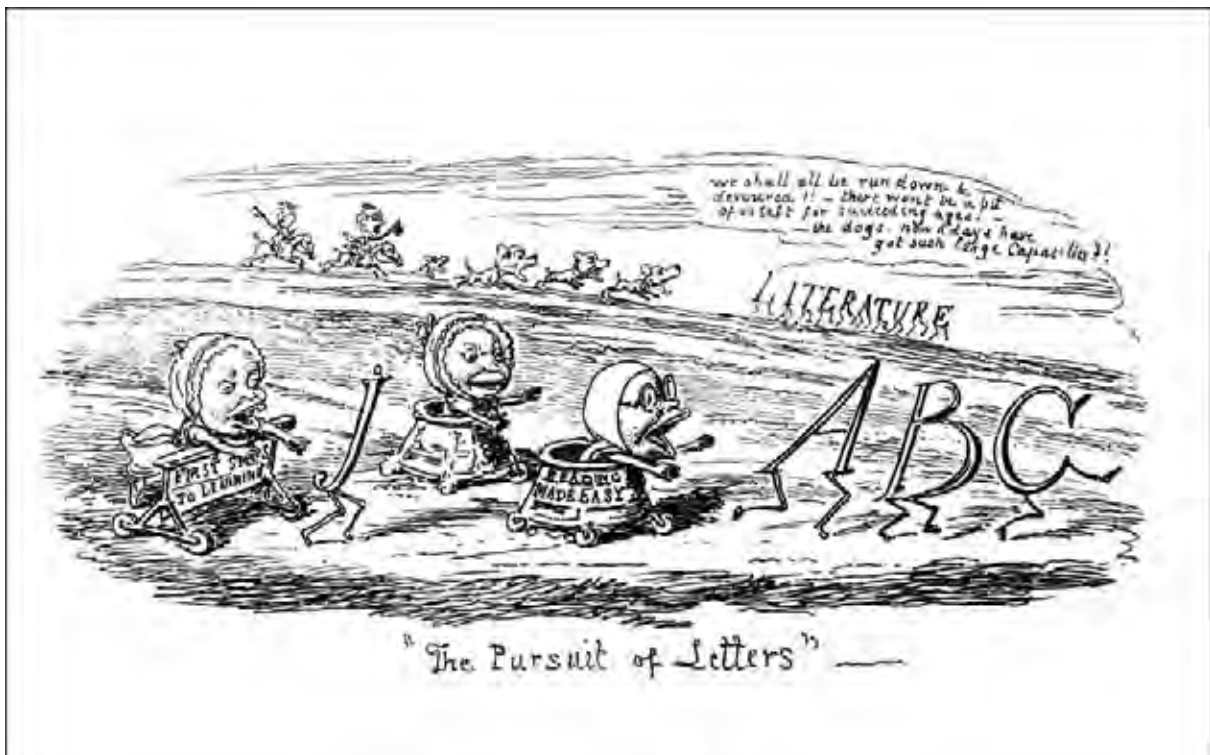


Postgraduate Research Training & Researcher Development Programme



Second and Third Year Handbook 2011/12

Postgraduate Research Training &
Researcher Development
Programme

Second and Third Year Handbook

Faculty of Humanities and Social Sciences
Newcastle University Newcastle upon Tyne
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Introduction

I am delighted to welcome you to the Research Training Programme for second and third year research students in the Faculty of Humanities and Social Sciences here at the Newcastle University. The programme has been recognised by both the Economic and Social Research Council and the Arts and Humanities Research Council as a sound foundation for doctoral studies.

This programme for second and third year research postgraduates builds on the foundations of research training knowledge and research development skills that *were covered in the first year programme. The modules and sessions enable students to continue to develop research skills* and to ensure that skills acquired in a doctorate can be transferred to the labour market.

Vitae launched a new Researcher Development Statement and Framework (RDS and RDF, see details on **page 45**). Both documents set out a complex series of skills a well rounded researcher should acquire during their career and the courses on offer on the Research Training Programme 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!

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. Exchanging ideas about research experience is an invaluable method of quickly learning the ropes.

Moreover, such networking is necessary for the second year postgraduate poster conference which is organised by the students on the programme during the second semester. In order for it to be a success, we need to ensure that three or four students are willing and able to take responsibility at an early stage for planning it. Would you like to be part of a team which organises the postgraduate conference? If so, please let Laura Leonardo have your name as soon as possible.

The Training Programme has a permanent home in the Faculty Postgraduate Research Training Suite on the 7th floor of the Daysh Building. The suite includes 20 bookable workstations for the exclusive use of postgraduate students.

Communications:

To allow you to manage your development and for us to support you it is vital that you check your electronic means of communication at least three times per week. The systems you must engage are:

- ✉ E mail - your university E mail account
- ✉ Blackboard - your module sites and personal areas
- ✉ E Portfolio - your log of developmental progress

The training Programme is also on Facebook, so make sure you join the community!

What should I do now?

It is vital that you discuss your research training needs and personal development programme with your supervisors and agree your programme of training. Some of this will be compulsory and some optional. Bookings for all modules and sessions will be made on our E-booking system at <http://apps.ncl.ac.uk/pgrdp>

Finally, let me say that I personally look forward every year to taking part in the Postgraduate Research Training Programme as it is an opportunity for me to meet with lively, committed and able students who are being attracted to undertake research in the Faculty of Humanities and Social Sciences here in Newcastle. I hope you find the programme as stimulating and valuable as your predecessors have done.

Professor Neill Marshall Dean of Postgraduate Studies, Faculty of Humanities and Social Sciences

Messages from Past Research Postgraduates

The Transformation Effect of the Postgraduate Research Training Programme



I'd like to speak for the 'off-piste' route to a PhD. I embarked on my thesis in my mid-fifties more for personal than professional development, although I believe my work as a psychotherapist was enriched by the experience. My first degree, a B. Ed., had been decades ago, and was not obviously relevant to a thesis on trauma and psychoanalytic theory. I worked part-time throughout my studies, and there were times when this was particularly demanding. Indeed I took a year off after my first year as I realised I had started before I was fully ready for the challenge.

Inevitably it was a singular enterprise, however support at home, trust and encouragement from my supervisor, a reading-group with people studying within a similar subject field, and an informal 'study-buddy' all served to help me through in spite of two significant crises of confidence and attempts to give up. At times I found it difficult to reconcile the demands of the university with my own understanding and philosophy of creative endeavour, however, addressing these with my supervisor enabled me to find a position that did not feel like a compromise. For example, we agreed that not all the sessions on offer through the Faculty Training Programme were relevant to my circumstances, however of the sessions I did attend, the ones on critical theory, e-learning, and preparing for the Viva, were invaluable. Perhaps the hardest factor of all for me was the ever-present sense of being judged, however developing the confidence to claim the validity of my own judgement was pivotal. An attentiveness to psychological process was part of my research, although I had not anticipated that I would be able to transform this into an offer on the post-graduate training programme. I hope that my experience will prove to be of value to others. In the end, the sense of delight, pride, and achievement that I carried out of a successful Viva was worth all the suffering!

Dr Clare Lindsay, Psychotherapist, Ph.D. Newcastle University 2011



I came to Newcastle in 2005 to do an MA in Human Geography Research. I continued here to do a PhD which was successfully completed in 2010. I now work as a post-doctoral research associate in the department of geography at Durham University. My research areas are in the disciplines of cultural and political geography, sociology, anthropology and social policy.

The School of Geography Politics and Sociology (GPS) in the Humanities and Social Sciences (HASS) faculty was the source of essential training in research skills and has also been an avenue for academic dialogue, debate and mentoring during my doctorate years. The postgraduate research training programme at the University brings together students from all schools and department under the HASS faculty and as such you find yourself sharing a learning space with people from varied disciplines. I recall having done group work with students from creative writing, linguistics and classics. This was crucial in helping me to appreciate the interdisciplinary nature of a PhD degree. In other words, the *philosophy* part of the degree 'doctor of philosophy' was made apparent to me in the training programme as I brushed shoulders with people who spoke with different disciplinary vocabularies but were all essentially engaged in mastering the skills of producing, critiquing and reflecting on the process of creating knowledge.

In this respect, the philosophies and theories in social sciences module was very useful, it introduced us to various theories of knowledge. Additionally, lectures on research methods from experienced academics all over the University encouraged me to learn about research methods as they are employed to investigate specific research problems: ethnography for example was covered in a two lectures and seminars, where apart from the theories of doing ethnographic research we were given a chance to go do a 'little ethnography of a shopping trip' and report back on the results. I found this hands-on training with expert feedback very helpful when conceiving the research design of my own thesis. In data analysis, we learned about quantitative as well as qualitative approaches, for me a two day training programme in using NVIVO provided the cutting edge software training in analysing qualitative data.

On a more practical note, we were also provided with training in other areas of academic life such as organising conferences (I was part of the organising committee for the 1st year postgraduate conference), editing and proofreading your work, and personality development tools such as the Myers-Briggs Type Indicator. I can confidently say that the postgraduate skills training programme formed the scaffolding on which the four challenging and sometimes difficult but overall very enjoyable years of my masters and doctoral research were based. It has provided me with a portfolio of skills into which I dip in nearly every day in my job as a research associate.

Dr Raksha Pande, Postdoctoral Research Associate, Geography, Durham University; Ph.D. Newcastle University, 2010

Which Modules and Sessions Should You Take?

You should take all the modules that are scheduled for your year, and then choose from the modules and sessions outlined in the section for second and third year students.

Second and Third Year Modules 'at a Glance'

Modules	Years	
	2nd Year	3rd Year
Progressing Your PhD	C	n/a
Research in the Wider Context	C	n/a
Second year Conference and Poster Workshop	C	n/a
Research Ethics in the Wider Context	O	O
Generic Skills sessions	O	O
Final Stages of a PhD	n/a	C
Fieldwork in Developing Countries	O	O

Key: C = Compulsory Core O = Optional

Assessment details are supplied in the Appendix at the end of this Handbook

Booking and Airline style check in



For some popular sessions where the maximum number of participants is capped, we have introduced an airline style check in system in order to maximise attendance and minimise disappointment. These sessions have the airplane logo next to the title and are clearly labelled on the e-booking system and when you sign up for one of these you will receive an email explaining what to do. In brief:

1. book a place as usual
2. between 48 and 24h of the workshop date you will receive a reminder requiring you to confirm that you will be attending. If you still are, you confirm following the instructions and you're fine and we'll see you on the day!
3. If you do not reply to the confirmation email, your place will be put back on the availability list and your name put on the waiting list.
4. If you are on the waiting list (either originally or because you didn't reply to the confirmation email) you will be notified 24h before the date if there are places available and will get the chance, on a first come, first served basis, to book.

We hope that this system will put an end to sessions being fully booked on paper but in fact undersubscribed on the day!

The Research Training and Researcher Development Programme

Modules for Second Year Students

HSS8008: Progressing Your PhD

Who Should Take This Module?	All 2nd Year PhD and MPhil students in the Arts, and Humanities or the Social Sciences.	
Module Leader	Dr Robin Humphrey	RDF see various sessions
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.	

Session 1: Studying for a PhD in a Collaborative Partnership with a Non-Academic Body (RDF C)

Dr Robin Humphrey and Research Postgraduates working in Collaborative Partnerships
Wednesday 12th October, 2.00 -4.00 pm, Postgraduate Training Suite, 7th Floor, Daysh Building.

This session is aimed at students working in Collaborative Partnerships only, in particular CASE students.

Working with academic and non-academic partners offers the Research Postgraduate a challenging and potentially very rewarding experience. However, these studentships are different from the conventional ones, and bring with them both pitfalls as well as possibilities. This session will provide the opportunity for students in all years who are working in collaborative studentships to talk about their experiences and share their reflections on their situations.

Session 2: Achieving Career Success (RDF B.3)

David Levinson, Careers Adviser for the Faculty of Humanities and Social Sciences
Wednesday 19th October, 2:00-4:00pm, Postgraduate Training Suite, 7th Floor Daysh Building.

Ensuring that you are in demand and your next move is the right one takes knowledge, experience, confidence and a bit of forward planning. It is easy to fall into postdoctoral positions without really thinking through whether or not they are right for you. This session will outline strategies that will help you to make proactive career decisions. You will discover ways to work out where you are now, recognise what you have to offer and take steps to boost your employability within and beyond the world of academia.

Session 3: Effectiveness in Doctoral Research and Supervision (RDF A, B)

Professor Charles Harvey, Pro-Vice Chancellor and Provost, Faculty of Humanities and Social Sciences
Wednesday 26th October, 10:00-12:00pm, Postgraduate Training Suite

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 the research students and members of his or her supervisory team.

Session 4: Writing a Literature Review and Methodology Chapters for Social Sciences (RDF A, A.2, D.2)

Professor Paul Seedhouse, School of Education, Communication and Language Sciences and Alicia Cresswell, the Writing Development Centre
Wednesday 2nd November, 10:00-12.00 pm, Postgraduate Training Suite

PLEASE NOTE: you can choose to attend this session at any point during your PhD career, but only need to attend it ONCE.

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

Session 5: Risk Management in Research Projects (RDF C.1)

Professor Elaine McColl, National Primary Care Career Scientist, Centre for Health Services Research
Tuesday 8th November, 9:30-11:00 am, Postgraduate Training Suite

All research projects are open to risks - in other words, threats to successful completion of the project to time, budget and quality standards. For example, equipment failure may be a problem both in interview studies in which tape-recording and transcribing equipment is being used, and in laboratory-based studies. Problems in timely data collection may also occur where gate-keepers control access to study participants or to crucial documents. In this session, methods for identifying such risks will be considered and strategies for managing risk will be discussed. Students are encouraged to think about the risks to which their own projects are open, and to come prepared to discuss how these risks might be minimised.

Session 6: Analysing Qualitative Data (RDF A.1)

Professor Liz Todd, School of Education, Communication and Language Sciences
Tuesday 15th November, 10:00-12:00 pm, Postgraduate Training Suite

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

Session 7: Progressing research: how to survive a PhD's mid-life crisis (RDF B.1, B.2)



Dr Clare Lindsay, Psychotherapist and Free-lance Facilitator
Wednesday 7th March, 2:00-4:00pm, Postgraduate Training Suite

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

Session 8: The Untidy Realities of Research (RDF B.2)

Dr Nigel Mellor, Educational Psychologist
Tuesday 10th January, 10:00-12:00 pm, Postgraduate Training Suite

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

Session 9: Coping with the "Research Context" - Reviewing the Literature in the Arts and Humanities (RDF A, A.2, D.2)

Dr Sarah Leahy, School of Modern Languages and Alicia Cresswell, The Writing development Centre
Tuesday 7th February, 10:00-12:00pm, Postgraduate Training Suite

PLEASE NOTE: you can choose to attend this session at any point during your PhD career, but only need to attend it ONCE.

This session is aimed at Arts and Humanities students, although social science students are welcome to attend.

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

HSS8009: Research in the Wider Context

Who Should Take This Module?	All 2nd Year PhD students in Arts, Humanities or Social Sciences.	
Module Leader	Dr Robin Humphrey	RDF C.1
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.	
Times	All sessions 4.00 -6.00 pm	

Module Summary:

A number of experienced researchers from Newcastle University and Northumbria University will give autobiographical accounts of the way they have dealt with a series of issues central to the research enterprise. Each session will involve a panel of researchers giving presentations which will raise issues for discussion and debate.

Session 1 Monday 24th October: Research Career Development

What can I do? What could I do? What shall I do? How do I go about it?	Dr Robin Humphrey, Director of Postgraduate Research Training, Professor Peter Stone, Arts and Cultures and Professor Kenny Coventry, Psychology and Sports Sciences, Northumbria University
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Session 2 Monday 31st October: Research Subjects

How should we relate to research subjects? Our impact and power, plus keeping their interest and involvement. Behaving well in the field	Dr Patricia Oliart, School of Modern Languages and Professor Teresa Waring, Business School, Northumbria University
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Session 3 Monday 7th November: Disseminating Research to Users

Academic publishing	Professor Barry Gills, Geography, Politics and Sociology, Newcastle University
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Session 4 Monday 14th November: Research and Culture and Research Strategy

Institutional Innovation and Institutional Strategy	Professor Gerry Docherty, Research Dean of the Faculty of Humanities and Social Sciences
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Student Feedback:

"Information I would have never discovered without this module."

"It helped remind me that my work is much wider than where my vision ends."

Second Year Research Postgraduate Conference **(RDF B.2, B.3, D.1, D.2)**

Co-ordinator: Dr Laura Leonardo

Date: Thursday 17th May

Time: All day event

Location: Room 220 Beehive

Summary

The second year conference provides every research postgraduate with the opportunity to discuss their research project with their peers in an informal, friendly atmosphere. The second year conference is based on poster presentations, and builds on the oral presentation skills developed for the first year conference. Web developing skills are offered in a session in the Generic Skills Researcher Development section of this handbook. A £50 prize is awarded to the best poster, as chosen by all the participants in the conference. The unique aspect of these Faculty conferences is that they are multi-disciplinary, and students develop their poster presentations to communicate with their fellow students from a very wide range of disciplines. They complement and extend the experiences and opportunities students have in their own disciplines. They are also organised by postgraduate students themselves, and volunteers for an organising committee will be sought early in the new year.

(Anonymous) Student feedback included these comments:

"The experience of presenting a poster at the PG conference was amazing. I would advise all students to do it even, and more importantly, when they are at an early stage in their research for many reasons. It is a very good opportunity to pilot a poster you may be presenting at a big conference. The training sessions staff are very supportive and knowledgeable, so you receive individualized advice about your poster and research. The friendly and supportive atmosphere at the conference itself makes it very easy to ask questions and get feedback about the layout, the design, and the presentation overall. You get to know the wider research community at Newcastle University and sometimes, you come across another student in another school doing something similar so you share the experience. I would say that presenting at conferences is a must for all researchers and the PG conference is your first step towards successful conference presentations."

"The poster competition was a chance to practice a different set of communication skills. Space is limited so your words, graphics and diagrams have to be effective and communicate your point concisely, as well as in an attractive manner. Not a simple thing to achieve, but the training sessions and the friendly, peer assessed environment made it easy."

Preparing Eye-catching Posters **(RDF D.2)**

Co-ordinator: David White, Whitehorn Consulting Ltd.

Date: Thursday 1st March 10.00 am -4.00 pm

Friday 2nd March IT session 9.30pm - 1.00pm (optional)

Postgraduate Training Suite, 7th Floor, Daysh Building

Background

Poster sessions are an increasingly important part of conferences and a valuable way of communicating your research. This workshop will be useful if you have never produced a poster before or you would like some new ideas on design or technical tips.

The HASS 2nd year postgraduate conference, which will be held on Thursday 17th May will involve the production of a poster to communicate your research and this course is designed to help you start thinking and preparing for this challenge.

Pre-requisites

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

Course Format

The course uses sample posters and a series of exercises involved in the design and execution of academic posters. Most of these will be flipchart and syndicate exercises. These will be completed in small groups and give you an opportunity to think about and test your ideas.

Course Objectives

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

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

Course Topics

- The role of posters in communication of ideas and information
- Communication objectives
- How people view and read posters
- Condensing content for visual communication
- Storyboards
- Essentials of layout
- Basics of typography
- Introduction to relevant software tools
- Presenting a poster verbally

Before the session

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

- 1 What was the start point of this research?
- 2 What results do I want to communicate?
- 3 What is the story of the research methods employed?
- 4 What visual aids will help communicate my message?
- 5 How can I make this interesting and eye-catching?

Additional IT session in PowerPoint

An optional self-study IT session will also be held. This will be a chance for students to design their own posters in PowerPoint and IT trainers will be on hand to answer any queries.

The Research Training and Researcher Development Programme

Optional Modules for Second and Third Year Students

WARNING! THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.

HSS8010: Research Ethics in a Wider Context

Who Should Take This Module?	Open to all 2nd and 3rd Year PhD students studying at the Universities of Newcastle, Durham, Northumbria, Sunderland and Teesside.	
Module Leader	TBC	RDF C.1, C.2, D.1, D.3
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.	

Dates: Thursday 19th April and Friday 20th April

Times: 10:00 am -4:00 pm

You are invited to register for a new collaborative training initiative in Research Ethics due to run for 2 whole days intensively. The module is open to second and third year PhD students, post docs and contract researchers in the regional Universities of Newcastle, Northumbria, Durham, Sunderland and Teesside. Each University and each Faculty in Newcastle will have a quota so early application is advised if ethics has a high priority in your project. You will get the chance to work with researchers from many disciplines and fields across Newcastle University and the four other Universities in the North East.

Workshops will include:

Owning your Ethics

What are Ethics: Theories and their History

Ethics and Creative Practice

Managing your Ethics: Procedures

Ethics and Researching Human Subjects: Objectivity and Subjectivity

Ethics and Researching non Human Things: (ideas, artifacts, images, natural objects)

Ethics and Researching Human Subjects: Principles and Practice Ethics in a Global Context

(Anonymous) Student feedback included these comments:

"The course was really enjoyable -not only because I met students from other faculties that I would never have otherwise met, but also because it gave me a valuable opportunity to test my ethical approach. A lot of assumptions that I had made were challenged, and my thesis will be much better for the experience. Initially I felt that two solid days out were a lot to spend on this area but it was invaluable time spent in the company of interesting people."

"I thoroughly enjoyed the ethics course and found it very useful. Teaching was good and it was very interesting to work with people from different disciplines. I was also interested at the shrieks of outrage whenever it was mentioned that we psychologists went round deceiving people (only in a minor fashion in my case). I'm quite impressed that I now know whether I'm a consequentialist or deontologist and why that matters. This is quite a change as most "ethics courses are about how to fill in forms but don't bother asking why we fill in the forms at all. It also made me think -which is probably a good thing for a researcher!"

"I was very pleased with this module in all respects -content, delivery, time/schedule, materials made available etc. I felt that the days were very well structured, the programme was packed with no time wasted, yet at the same time the whole course had a relaxed and informal feel to it thanks to the enthusiasm and skills of the tutors involved. The combination of presentations with small group activities worked well. I certainly learned a lot, reflected on my own practice as a result, and very much enjoyed working with the other participants and tutors."

Intensive solvers workshop **(RDF A.2, A.3, D.1 and D.3)**

Who Should Take This Module?	All PhD and MPhil students in Arts, Humanities and Social Sciences.
Module Leader	Jane Nolan MBE, Entrepreneur in Residence and Curriculum Development Officer
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.
Dates and Time	Friday 16th March 1.00 -4.00 pm

This highly interactive workshop develops commercial awareness and enterprise skills and offers an introduction to the world of commercialisation and business planning. It also aims to enhance team working, presentation and networking skills.

The session aims to increase entrepreneurial knowledge and skills through working on a real life problem or issue, linked to the University's societal challenge themes. This real life scenario will be introduced to the session by an entrepreneur – often an entrepreneurial academic with first hand experience of spin out, knowledge transfer or the commercialisation of research.

During the session you will work in teams, using techniques for creative thinking and problem solving, to develop solutions and strategies. You will start a hypothetical company and work with key business concepts using the business planning tool, XING. Then you will plan and deliver a pitch and finally hear from the entrepreneur what actually happened.

Programme

- 1 Introduction
- 2 The Problem
- 3 Practical Considerations
- 4 Creative thinking session
- 5 XING
- 6 Organise Pitch
- 7 Team Pitch
- 8 Close

The Research Training and Researcher Development Programme

Skills Sessions

Generic Skills Researcher Development Years 2 and 3

Generic Transferable Skills for Your Career Enhancement

The primary aim of these sessions is to provide you with the generic skills required to become a professional researcher. The skills you need are listed as the Researcher Development Framework (RDS) outlined at the end of this Handbook. They cover the 4 macro domains of Knowledge and Intellectual abilities; Personal Effectiveness; Engagement, Impact and Influence; Research Governance and Organisation.

The skill levels developed in each module session advance through the semesters and years culminating in the focus on your Professional and Personal Career Development in Year 3. Your Personal Professional Development, Management Skills and development of your Enterprise Skills will continue over three years. 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 gathered in the Development Programme alongside the subject specific skills provided by your supervisors, tutors and other colleagues. Your experiences in sessions should be shared with these groups and incorporated in your research practice and be logged in your E-Portfolio.

You are advised to follow the E-Portfolio procedure and conduct a Training Needs Analysis (TNA) early in each year with your Supervisor and to log and plan which elements of the programme to engage. You should keep experiential notes in your Portfolio and add each completed activity into your log. On completion you can upgrade your TNA skills list and prepare to submit your log to your Supervisor and the School as evidence of your development towards Annual Progression.

Vitae and Resources for Researchers

Vitae was established and funded by the British Government to provide resources to support researchers skills development in the UK. Its mission extends from Postgraduates Taught and Research to their supervisors, principal investigators and their managers. Most of their development activities and resources are provided free to users though fees are sometimes accrued to students who are not funded by a British Research Council. The main example of this is attendance at a Vitae sponsored Residential School.

Online resources

[The Vitae website and the supporting CD Roms.](#)

Within **www.vitae.ac.uk** there is a Vitae database that can be contacted for assistance. The University are active members. 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 free Planning a Doctorate - Schedule for Success, a very useful wall planner chart. We highly recommend these resources to you. All of the above 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)
- Local Residential Schools, for example North East Summer Schools, which are designed to offer a similar experience locally and to non-Council funded students at a reduced cost
- Taster Events
- Regional Poster Competitions
- Online services e.g. Mentoring
- Online resources
- Online development units

Mentoring Training - being a Mentor **(RDF D.1)**

Session Leader: Dr Laura Leonardo, Faculty of Humanities and Social Sciences

Location: Postgraduate Training Suite

Dates and Times: Wednesday 5th October 10.00 -1.00pm

(subject to demand we might hold a **repeat** workshop on Thursday 19th January 2:00 – 5:00)

The Postgraduate Researcher Mentoring Scheme is designed to provide researchers with peer support for their studies. The scheme is designed to allow you to gain extra support as a mentee in your first year and learn how to support others as a mentor in your second or third years. Mentor training will provide you with valuable transferable skills that will be useful in your future career.

- Personal help and support
- Advice and guidance
- Networking
- Development of skills in communication and co-operation
- An evidence work experience for your CV

Academic Writing Toolkit

A series of sessions and services to help with your writing skills

Session 1: Overcoming Writer's Block (RDF A.2)

Dr Nigel Mellor, Educational Psychologist Wednesday 11th January, 10.00 -12.00pm, Postgraduate Training Suite

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

Session 2: Academic writing and Self-Editing Your Thesis (RDF D.2, B.3)

Susan Mitchell and Michael Ayton

These two workshops 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. Susan Mitchell, an experienced consultant in this field, will run two sessions, each with 16 students, and then all of those 32 students will attend the session by Michael Ayton, a professional copy-editor, i.e. you will attend just one Academic Writing workshop followed by the Self-Editing workshop. Places are strictly limited. If you want a place on these workshops, book through the E-Booking system.

You can choose ONE of two Academic Writing sessions offered below, then attend the "Self-Editing your Thesis" session.

Academic Writing: EITHER: Thursday 20th October, 9:00 - 4:00pm, Postgraduate Training Suite OR: Friday 21st October, 9:00 - 4:00pm, Postgraduate Training Suite

AND: Self-Editing your Thesis Friday 4th November 9:00 - 4:00pm, Postgraduate Training Suite

As part of each workshop, Susan Mitchell and Michael Ayton edit examples of participants writing beforehand. If you successfully book a place, please note that you should be prepared to submit an example of your writing, no more than eight A4 pages, at least two weeks before the date of the workshop. Ideally these pages should be something that you are working on at present but if this is impossible then please send something else. Make sure that the pages are numbered and that your name appears on the document. Participants will be reminded of how, where and when to send their writing samples following booking and well in advance of the deadline.

Writing Development Centre **(RDF A.2)**

Location: Level 2, Robinson Library

Website: <http://www.ncl.ac.uk/students/wdc/>

E-mail: wdc@ncl.ac.uk Telephone: 0191 222 7659 or 0191 222 5650

The Writing Development Centre offers tuition and guidance for students who wish to improve their writing skills for study purposes. Help is available with the following:

- understanding assignment and examination questions
- planning, structuring and revising assignments
- using reading sources without plagiarism
- developing an argument
- writing critically
- using an appropriate authorial voice
- writing different types of assignment (e.g. essays, reports, reviews, reflective pieces)
- writing theses and dissertations
- answering examination questions
- using grammar and punctuation accurately and effectively
- using appropriate vocabulary and style
- learning from feedback on previous assignments

We run a series of **lectures and workshops** throughout the academic year. Some are open to all students, while others have been developed for specific degree programmes or modules. More information about these sessions is available on the Group Teaching pages of our website: <http://www.ncl.ac.uk/students/wdc/group/>.

We also offer a **one-to-one support service**. You can have an individual consultation with an academic writing tutor to discuss any difficulties you may have with writing, seek feedback on your written work or gain a better understanding of academic writing conventions and the standards expected at University. We recommend that you book a session in advance via our online booking system: <http://www.ncl.ac.uk/students/wdc/support/>. A limited drop-in service is also available. For more information, see **Opening hours** below.

International students with English as an additional language please note: You can use the Writing Development Centre one-to-one support service if you meet **one** of the following conditions:

- You have been exempted from language testing and/or the UELA assessment
- You have attained a mark of 70 or over in the UELA writing assessment
- You are a continuing student who has attended one full year of INTO In-Sessional writing classes in the past

If you are a new international student with a UELA writing score of less than 70, you will be supported by the INTO In-Sessional programme in the first instance.

Opening hours

During the teaching and assessment period in semesters 1 and 2, the Centre is open from 1:00 to 4:30pm Monday to Thursday and from 10:00am to 1:00pm on Friday. Bookable sessions are available from 1:00 to 4:00pm Monday to Thursday and 10:00am to 12 noon on Friday. We also offer a limited drop-in service from 4:00 to 4:30pm Monday to Thursday and 12:00 to 1:00pm on Friday. In addition, if a bookable slot is free, you may drop in at the appropriate time. A timetable showing free slots will be displayed at the entrance to the Centre. During the Easter and summer breaks, sessions are available by appointment only.

Online resources

You will find a collection of learning resources for academic writing and general writing skills at <http://www.ncl.ac.uk/students/wdc/learning/>.

ELMO: English Language Materials Online **(RDF A.1, A.2)**

www.ncl.ac.uk/students/insessional/english/elmo/

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

"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)

Peer-reviewing for academic journals **(RDF D.2)**

Session Leaders:

Researchers from **e-pisteme** editorial board (Newcastle University HaSS Postgraduate e-journal)

Location:

Postgraduate Training Suite, 7th Floor, Daysh Building

Date and Time:

Thursday 27th October 10:00-12:00 pm or Tuesday 21st February 10.00-12.00pm **(REPEATED)**

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

There will be plenty of opportunity to practice these skills in groupwork activities and ask questions to the session leaders about their personal experience of working as part of an academic publication. This session will also provide you with the opportunity to join the Newcastle **e-pisteme** peer-reviewing team, should you be interested to.

Introduction to Teaching and Learning in Higher Education

Who Should Take This Module?	If you intend to carry out teaching or demonstrating for the University, this course is compulsory . Other students who wish to learn more about teaching and learning in Higher Education may also attend, subject to availability of places	
Module Leader	Rosalind Beaumont, Staff Development Unit, itlhe@ncl.ac.uk	
Module Value	A + B = 20 credit Masters level module accredited by the Higher Education Academy at UK	RDF A.1, B.1, B.2, B.3, D.1, D.3
Eligibility	Please refer to nomination process on page 24	
Notes	This course has 2 parts where A is a prerequisite to attend B	

Part A comprises two days of inspiring and interactive training covering all the practical skills you will need to help students to learn.

Two versions of Part A are offered, one aimed at those who mainly demonstrate and one for those who mainly teach small groups (seminar-based). Part A is not formally assessed, and carries no credit itself. You receive a certificate for full attendance.

The Part A 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
- some principles of assessing learning
- ideas for evaluating and enhancing your teaching

Part B is practice-based, optional and can only be undertaken once Part A has been completed. It comprises one full day and two half day sessions, plus additional activities. A structured portfolio (which is assessed) is completed over six months.

The Part B portfolio comprises a number of tasks, including:

- identifying and reviewing goals for developing your teaching
- being observed teaching by fellow participants & by a Faculty Placement Liaison Officer
- evaluating the assessment process on one of your observed lessons
- identifying and undertaking a development activity to help you develop your teaching
- identifying and writing an assignment based on a topic that would help you with your thinking

Why should you do it?

Part A 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.

Parts A + B give you an accredited initial teaching qualification & Associate status of the Higher Education Academy – useful if you are planning a teaching career in Higher Education or elsewhere.

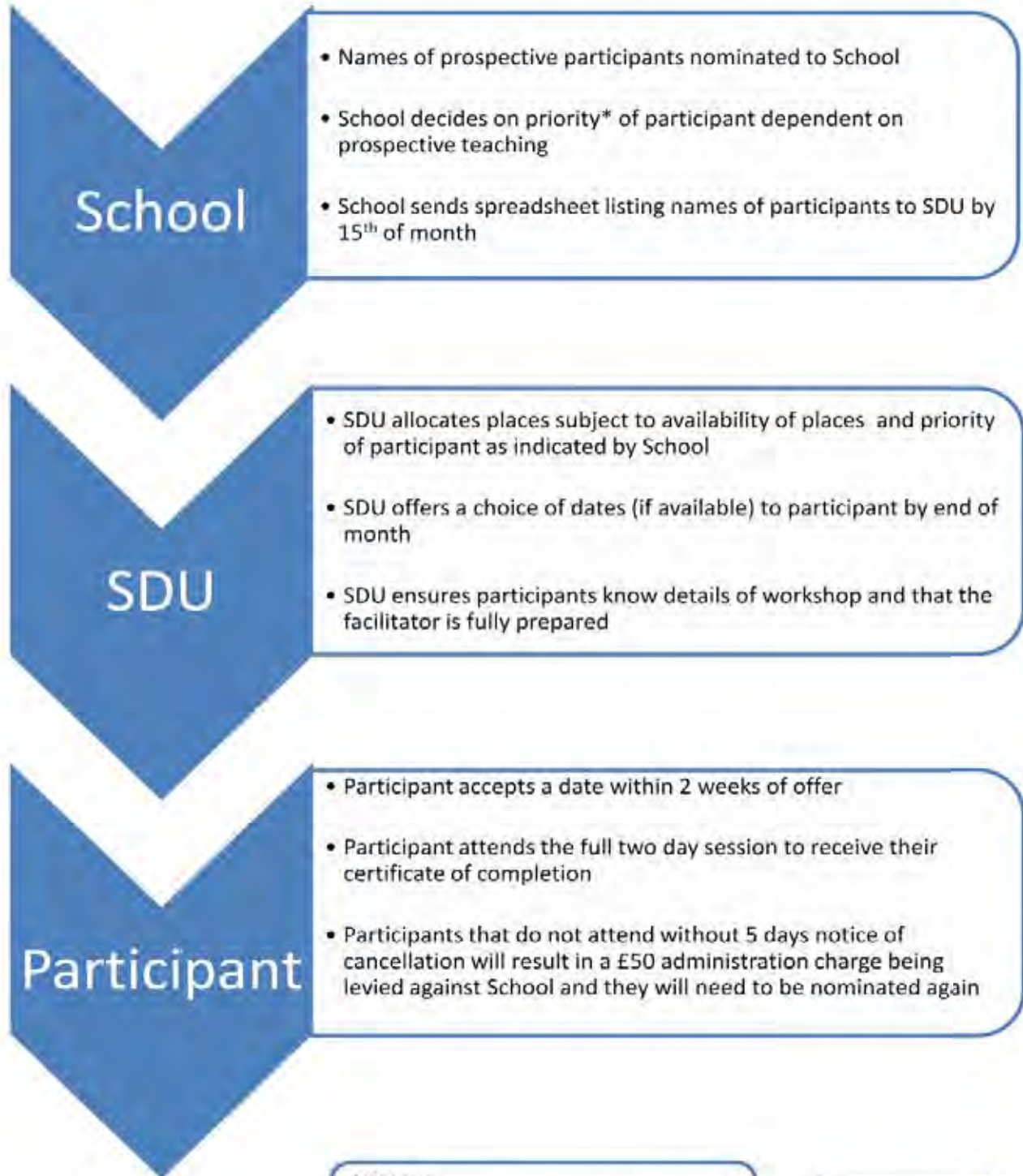
Further information can be found at <http://www.ncl.ac.uk/staffdev/academic/modules/itlhe/>

Nomination and Booking:

Part A - You will need to be nominated by your School. Please register your interest with your School Administrator.
Part B – This can only be undertaken on completion of Part A, is subject to entry requirements, and is self-nominated. Please contact SDU (ITLHE@ncl.ac.uk) for further details.

To join this course, you need to be nominated by your School as requiring this training in order to teach for the University. Please register your interest with your School Administrator. It is important that you understand that once you have accepted a place, failure to attend **will** result in your School being fined. Please consider this before committing to the course.

ITLHE Part A Nomination Process 2011-12



* Priority:-

1. Teaching in the current semester.
2. Teaching in the next 6 months.
3. No planned teaching currently.

ITLHE@ncl.ac.uk

Creating a personal research-focussed website **(RDF A.1)**

Harness the power of the web and learn how to create and publish your own research-focussed website on this practical workshop.

Either Thursday 24th - Friday 25th November, 10.00-4.00 **or** Thursday 1st - Friday 2nd March, 10.00-4.00 **or** Wednesday 16th - Thursday 17th May, 10.00-4.00

All in the Netskills Training Suite, 1st floor, Herschel Building

This two-day workshop enables researchers to start utilising the potential of the web by creating and publishing a personal research-focussed website. A personal website is an ideal vehicle for researchers to promote themselves and their research, keeping their research community, including potential future employers, informed about their skills and up-to-date with the progress of their research.

On day one attendees learn the necessary skills for writing webpages through a combination of presentations and practical exercises. On day two, attendees apply their new skills to author and publish their own website.

Being able to publish to a website is a vital employability skill; the modern research community, powered by the web, is truly global with ideas are exchanged, working papers written and data presented - all online.

Topics

- Understanding how the web works
- An introduction to **HyperText Markup Language** (HTML)
- Adding structure and style to your webpages
- Using Dreamweaver, the market-leading web authoring tool
- Writing for the web: writing for a specific audience
- Developing your personal website
- Publishing your website for the world to see!

Who is it for?

This workshop is specifically for postgraduate and postdoc researchers. Participants need no previous experience of creating web pages, but should be familiar with a web browser (e.g. Internet Explorer, Firefox etc.) and using Microsoft Windows to open, save and close files. By the end of the workshop participants will have:

- Learned a range of professional transferable skills
- Created and published a personal, research-focussed web site
- Understood the process of creating a website

A previous attendee said: "It was the best postgraduate professional development training course I've attended to date. I would recommend it very highly!"

Practicalities

This **two day** workshop is split into four main sessions. Each session consists of presentations followed by structured practical hands-on exercises. You will be provided with a workbook that includes all presentation slides, hands-on exercises, plus extra reference material. Spaces on this workshop are limited and are allocated on a first-come-first-served basis. All attendees will need to bring along content about themselves and their work. Further details will follow nearer the time of the workshop.

Exploiting online tools and resources **(RDF A.1)**

Tuesday 29th May, 10.00 -4.00 pm Netskills Training Suite, 1st Floor, Herschel Building

The web is a vast resource for the researcher, offering information on every subject. There are also a rapidly growing number of powerful online tools that offer ease of access, minimal cost and ever improving functionality. Such web tools also enable the global research community to communicate and collaborate effectively wherever individuals are located. During this one-day workshop, delivered by Netskills, we explore a range of online tools, from blogs, wikis and podcasts to Google documents, Pageflakes, Delicious and Facebook. We also consider advanced search methods and offer advice for how to evaluate the quality and reliability of information you find on the web.

Topics

- Using blogs for publishing, reflection and discussion
- Online tools for collaboration, productivity and sharing resources
- Search logic and advanced search strategies
- Evaluating information quality

Who is it for?

This workshop is specifically for researchers, including postgraduate students and postdocs. There are no pre-requisites for this workshop. By the end of the workshop participants will have:

- Evaluated a wide range of online tools and resources
- Identified specific tools for their personal research needs
- Practiced advanced search techniques and questioned the reliability of information on the web

A previous attendee said: *"I found out about so many useful web tools today! I'll definitely start using the ones for referencing. All PGR should be encouraged to use attend this course and to consider blogs, portals, galleries etc..."*

Introduction to NVIVO 9 (RDF A.1)



Module Leader	Dr Jane Wilcockson, Independent NVivo Trainer
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.
Dates and Time	Various dates see below. All courses last 1 full day: 9:00am to 4:00 pm

What is NVivo 9?

Software to assist researchers to store and manage qualitative data

What type of data can NVivo 9 handle?

Text based data, Media Files, the qualitative comments from Survey Data (no statistics)

Who is it for?

This course is suitable for anyone undertaking qualitative research (for example postgraduate students, academics and research staff) who would like to use software to assist them to organize, retrieve and analyse qualitative data. A basic understanding of Microsoft Word and the principles of qualitative research would be helpful.

By the end of the course participants will be able to open and begin to develop a project from scratch in Nvivo 9 and also begin to explore the tools Nvivo 9 offers to help researchers organize, manage and retrieve a variety of data. Begin to create coding and develop analysis through using query tools, sets, relationships and models

Please note: This is a suite of 4 different sessions from which you can choose according to your needs. A and/or B serve as a foundation and the trainer provides a practice data set. C and D are for those at a more advanced stage who have their own data set and have already attended A and/or B. There are also 2 support sessions open to all level of expertise.

Essential Points for all Courses

All course participants must ensure they have enough user space on their H drive

Data is provided for Courses A & B only – however you can use your own data if you wish

If using voice or video – please bring your headphones

Course A: Using NVivo to analyse Textual Data, Friday 28th October

Suitable file types are;

Word (.doc, .docx), Rich text form (.rtf), Text (.txt) Web pages (if in word, rtf or txt format); PDF; Datasets (.excel; delimited text files)

The course content includes;

- Introduction to the software
- Creating & setting up an E project within NVivo
- Bringing in & Organising **Text based data**
- Creating Text based data; e.g. memos and annotations
- Working with Nodes to analyse text based data
- Using the classification tools e.g. to create cases with textual data
- Introducing a *selection* of Find and Search Tools
- Introducing a *selection* of tools to visualise your data
- Exporting Data, & creating reports and extracts

Course B: Using NVivo to analyse Media Files, Monday 31st October

Suitable file types are: Audio files (.mp3, .wma, or .wav files), Video Files (.mpg, .mpeg, .mpe, .wmv, .avi, .mov, .qt, .mp4) Picture Files (. bmp, .gif, .jpg, .jpeg, .tif, or .tiff)

The course content includes;

- Introduction to the software
- Creating & setting up an E project within NVivo
- Bringing in & Organising **Media based data**
- Creating Text based data; e.g. memos and annotations
- Working with Nodes to analyse media data
- Using the classification tools e.g. to create cases with media data

- Introducing a *selection* of Find and Search Tools
- Introducing a *selection* of tools to visualise your data
- Exporting Data, & creating reports and extracts

Course C: NVivo 9 Sampler! Thursday 23rd February

Ready to start organising and analysing **your OWN** qualitative data?

This *Sampler Course* is for the researcher who would like to 'kick start' their data analysis by learning a *Sample* of NVivo 9 tools and to apply the tools to their own data. The course focuses on the tools more immediately relevant to the early stages of analysing data and allows more 'hands-on' time with the availability of the trainer. Consequently course content is more flexible depending upon the needs of the group. The sample of tools demonstrated will focus on;

- Introduction to the software
- Creating & setting up an E project within NVivo
- Bringing in & Organising **Text & Media based data**
- Working with Nodes to analyse media data
- Creating Text based data; e.g. memos and annotations
- Exporting data

Course D: Trouble shooting and Recapping NVivo 9 tools, Friday 24th February

Do you have an **EXISTING** NVivo project in progress? Do you have a particular **NVivo 9** query?

This *Trouble shooting and Recapping Course* is intended for the researcher who needs particular assistance with an NVivo 9 tool/s. It is more suited to the researcher who has previously attended an NVivo course, is currently using the software and who needs further assistance. Consequently, the content of this course is determined by the needs of the group. Course participants will be asked to provide a very brief outline of the area of the software they would wish to cover.

Support Sessions in the PG Training Suite

Tuesday 15th November, 2:00 – 4:00

Monday 12th March, 1:00 – 3:00

Student Feedback:

"The pace was really excellent and I found the explanations and demonstrations perfectly easy to follow".

"Demonstration and hand out are very impressive. Individual support very helpful".

PhD and Beyond Workshops series **(RDF B)**

Are you thinking of applying for opportunities in the near future? Have you recently updated your CV or attended an interview? Do you know how to convince an employer you have what they are looking for?

If you are currently applying for new opportunities or just want to learn how to give yourself an advantage in an increasingly competitive job market, these sessions will show you how to market your research experience effectively.

Developed by the Careers Service in partnership with employers of PhD graduates both within and outside academic research, the sessions aim to provide an insight into the recruitment process and selection criteria.

- Provide information and advice on producing effective CVs and achieving success at interview
- Demonstrate ways to convey the relevance and value of your experience to a range of different employers
- Provide an opportunity to practise your interview skills
- Increase your confidence when applying for opportunities with a PhD

Workshop 1: Careers inside and outside research **Wednesday 15th February, 1.00 -3.00pm, Postgraduate Training Suite**

Along with expert knowledge and intellectual curiosity, accomplished researchers possess high level transferable skills with lots of applications in the working world. Yet few jobs outside academia specifically seek higher qualifications, and research shows that many opportunities are never advertised so how do you make a career transition? In this session, you will start to explore some of the alternative career options for researchers in addition to considering how to market your PhD within academia.

We will look at how to develop and use your own network of contacts alongside established resources, as well as practical suggestions for overcoming some of the barriers you might face. This session will interest those researchers who want to consider career options outside of academic research while being relevant to those aiming to staying in academia.

Workshop 2: Preparing CVs for Academia or Industry **Wednesday 18th April, 10.00am -12.00pm, Postgraduate Training Suite**

This workshop will explore some of the key differences and similarities in writing a CV to apply for academic research opportunities or jobs in the private sector. Tailoring the information you provide to grab the attention of selection panels can be crucial and this session will help you to highlight the specific skills employers will be interested in. The initial hour of this session will be a presentation; this will then be followed by a discussion of specific CVs and applications.

Workshop 3: Preparing for Interviews and Assessment Centres **Monday 14th May, 1.00 -3.00pm, Postgraduate Training Suite**

This workshop is intended for researchers who are applying for academic research opportunities or jobs in the private sector. It will cover the principles of performing effectively at interview and will give you the opportunity to practice your own interview skills in a safe environment, gaining constructive feedback from tutors and fellow participants.

This interactive workshop aims to increase your confidence with regard to:

what to expect at employer interviews and assessment centres
how to prepare effectively , including using online resources
how to develop strategies to use when answering tricky interview questions and approaching different types of assessment centre exercise

Myers-Briggs Type Indicator in Work and Career Choice **(RDF B.1)**

Session Leaders: Careers Service

Location: Postgraduate Training Suite, 7th Floor, Daysh Building

Dates and Times: please choose **ONE** All in the Postgraduate Training Suite

Wednesday 25th January, 9:00 -12:00 pm **OR** Tuesday 28th February, 9:00 -12:00 pm **OR** Wednesday 9th May, 9:00 -12:00 pm

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

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

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

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

Please note that participants are required to visit the Careers Service and complete the questionnaire at least one week in advance of the workshop. Early booking is recommended as places are limited.

The Research Training and Researcher Development Programme

Advanced Workshops for Second and Third Year Students

WARNING! THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.

Writing across Boundaries Explorations in Research, Writing and Rhetoric in Qualitative Research **(RDF A.1)**

ESCR Researcher Development Initiative

Project Leaders: Dr Robin Humphrey and Professor Bob Simpson, Durham University

Time and Venue: To be confirmed

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

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

www.dur.ac.uk/Writingacrossboundaries

International Fieldwork in Developing Countries and Emerging Economies

Who Should Take This Module?	All PhD and MPhil students who are going to carry out fieldwork in a relevant country.	
Module Leader	Professor Nina Laurie, Geography, Politics and Sociology	
Location	Postgraduate Training Suite, 7th Floor, Daysh Building	
Dates	Wednesday 14 December and Friday 16 December	RDF B, C

Module Summary

- To bring postgraduate research students (PGRs) involved in fieldwork in developing countries and emerging economies together to share learning and experience about conducting fieldwork in these contexts
- To provide an opportunity for reflection on issues e.g. conceptual, methodological, ethical, cultural etc
- To encourage 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 to include:

An Introduction to International Fieldwork:

Theoretical and Methodological Debates

- Methodological issues
- Cultural considerations
- Ethical issues
- Research in different contexts (e.g. conflict areas, hostile and difficult environments)

Practical Challenges of Fieldwork in Different Geographical Contexts

- A panel of postgraduate students and other scholars will give talks on carrying out fieldwork in South Asia, South and/or Central America, Africa and Eastern Europe.
- A critical understanding of the ethical issues and practicalities of doing fieldwork in developing countries and emerging economies;
- An appreciation of good practice in carrying out fieldwork in developing countries and emerging economies;
- An ability to reflect and think critically about the conduct of research in developing countries

The Research Training and Researcher Development Programme

Modules for Third Year Students

WARNING! THE INFORMATION THAT FOLLOWS IS ACCURATE AT THE TIME OF PRINTING, BUT IS SUBJECT TO CHANGE AS THE YEAR PROGRESSES.

HSS8011: Final Stages of Your PhD

Who Should Take This Module?	All 3rd Year PhD and MPhil students in Arts, Humanities or Social Sciences.	
Module Leader	Dr Robin Humphrey	RDF see individual sessions
Location	As listed below.	

Session 1: Studying for a PhD in a Collaborative Partnership with a Non-Academic Body (RDF C, D)

Dr Robin Humphrey and Research Postgraduates working in Collaborative Partnerships
Wednesday 12th October, 2:00 -4:00pm, Postgraduate Training Suite, 7th Floor, Daysh Building

This session is aimed at students working in collaborative partnerships only, in particular CASE students. Working with academic and non-academic partners offers the research postgraduate a challenging and potentially very rewarding experience. However, these studentships are different from the conventional ones, and bring with them both pitfalls as well as possibilities. This session will provide the opportunity for students in all years who are working in collaborative studentships to talk about their experiences and share their reflections on their situations.

Session 2: Handling Large Documents in Word (RDF A.1)

Carlos Osorio Toro, PhD candidate, NUBS
Wednesday 23rd November: Handling Large Documents in Word, Brae PC Cluster, Room 3.11, Daysh Building, 4:00-6:00pm

- Templates and Styles
- Working with a Large Document
- Applying and Changing Styles
- Field Codes
- Producing a Control File to Link Individual Documents
- Using Headers and Footers
- Producing Tables of Contents and Figures

Session 3: Writing a Literature Review and Methodology Chapters (RDF A.1, A.2, D.2)

Professor Paul Seedhouse, School of Education, Communication and Language Sciences and Alicia Cresswell, the Writing Development Centre
Wednesday 2nd November, 10:00-12.00 pm, Postgraduate Training Suite

PLEASE NOTE: you can choose to attend this session at any point during your PhD career, but only need to attend it ONCE.

This session is aimed at social science students, although Arts and Humanities students are welcome to attend.

- What to put in a literature review
- Organising material in a literature review
- Writing critically
- What to put in a methodology chapter
- How these chapters relate to the rest of the thesis

Session 4: Analysing Qualitative Data (RDF A.1)

Professor Liz Todd, School of Education, Communication and Language Sciences
Tuesday 15th November, 10:00-12:00 pm, Postgraduate Training Suite

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

Session 5: Completing a PhD (RDF B)

Dr Robin Humphrey, Director of Postgraduate Research Training

Monday 28th November, 1:30-3:30pm, Postgraduate Training Suite, 7th Floor Daysh Building.

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

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

Student Feedback:

"Really clear practical advice...really motivating me at this stage when things are still a bit fuzzy"

Session 6: The Untidy Realities of Research (RDF B.2)

Dr Nigel Mellor, Educational Psychologist

Tuesday 10th January, 10:00-12:00pm, Postgraduate Training Suite, 7th Floor Daysh Building.

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

Session 7: Coping with the "Research Context" - Reviewing the Literature in the Arts and Humanities (RDF A, A.2, D.2)

Dr Sarah Leahy, School of Modern Languages and Alicia Cresswell, The writing Development Centre.

Tuesday 7th February, 10:00-12:00pm, Postgraduate Training Suite

PLEASE NOTE: you can choose to attend this session at any point during your PhD career, but only need to attend it ONCE.

This session is aimed at Arts and Humanities students, although social science students are welcome to attend.

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

Session : Completing research: the psychological picture (RDF B.2)



Dr Clare Lindsay, Psychotherapist and free-lance trainer

Wednesday 7th March, 12:00 – 2:00pm , Postgraduate Training Suite

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

Session 9: Preparing for the Viva (RDF C.2)

Dr Robin Humphrey, Director of Postgraduate Research Training and Professor Neill Marshall, Postgraduate Dean Tuesday 22nd May, 2:00-4:00pm, Postgraduate Training Suite, 7th Floor Daysh Building.

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

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

Student Feedback:

"Robin and his colleagues are always fantastic in terms of presenting such important issues. Thanks a lot!"

The Research Training and Researcher Development Programme

Appendix

Quality Assurance and Enhancement: Programme Review and Feedback

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) Anonymous module questionnaires on Blackboard, which everyone should complete
- (ii) The Faculty Staff-Student Committee, for which volunteers are sought at the beginning of the academic year
- (iii) Student representation on the Faculty Board of Studies, for which student members of the Staff Student Committee decide who will represent them
- (iv) Informal get-togethers.

There is usually a draw at the end of the year amongst all people who left feedback at the end of the year with some cash towards attending a conference to be won. This is what Alex Caveen, our current winner had to say:



"I was fortunate enough to receive the £200 and used it to cover the costs of a conference in Greenwich, 'it's not just about the fish'- a social science perspective on UK-EU fisheries management. After spending much of the previous year stuck in an office drafting and redrafting research plans, and occasionally banging my head against a brick wall, it was nice to finally get out and start interacting with people who share similar research interests. It was also my first conference presenting, despite being a little unsure of what to expect, everything went ok, and there were no really difficult questions.

The conference was useful on two accounts, firstly it has given me confidence that my research project is not a dud, I have had my doubts at times, and secondly it has reenergised my attitudes towards the PhD. It has taught me that a little bit of social interaction can go a long way in keeping yourself motivated, especially when it is all too easy to become isolated in your own little world. Would definitely recommend attending/ presenting at a conference even if your research findings are still quite preliminary, the feedback I got from people was extremely useful.

Having the £200 provided by HASS has meant that I have not had to dip into my field expenses budget to fund the conference, so in that regard has been extremely useful. More money left in the pot to cover interview costs."

Faculty Staff-Student Committee

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 Staff-Student 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 (as laid down by the University) are:

To consider any matter referred to it by the Postgraduate Dean.

To consider, either on its own initiative or on a reference to it, any matter relevant to the Faculty that may affect students. Such matters will include, in particular, Faculty activities; Faculty modules or programmes of study; and Faculty facilities. ⌘ Although the Staff/Student Committee may concern itself with individual courses and modules, it shall not consider matters involving individual students or members of staff. Such matters should instead be dealt with by the Postgraduate Dean or his/her delegate.

If you have any issues which you would like the Committee to discuss, contact your student representative(s) or the Degree Programme Director.

Dates for the Faculty Staff Student Committee:

Tuesday 22 nd November	10-12	Postgraduate Training Suite
Monday 20 th February	10-12	Postgraduate Training Suite
Wed 23 rd May	2-4pm	Postgraduate Training Suite

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 the Degree Programme Directors of relevant degree programmes and the student representatives. The Chair is appointed by the Faculty Teaching & Learning Committee. Regulation changes approved by the Board of Studies are sent to the Faculty Teaching & Learning Committee for consideration. Changes of major significance have to be sent to the University Teaching 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 Faculty Board of Studies:

Wed 30 th November	2-4pm	Postgraduate Training Suite
Tue 28 th February	2-4pm	Postgraduate Training Suite
Wed 30 th May	2-4pm	Postgraduate Training Suite

Module and Programme Evaluations

Students have an opportunity to give the staff feedback on the modules via the anonymous evaluation questionnaires on Blackboard at the end of each module; 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 both the Faculty Staff-Student Committee, the Faculty Board of Studies and at module planning meetings held 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.

Blackboard

Blackboard is the University's virtual e-learning environment. It is accessible to students 24 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 can access modules on the Training Programme via the 'HASS Postgraduate Research Training Programme' link in the 'My Communities' section.

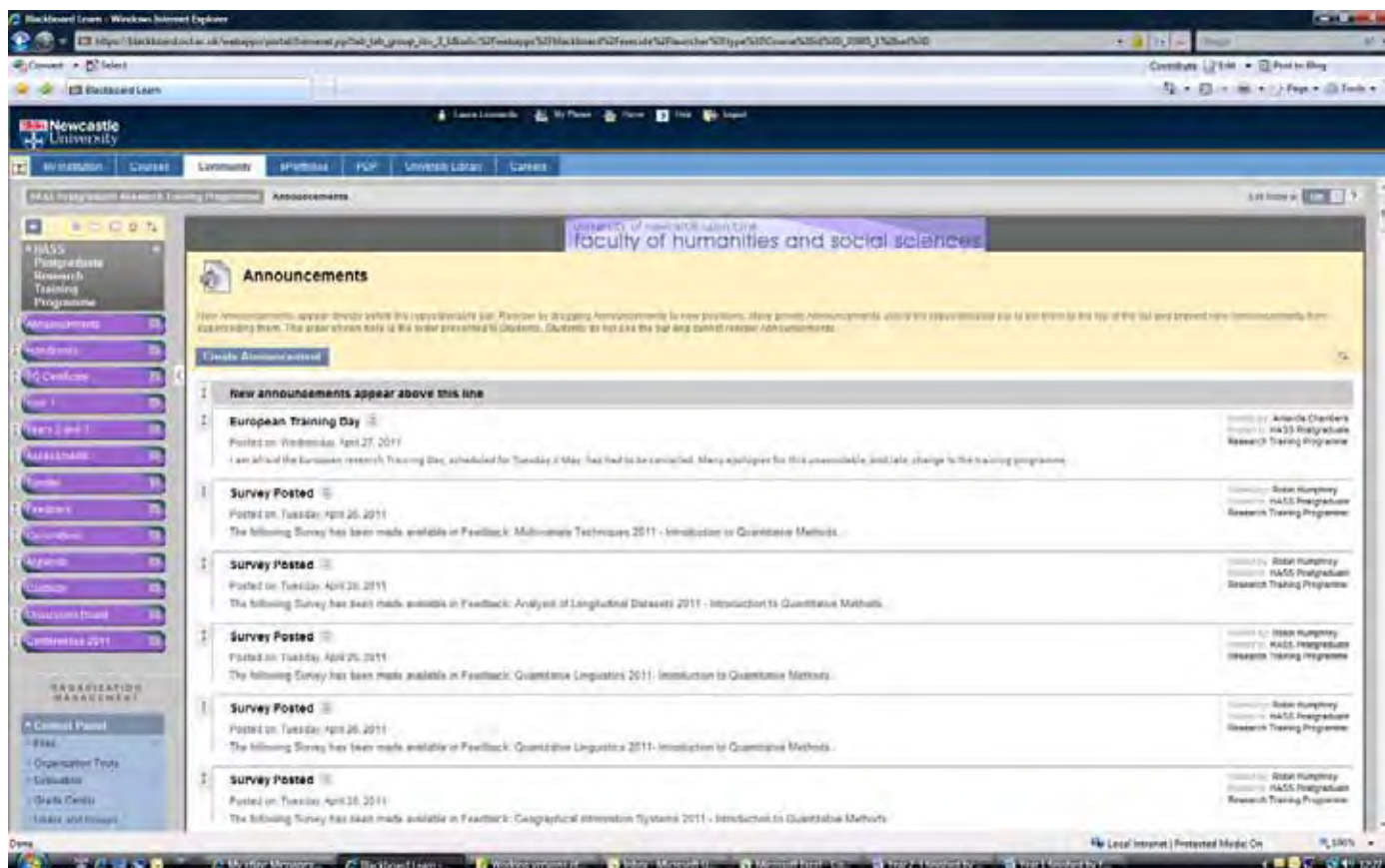
Blackboard is used to post announcements concerning all aspects of the programme such as changes to locations, times, dates and sessions. You will also find materials relating to modules, such as lecture notes and handouts, details of assessments, timetables and, importantly, details of any prior reading 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.

You are encouraged to participate in the Discussion Board, which you will find in the Training Programme Community. This student-led initiative allows you to share experiences of the Training Programme, have your say on issues related to the modules, and share tips and useful information arising from your research experiences.

Students are also asked to submit feedback on all modules on the Training Programme, via the feedback forms which are made available in the module information folders, towards the end of that module.

If you miss a session on the Training Programme, first check Blackboard to see if material 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 Organizations" section, please contact Amanda Chambers at amanda.chambers@ncl.ac.uk.



E-Portfolio

The University have now moved to the universal adoption of its E-Portfolio as the form, manner and means by which researchers engage, plan, audit and manage their personal professional development.

The online site 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 Postgraduate Students Code of Practice that you conduct a Training Needs Analysis, form a Project Proposal and Plan and conduct an Annual Review of your progress. The site can be found at: <http://pf-postgrad.ncl.ac.uk/>

This E-Portfolio replaces the paper copies used in previous years and dispenses with the need to keep paper files as evidence. The Portfolio will belong to you and it is your responsibility both 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 E-Portfolio support team. To assist you to get the best use from the E-Portfolio we have arranged an introduction in session 1 of Managing A PhD on Thursday 6th October Intensive Day. At this workshop, the site designer will introduce the Portfolio and navigate its most useful features, alongside an exploration of Blackboard and other E-Learning initiatives in the University.

It is vital that you own your Portfolio and keep it up to date as it will be used as evidence for your Annual Progression and it is an invaluable aid to your personal and professional development.

RESIN-Research Information Portal (RDF A.2)

The Research Information Portal is a site within the Library designed to offer specialist assistance to researchers. It can be found on the front page of the Library home page. On entry you will find sections on getting started; managing information and writing up.

The Postgraduate Training Suite

Most of the sessions listed in this handbook take place in the Postgraduate Training Suite. The suite includes 20 PCs for the use of postgraduate students, a kitchen, DVD and data projection facilities, and can seat up to 160.

The Postgraduate Training Suite is located on the 7th floor of the Daysh Building, and can only be accessed via this building.



Please note that it is NOT possible to access the Training Suite via the 5th floor of Claremont Tower (where the Graduate School is located).

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. The Suite is closed earlier during vacations, (the times will be displayed on the doors to the Suite). You are asked to vacate the Suite promptly at closing as an alarm will be set! Access to the suite requires a University smartcard. 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.

Contacts



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Secretary to the Postgraduate Research Training Programme, Faculty of Humanities and Social Sciences

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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. David Levinson 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 David or another member of our 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. We 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 222 7748

Check the Careers Service website www.ncl.ac.uk/careers for further information.

What is the Researcher Development Statement?

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

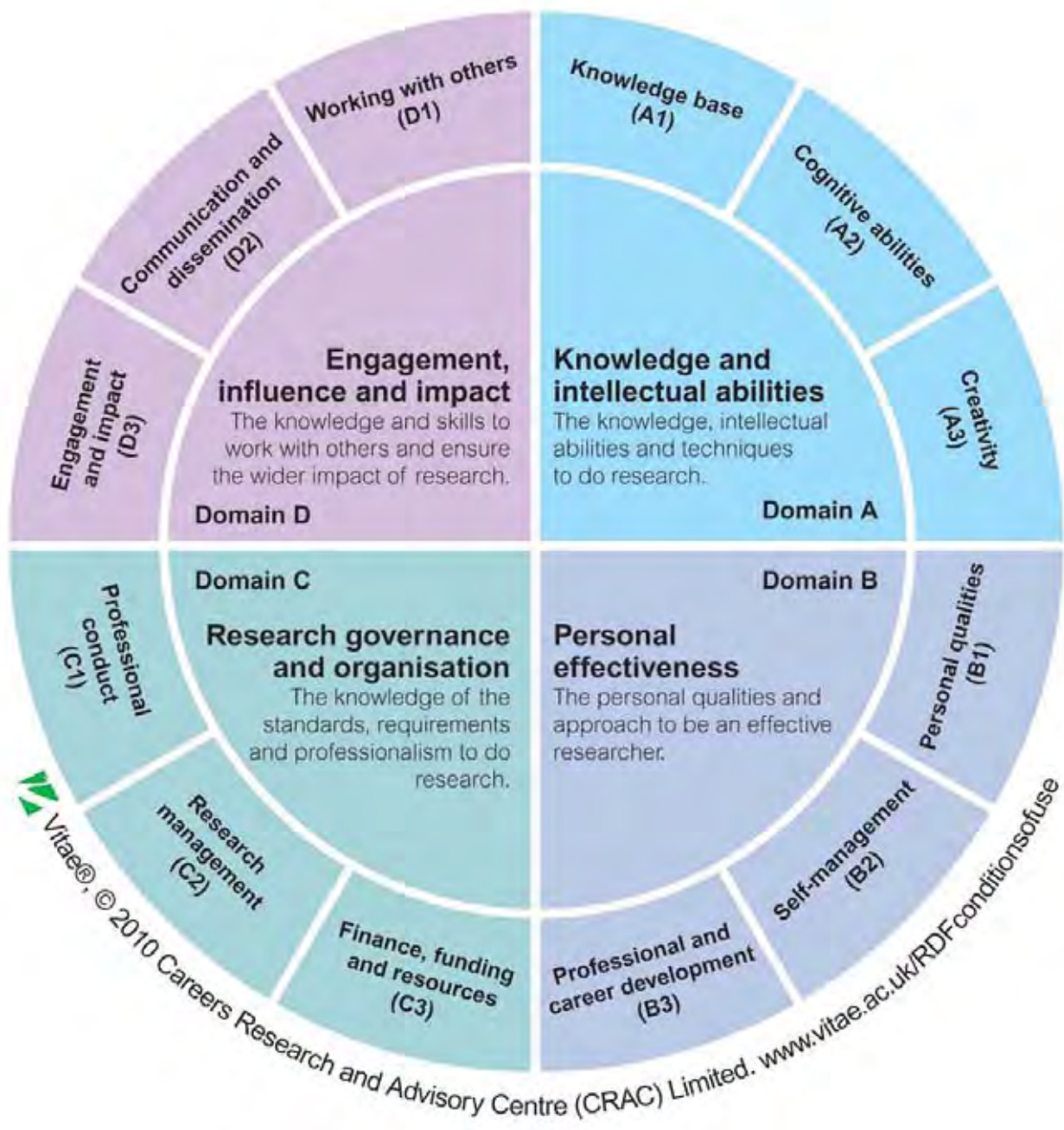
The Researcher Development Framework (RDF) underlies the Researcher Development Statement (RDS) and represents a major new approach to researcher development, to enhance our capability to build the UK workforce, develop world-class researchers and build our research base. The RDF is a tool for planning,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

Here is a graphic representing the first 2 levels of the Framework. Most course offered by the Research Training Programme have been mapped to one or more of the skills outlined in the scheme below.

(adapted with permission from vitae.ac.uk)



Timetable

Wed	5th	Oct	12	Mentoring Training	n/a	10:00-1:00
Wed	12th	Oct	13	Progressing your PhD	Studying for a PhD in a Collaborative Partnership with a Non-Academic Body	2:00-4:00
Wed	12th	Oct	13	Final Stages of your PhD	Studying for a PhD in a Collaborative Partnership with a Non-Academic Body	2:00-4:00
Wed	19th	Oct	14	Progressing your PhD	Career Management	2:00-4:00
Thur	20th	Oct	14	Academic Writing	Years 2 and 3 - Group A	9:00-4:00
Fri	21st	Oct	14	Academic Writing	Years 2 and 3 - Group B	9:00-4:00
Mon	24th	Oct	15	Research in the Wider Context	Research Career Development	4:00-6:00
Wed	26th	Oct	15	Progressing your PhD	Effectiveness in Doctoral Research and Supervision	10:00-12:00
Thur	27th	Oct	15	Peer-reviewing for Academic Journals	n/a	10:00-12:00
Fri	28th	Oct	15	Introduction to NVIVO	Course A	9:00-4:00
Mon	31st	Oct	16	Research in the Wider Context	Research Subjects	4:00-6:00
Mon	31st	Oct	16	Introduction to NVIVO	Course B	9:00-4:00
Wed	2nd	Nov	16	Progressing your PhD	Writing a Literature Review and Methodology Chapters	10:00-12:00
Wed	2nd	Nov	16	Final Stages of your PhD	Writing a Literature Review and Methodology Chapter	10:00-12:00
Fri	4th	Nov	16	Self-Editing your Thesis	Years 2 and 3 - Groups A and B	9:00-4:00
Mon	7th	Nov	17	Research in the Wider Context	Disseminating Research to Users	4:00-6:00
Tue	8th	Nov	16	Progressing your PhD	Risk Management in Research Projects	9:30-11:00
Mon	14th	Nov	18	Research in the Wider Context	Research Culture and Research Strategy	4:00-6:00
Tue	15th	Nov	18	Progressing your PhD	Analysing Qualitative Data	10:00-12:00
Tue	15th	Nov	18	Introduction to NVIVO	Support Session	2:00-4:00
Tue	15th	Nov	18	Final Stages of your PhD	Analysing Qualitative Data	10:00-12:00
Wed	23rd	Nov	19	Final Stages of your PhD	Handling Large Documents in Word	4:00-6:00
Thur	24th	Nov	19	Netskills	Harnessing the Web for Researchers - Day 1	10:00-4:00
Fri	25th	Nov	19	Netskills	Harnessing the Web for Researchers - Day 2	10:00-4:00
Mon	28th	Nov	20	Final Stages of your PhD	Completing a PhD	1:30-3:30
Wed	7th	Jan	26	Progressing your PhD	Completing Research: psychological tripwires and how to step over them	2:00-4:00
Tue	10th	Jan	26	Progressing your PhD	The Untidy Realities of Research	10:00-12:00
Tue	10th	Jan	26	Final Stages of your PhD	The Untidy Realities of Research	10:00-12:00
Wed	11th	Jan	26	Overcoming Writer's Block	Overcoming Writer's Block	10:00-12:00
Thur	19th	Jan	27	Progressing your PhD	Applying for Postdoctoral Fellowships	12:00-2:00
Thur	19th	Jan	27	Mentoring Training	n/a	02:00-05:00
Wed	25th	Jan	28	Myers Briggs Session	n/a	09:00-12:00
Tues	7th	Feb	30	Progressing your PhD	Coping with the "research context" - reviewing the literature in the arts and humanities	12:00-2:00
Tues	7th	Feb	30	Final Stages of your PhD	Coping with the "research context" - reviewing the literature in the arts and humanities	10:00-12:00

Wed	15th	Feb	31	PhD and Beyond workshops	Careers inside and outside research	1:00-3:00
Tue	21st	Feb	32	Peer-reviewing for Academic Journals	n/a	10:00-12:00
Thur	23rd	Feb	32	Introduction to NVIVO	Course C tbc	9:00-4:00
Fri	24th	Feb	32	Introduction to NVIVO	Course D tbc	9:00-4:00
Tues	28th	Feb	33	Myers Briggs Session	n/a	09:00-12:00
Thur	1st	Mar	33	Preparing Eye-Catching Posters	Preparing Eye-Catching Posters - Using Posters to Communicate Research	10:00-4:00
Thur	1st	Mar	33	Netskills	Harnessing the Web for Researchers - Day 1	10:00-4:00
Fri	2nd	Mar	33	Preparing Eye-Catching Posters	Preparing Eye-Catching Posters - Optional IT Session	12:30-4:00
Fri	2nd	Mar	33	Netskills	Harnessing the Web for Researchers - Day 2	10:00-4:00
Wed	7th	Mar	34	Final Stages of your PhD	Completing Research: psychological tripwires and how to step over them	12:00-2:00
Mon	12th	Mar	35	Introduction to NVIVO	Support Session	01.00-03.00
Fri	16th	Mar	35	Entrepreneurial Research	n/a	1:00-4:00
Wed	18th	Apr	40	PhD and Beyond workshops	Preparing CVs for Academia or Industry	10:00-12:00
Thur	19th	Apr	40	Research Ethics	Day One	10:00-4:00
Fri	20th	Apr	40	Research Ethics	Day Two	10:00-4:00
Wed	9th	May	43	Myers Briggs Session	n/a	09:00-12:00
Mon	14th	May	44	PhD and Beyond workshops	Preparing for Interviews and Assessment Centres	1:00-3:00
Wed	16th	May	44	Netskills	Harnessing the Web for Researchers - Day 1	10:00-4:00
Thur	17th	May	43	Second Year Postgraduate Conference	Main Conference	9:00-5:00
Thur	17th	May	44	Netskills	Harnessing the Web for Researchers - Day 2	10:00-4:00
Tue	22nd	May	45	Final Stages of your PhD	Preparing for the Viva	2:00-4:00
Tue	29th	May	46	Netskills	Exploiting Online Tools and Resources	10:00-4:00

Acknowledgement:

The image used in this handbook comes from a collection of topical cartoons entitled *Scraps and Sketches* drawn by the famous Victorian artist, George Cruikshank, published in 1832. The image is located on the large folio page 2 entitled 'The Age of Intellect', drawn on 1st May 1825. At this point public education for the working classes, women and children was an incompleting mission of the few radicals and liberals. Cruikshank is providing humorous comment on this apparently utopian mission.