site, so please check this site regularly.</td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>Changes to the curriculum and assessment after you register for the academic year are rare and are generally unavoidable. Wherever possible such changes are introduced following extensive discussions with the student body, and at least one month’s notice will be provided.</td>
</tr>
<tr>
<td><strong>Normal deadline for feedback on submitted work (coursework):</strong></td>
<td>Twenty working days</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Normal deadline for feedback on examinations:</strong></td>
<td>Twenty working days</td>
</tr>
<tr>
<td><strong>Professional Accreditation:</strong></td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Assessment methods and criteria:</strong></td>
<td>Assessment methods and criteria vary per module, reflecting the differing requirements of the subject material examined and the range of skills students are required to develop. Further details are provided at each section of this handbook.</td>
</tr>
<tr>
<td><strong>Academic guidance and support:</strong></td>
<td>Please see Section Six for further details.</td>
</tr>
</tbody>
</table>
## Appendix 2: Assessment

### 2.1. Deadlines

No one will be expected to submit assessments for all of the modules listed below. All students should clarify which modules they should take at the beginning of the academic year.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Module Leader</th>
<th>Assessment Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS8001</td>
<td>Thinking About Research <em>(Research Masters Students Only)</em></td>
<td>Professor Roger Burrows <a href="mailto:roger.burrows@ncl.ac.uk">roger.burrows@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 7 November, 2018</td>
</tr>
<tr>
<td>HSS8002</td>
<td>Information Skills</td>
<td>Louise Gordon <a href="mailto:louise.gordon@ncl.ac.uk">louise.gordon@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 21 November, 2018</td>
</tr>
<tr>
<td>HSS8003</td>
<td>Dissertation Preparation <em>(Research Masters Students Only)</em></td>
<td>Professor Robin Humphrey <a href="mailto:robin.humphrey@ncl.ac.uk">robin.humphrey@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 9 January, 2109</td>
</tr>
<tr>
<td>HSS8004</td>
<td>Qualitative Methods</td>
<td>Professor Robin Humphrey <a href="mailto:robin.humphrey@ncl.ac.uk">robin.humphrey@ncl.ac.uk</a>, Dr Laura Leonardo <a href="mailto:laura.leonardo@ncl.ac.uk">laura.leonardo@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 24 April, 2019</td>
</tr>
<tr>
<td>HSS8005</td>
<td>Quantitative Methods (Practical)</td>
<td>Professor Robin Humphrey <a href="mailto:robin.humphrey@ncl.ac.uk">robin.humphrey@ncl.ac.uk</a></td>
<td>4:00pm, Thursday 7 March, 2019</td>
</tr>
<tr>
<td>HSS8005</td>
<td>Quantitative Methods: Stream A</td>
<td>Dr Emily Clough <a href="mailto:emily.clough@ncl.ac.uk">emily.clough@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 8 May, 2019</td>
</tr>
<tr>
<td>HSS8005</td>
<td>Quantitative Methods: Stream B</td>
<td>Dr Rachel Carr <a href="mailto:rachel.carr@ncl.ac.uk">rachel.carr@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 8 May, 2019</td>
</tr>
<tr>
<td>HSS8005</td>
<td>Quantitative Methods: Stream C</td>
<td>Dr Danielle Turton <a href="mailto:danielle.turton@ncl.ac.uk">danielle.turton@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 8 May, 2019</td>
</tr>
<tr>
<td>HSS8005</td>
<td>Quantitative Methods: Stream D</td>
<td>Robin Brown <a href="mailto:robin.brown@ncl.ac.uk">robin.brown@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 8 May, 2019</td>
</tr>
<tr>
<td>HSS8006</td>
<td>Managing A PhD</td>
<td>Professor Robin Humphrey <a href="mailto:robin.humphrey@ncl.ac.uk">robin.humphrey@ncl.ac.uk</a></td>
<td>Date varies according to School</td>
</tr>
<tr>
<td>HSS8007</td>
<td>Nature of Explanation and Enquiry</td>
<td>Dr Laura Leonardo <a href="mailto:laura.leonardo@ncl.ac.uk">laura.leonardo@ncl.ac.uk</a>, Dr Adam Potts <a href="mailto:Adam.potts@ncl.ac.uk">Adam.potts@ncl.ac.uk</a></td>
<td>4:00pm, Wednesday 9 January, 2019</td>
</tr>
</tbody>
</table>

Resubmitted first semester modules 4:00pm, Wednesday 20 March, 2019

Resubmitted second semester modules 4:00pm, Wednesday 31 July, 2019
2:2. Assessment Submission

All assessments should be word processed and professionally produced. Unless otherwise informed by your module leader, one copy must be submitted through Turnitin by 4:00pm on the date specified in the table above. Please do not submit your assessments to any other office, or place them in the internal mail, as this may mean that your assignment is received after the deadline and will be penalised for being late.

You must ensure that you securely attach the correct Submission and Feedback form to your work. A copy of this form can be found at Appendix 3 this handbook and can be downloaded from Blackboard. Please note that during the course of marking, it may be necessary to photocopy your assignment for distribution to Schools and examiners.

In order to make a full submission of written work to us, you must submit your work with:

i. an appropriate completed Assessment Submission and Feedback form
ii. a Turnitin Digital receipt (which can be obtained by following the steps contained within this guide).

Please note: If you are an MLitt., IPhD or research masters student, assessments for any other modules on your degree programme must be handed in to your School office (or as instructed in your programme handbook), NOT the Faculty Office.

2:3. Extensions

Deadlines for handing in coursework are outlined above and must be adhered to.

Under very exceptional circumstances, the Director of Postgraduate Research Training, in consultation with the module leader, may grant an extension to the deadline for submission of an assignment. Normally only circumstances such as family crisis, illness, injury or bereavement will be deemed to be satisfactory explanations and you will be expected to provide evidence.

Applications must be made in writing on the appropriate extension form at: http://www.ncl.ac.uk/students/progress/student-resources/help/ to the Director of Postgraduate Research Training, including any supporting paperwork (such as a medical certificate) at least a week in advance of the due date for the assignment (and usually not request an extension more than 7 days after the deadline). The Director of Postgraduate Research Training will hold discussions with the module leader involved and let the student know of the decision in writing.

If the extension granted is longer than three weeks, it may be necessary for the student to complete a different assignment to prevent the remainder of the students from not receiving their feedback.

2:4. Late submissions

For students on the Postgraduate Certificate, taught masters, MLitt., Professional Doctorate or IPhD programmes, assignments handed in up to 7 calendar days late without permission will be mark capped at 50%, and if handed in over 7 calendar days late without permission or after the agreed resubmission date will be awarded a mark of zero.

For PhD or MPhil students not taking the Postgraduate Certificate, assignments handed in up to 7 calendar days late without permission will be mark capped at a Pass, and if handed in over 7 calendar days late without permission or after the agreed resubmission date will not be awarded a mark.

2:5. Word length

There are penalties for work that is over-length. This is a policy for extreme cases. Students and staff are reminded that we allow up to 10% of stated word length (both over and under) in assessed work. However, markers should additionally be allowed to deduct up to 10 marks in cases where the essay is over the limit. If marks are taken off for over-length, students are to be told this and the piece of work should be included in the moderation pack. Check in assessment details for each module for the specific word length of the
piece to be submitted. You must specify the word length of your work in the top of the first page of your paper.

2:6. Students who miss or fail assessed presentations

If you have a genuine reason for not making a presentation and cannot do so on a later date, then you will be assessed on your written assessment only. If you fail the presentation but pass the module overall, you will not be required to retake the presentation. If you fail both the written assessment and the oral presentation, you will be required to resubmit the assessment, but not retake the presentation.

2:7. Students who are required to resubmit an assessment

Students who fail an assessment at first attempt are required to resubmit. In the event of failing an assessment, the deadlines for re-submission are:

- First semester modules: 4:00pm, Wednesday 20 March, 2019
- Second semester modules: 4:00pm, Wednesday 31 July, 2019

This procedure has been devised in accordance with the University’s policies Coursework and Late Submission, which is available here: https://www.ncl.ac.uk/students/progress/student-resources/PGR/keyactivities/Resubmission.htm

2:8. Return of Marks

Wherever possible, marks will be returned online. Please note that the Faculty Postgraduate Team cannot return marks or assignments to students, or give you your mark directly.

2:9. Feedback

Feedback is provided on all assessments, both in the form of a rubric which gives feedback according to a set of general criteria and by written feedback focussing on the specifics of the individual assessment. Students who feel they need to raise questions about their feedback can contact the module leader within 7 days of the return of the marks and feedback. Most modules are marked by multiple markers, and the module leader is therefore best placed to supply clarification on any assessment within the context of the module as a whole.

2:10. Turnitin

Newcastle University is committed to encouraging good academic conduct and fair assessment. To these ends, the University subscribes to TurnitinUK (the JISC Plagiarism Detection Service). This software permits academic staff to carry out comparisons of students’ work with that of other students and with other print and electronic sources.

The Faculty of Humanities and Social Sciences requires that all assessments are submitted electronically via Blackboard, which in turn uploads your written work to TurnitinUK so that we can attempt to ensure that no student gains an unfair advantage over another by plagiarising someone else’s work, submitting the same work for more than one assessment or by purchasing or downloading assessments over the internet.

In order to make a full submission of written work to us, you must submit your work with:

i. an appropriate completed Assessment Submission and Feedback form
ii. a Turnitin Digital receipt (which can be obtained by following the steps contained within this guide).
2:11. How to submit your written work to TurnitinUK using Blackboard

- Click on the 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 the page, and click on the HSS Postgraduate Research Training Programme community link.
- Click Turnitin on the menu on the left of the page.
- This opens a page with a 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 details are correct.
- Insert the title of your assignment.
- Upload the 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!!

Please note that the file must be less than 20 MB and the maximum paper length less than 400 pages. File Types allowed are: MS Word, WordPerfect, PostScript, PDF, HTML, RTF and plain text.
Appendix 3: Quality Assurance and Enhancement:
Programme Review, Feedback and Committees

The Faculty places great emphasis on the quality of its Postgraduate Research Training 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:

(i) Questionnaires
(ii) The Faculty Student-Staff Committee, for which volunteers are sought at the beginning of the academic year
(iii) Student representation on the Faculty Board of Studies, for which volunteers are decided at the Staff Student Committee
(iv) Informal get-togethers

(i) Questionnaires

Students have an opportunity to give feedback on modules, workshops and sessions via the anonymous evaluation questionnaires; and also on the programme as a whole at the end of the year. Soon thereafter, the module leader will outline what action, if any, is to be taken in response to your comments. Staff take students’ comments seriously in the review, planning and improvement of each module. A summary of evaluation data is considered by the Faculty Student-Staff Committee, the Faculty Board of Studies and during module planning at the start of each academic year. These questionnaires are an important device for maintaining teaching quality and we ask you to respond to them thoughtfully and constructively. Just as you are benefiting from comments made by students in earlier years, so your suggestions will help to improve quality for the students who come after you.

(ii) 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 programmes 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. The terms of reference of the Committee are:

1) To meet a minimum of three times per academic year.

2) To consider any business relating to the student learning experience including matters raised by student representatives and matters on which the FRTP wishes to seek student views including:
   i. teaching, learning and assessment (including feedback on assessed work)
   ii. student support and guidance (academic and pastoral)
   iii. career development (graduate skills and employability)
   iv. teaching and learning resources (e.g. IT, teaching space/estates)
   v. the development of new programmes and review of existing modules and programmes (e.g. Internal Subject Review)
   vi. issues arising from student surveys and other feedback mechanisms
   vii. any matters referred to the SSC by the relevant Board of Studies
3) To consider any other matter referred by the Faculty Student Representatives, Union Society Education Officer, Head of School, Deans of Undergraduate and Postgraduate Studies and PVC Teaching and Learning.

4) To receive, for information, relevant external examiner reports and Board of Studies’ responses.

5) To identify and disseminate examples of good practice relating to the student learning experience.

6) To report to the relevant Boards of Studies, and other appropriate School committees, via Student Representatives and/or Staff Facilitators.

If you have any issues which you would like the Committee to discuss, contact your student representative(s) or the Degree Programme Director. Minutes and supporting documents of previous meetings are available on Blackboard.

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

(iii) 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. It reviews the academic side of your programme: this includes, inter alia, consideration of student evaluation of modules and the programme as a whole. It comprises the Postgraduate Dean, the Director of Postgraduate Research Training, all module leaders teaching on the programme, all School Postgraduate Directors and Degree Programme Directors of relevant degree programmes and student representatives. The Chair is appointed by the Faculty Teaching and Learning Committee. Regulation changes approved by the Board of Studies are sent to the Faculty Teaching and Learning Committee for consideration. Changes of major significance have to be sent to the University Teaching and Learning Committee for approval before they can be implemented.

If you have any items for discussion, contact your student representative or Degree Programme Director.

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

(iv) Informal get-togethers

These can be organised at any time, at the request of research students and/or the Postgraduate team.
Additional Processes
An External Examiner is appointed to review the assessment process for those students who opt to take the Postgraduate Certificate in Research Training, to attend the Board of Examiners’ meetings and to report annually upon the programme. Reports are considered by the Board of Studies and relevant issues are discussed at the SSC meeting.

In addition, all degree programmes are subject to the University’s Internal Subject Review process. The University is responsible for the standards of awards made in its name and for providing the learning opportunities and learning experiences necessary to enable students to achieve those standards. At Newcastle University, this periodic review is called Internal Subject Review. Internal Subject Review is a crucial and invaluable element of the University’s quality assurance and enhancement framework. It is a supportive, development-led review of a subject area which takes place on a regular basis (normally every 6 years) with the aim of enhancing the programme/s, while providing a robust mechanism for assuring and recording their quality, and for re-approving the provision. The programme was reviewed during the 2012/13 academic year and received two Exemplary Practice Commendations for the interdisciplinary nature of the programme and the creative and imaginative methods of providing support to students, along with seven Good Practice Commendations.
## Assessment Submission and Feedback Form

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PG Cert</th>
<th>PhD (Non PG Cert)</th>
<th>Prof. Doctorate</th>
<th>IPhD</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School:

- Full title of degree programme  
  (e.g. PhD in SSCI - Sociology)

### E-mail address:

- ………………….@ncl.ac.uk

### Module:

- 

### Date of Submission:

### Question:

- Yes
- No

### Word Count:

- 

“I declare that I have read and understood the University’s regulations concerning plagiarism and that the work submitted is wholly my own work within the meaning of the regulations. All information and quotations obtained from primary and secondary sources have been duly acknowledged and I give my permission to the Faculty of Humanities and Social Sciences to use plagiarism detection software if required.”

### Signed:  

### Date:

### General Comments:

- 

<table>
<thead>
<tr>
<th>Provisional Mark:</th>
<th>Moderated Mark:</th>
<th>Agreed Mark:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that marks are provisional until ratified by the Board of Examiners
Appendix 4: The Researcher Development Statement and Framework

The Researcher Development Statement (RDS)
The Researcher Development Statement (RDS) is a strategic statement setting out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers. The RDS 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.

Four domains encompass what researchers need to be effective in their approach to research, when working with others and in contributing to the wider society and environment:

- Domain A: Knowledge and intellectual abilities
- Domain B: Personal effectiveness
- Domain C: Research governance and organisation
- Domain D: Engagement, influence and impact

You and the Researcher Development Framework
The Researcher Development Framework (RDF) underlies the Researcher Development Statement (RDS) and represents a major new approach to researcher development, to enhance our capability to build the UK workforce, develop world-class researchers and build our research base. 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.

Both the RDS and the RDF are endorsed by Research Councils UK, Universities UK and other leading national organisations.

A graphic representing the first 2 levels of the Framework is presented on the previous page. Most of the modules and sessions offered by the Research Training Programme have been mapped to one or more of the skills outlined in the researcher development framework.

(adapted with permission from vitae.ac.uk)
## Appendix 5: Glossary of Terms

We recognise that Higher Education can be a confusing place of acronyms and abbreviations. The following table highlights some of the more common terms you may come across during your studies.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard</td>
<td>The University’s virtual e-learning environment, which can be found at: <a href="http://bb.ncl.ac.uk/">http://bb.ncl.ac.uk/</a></td>
</tr>
<tr>
<td>BoS</td>
<td>Board of Studies: a formally constituted committee which meets each semester to monitor the programme.</td>
</tr>
<tr>
<td>CV</td>
<td>Curriculum Vitae, which provides an overview of a person’s experience and qualifications.</td>
</tr>
<tr>
<td>DTC</td>
<td>Doctoral Training Centre: DTCs were accredited as ESRC training providers following a competitive peer review process ion 2010/11. Newcastle University is part of the North East Doctoral Training Centre with Durham University. Further information can be found at: <a href="http://www.nedtc.ac.uk">http://www.nedtc.ac.uk</a></td>
</tr>
<tr>
<td>ELMO</td>
<td>English Language Materials Online: a self study website of English Language activities to help students at Newcastle University improve their English for Academic Purpose.</td>
</tr>
<tr>
<td>ESRC</td>
<td>Economic and Social Research Council: the UK's largest organisation for funding research on economic and social issues. Further details can be found at: <a href="http://www.esrc.ac.uk">http://www.esrc.ac.uk</a></td>
</tr>
<tr>
<td>FE</td>
<td>Further Education: post-compulsory education in the UK (in addition to that received at secondary school), that is distinct from the education offered in universities and ranges from basic training to Higher National Diplomas or Foundation Degrees.</td>
</tr>
<tr>
<td>FPRTP</td>
<td>Faculty Postgraduate Research Training Programme</td>
</tr>
<tr>
<td>FMS</td>
<td>Faculty of Medical Sciences</td>
</tr>
<tr>
<td>HaSS Faculty</td>
<td>Newcastle University’s Faculty of Humanities and Social Sciences. Further details can be found at: <a href="http://www.ncl.ac.uk/hss/">http://www.ncl.ac.uk/hss/</a></td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education: normally taken to include undergraduate and postgraduate education.</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institution, such as a university</td>
</tr>
<tr>
<td>IHS</td>
<td>Institute of Health and Society</td>
</tr>
<tr>
<td>ISR</td>
<td>Internal Subject Review: Newcastle University’s periodic review of its taught undergraduate and postgraduate programmes.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mac</td>
<td>Mac computers, developed by Apple Inc</td>
</tr>
<tr>
<td>Myers Briggs</td>
<td>Myers-Briggs Type Indicator: a personality questionnaire</td>
</tr>
<tr>
<td>NVIVO</td>
<td>A qualitative data analysis computer software package</td>
</tr>
<tr>
<td>PCs</td>
<td>Personal Computer</td>
</tr>
<tr>
<td>PEC</td>
<td>Personal and Extenuating Circumstances: A form completed by students experiencing unforeseen problems such as illness, bereavement or personal problems in order to request an adjustment to assessment (for example an extension to a deadline, a deferral or the board of examiners’ discretion).</td>
</tr>
<tr>
<td>PG</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>PGR</td>
<td>Postgraduate Research students, such as those undertaking a PhD. qualification.</td>
</tr>
<tr>
<td>PGT</td>
<td>Postgraduate Taught students, such as those studying for an MA or MSc. qualification.</td>
</tr>
<tr>
<td>RDF</td>
<td>Researcher Development Framework: a tool for planning, promoting and supporting the personal, professional and career development of researchers by articulating knowledge, behaviours and attributes.</td>
</tr>
<tr>
<td>RDS</td>
<td>Researcher Development Statement: a strategic statement setting out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.</td>
</tr>
<tr>
<td>SAgE Faculty</td>
<td>Newcastle University’s Faculty of Science, Agriculture and Engineering. Further details can be found at: <a href="http://www.ncl.ac.uk/sage/">http://www.ncl.ac.uk/sage/</a></td>
</tr>
<tr>
<td>SSC</td>
<td>Staff Student Committee: a formally constituted committee comprising mainly of representatives from the student body to discuss and feed back issues regarding the programme.</td>
</tr>
<tr>
<td>TBC</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Vitae</td>
<td>Vitae works with UK higher education institutions to embed professional and career development in the research environment. Further information can be found at: <a href="http://www.vitae.ac.uk/">http://www.vitae.ac.uk/</a></td>
</tr>
</tbody>
</table>
### 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

<table>
<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</td>
<td></td>
</tr>
<tr>
<td>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

HaSS Faculty
Newcastle University
Great North House
Hancock St
Sandyford Rd
NE1 8ND

Designed by The Roundhouse Design Consultants, Newcastle upon Tyne.
© Newcastle University, 2018.
The University of Newcastle upon Tyne trading as Newcastle University.