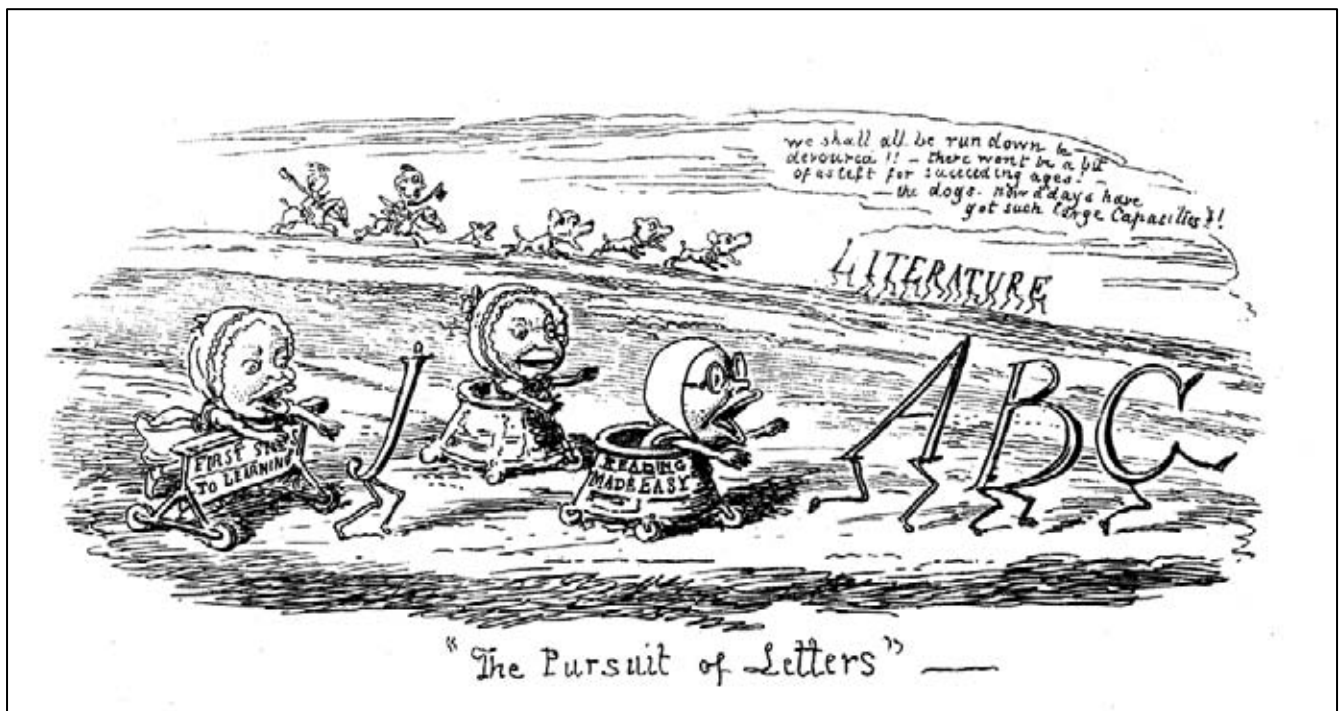


Postgraduate Research Training & Researcher Development Programme



First Year Handbook

2011/12

Postgraduate Research Training & Researcher Development Programme

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Faculty of Humanities and Social Sciences
Newcastle University Newcastle upon Tyne
NE1 7RU

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Introduction

We are delighted to welcome you to the Research Training and Researcher Development Programme for doctoral and research masters students in the Faculty of Humanities and Social Sciences here at 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. For example, the programme plays prominent parts in the new North East Doctoral Training Centre, awarded by the ESRC jointly to the universities of Newcastle and Durham and in the Block Grant Partnership Scheme at Newcastle, funded by the AHRC.

The Faculty Programme covers the fundamental research skills and knowledge needed in the first year of research. These 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, to academia or to personal life.

The Faculty Programme helps you to develop interdisciplinary and generic skills. Generic skills are those that cross all disciplines, such as communications, project management and ethics. While knitted together in most modules and workshops, there is a small generic skills section in each year that is dedicated to covering those generic skills not supplied elsewhere.

These skills are also officially endorsed by Vitae which "is the UK organization championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes" (vitae.ac.uk).

Vitae launched a new Researcher Development Statement and Framework (RDS and RDF, see details on page 64). 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!

If you have not completed a research masters programme, you will be able to register for the **Postgraduate Certificate in Research Training**, for which there is a separate Handbook. You will need the support of your supervisor to register for the PG Certificate. There will be an enrolment meeting on **Tuesday, 4th October** 2.00-3.00 pm, in the Postgraduate Training Suite where more details of the PG Certificate will be provided.

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

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 workstations for the use of postgraduate students. We are gradually introducing Recap lecture capture which allows students to access a synchronised audio and Powerpoint presentation of selected important lectures and workshops via our extensive Blackboard site.

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

Robin Humphrey, Laura Leonardo and Neill Marshall

What should I do now?

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

Familiarise yourself

- 1 Read the handbook and keep it handy throughout the year
- 2 Make sure you have access to Blackboard and check it frequently (see page 53)
- 3 Attend all the sessions and try to meet new people at each of them!
- 4 Come and visit our state-of-the-art PG Training suite on the 7th floor of the Daysh Building
- 5 Introduce yourself to Robin, Laura, Neill and all the team at the earliest occasion

Choose

- 1 Complete a needs analysis on the e-portfolio (see page 54) to identify the research skills that you need to develop
- 2 Look at pages 5-6 in this handbook to see the modules and sessions you should take
- 3 Look into the PG Certificate. Are you going to sign up ? (The additional handbook and registration form are available on Blackboard).

Get approval

- 1 Discuss your training needs analysis and previous experiences with your supervisory team
- 2 Get your supervisor's approval for the PG Certificate, if you want to register for it
- 3 Apply for Exemption(s) if you have already gained the learning outcomes of any module at postgraduate level

Book

- 1 All bookings are made via the e-booking system available at <http://apps.ncl.ac.uk/pgrdp>
- 2 Follow the clear instructions to secure a place for your modules/options/sessions

NB: some sessions have capped numbers of participants, please refer to page 7 for further instructions on our Airline-style check in procedures.

Track & Reflect

1. Use the e-portfolio (see page 52) to record your training experience, log your progress and regularly review your training needs

Feedback

1. Help us to help you! Always complete questionnaires (both on paper and Blackboard)
2. Join the community on Facebook and share hints, tips and find out about /publicise events and opportunities

Enjoy!

What our Doctoral Researchers say...



"Having completed my Master's Degree in Architecture at Ain Shams University in Egypt, I came to Newcastle University so enthusiastic about starting my PhD research. However, I had many questions on my mind regarding how to go about my research and as an international student, I had big questions about how different is a British PhD from any other PhD and will I be able to cope with the differences? What skills do I need to develop? What methodologies to use in my research? And how to manage my PhD? All these questions and more were answered throughout the postgraduate research training programme which was really a pleasant,

informative and interesting experience. One of the main advantages of the programme is its multidisciplinary nature in terms of discussed topics and attendees. This multidisciplinary nature allowed for interaction with students from various departments which gave us the opportunity to discuss our research questions from different perspectives. In addition, it gave me the opportunity to make new friends from all over the world. The academic staff had their own way of promoting that atmosphere of interaction and encouraging us to participate in developing the programme. As a member of the staff student committee I was able to see how the academic and administrative staff were keen to develop the programme and how serious they were in dealing with the students' feedback.

Islam Abohela, Architecture, Planning and Landscape



"Having completed a research Masters elsewhere before coming to Newcastle, I was aware that research can be solitary at times and that you can easily get caught up in your own little research project bubble. Modules attended by students from across the faculty added structure to the weeks when I might have

otherwise endlessly read about my subject topic, and I was able to tailor my module choices according to my research interests. Getting training in fieldwork and interview methods has prepared me for my fieldtrip to Peru and the generic research training modules prompted me to work on my time efficiency (always been a bit of an issue for me!). The modules answered questions which I liked to think I already knew the answers to (what does ontology mean? What are the best databases for finding sources on my topic?), but actually didn't. For me, the most rewarding part of the programme was the optional PG certificate (which only involved slightly more work than I'd otherwise be doing). I was given the opportunity to share my research with other students in a comfortable and relaxed environment and I was struck by just how fascinating my peers' projects are."

Sarah Bennison, Modern Languages

"The HASS First Year Research Training is a series of well orchestrated courses and seminars designed specifically for the benefit of postgraduate students.

Starting with groundings in the philosophy of the social sciences, I was able to better understand and position my arguments regarding epistemological and ontological issues. Being exposed to critical engagement within multi-disciplinary approaches to academic development I can say today that the HASS experience was very enriching. A year later, I can look back and count the personal relationships formed from our group sessions and individual interactions; these are but some of the many gains from this training. It has proven to be an invaluable resource for my PhD journey. I would encourage any student to take advantage of the particular segments of the training which include focus on research, writing, statistical analyses, and simply acquiring broader perspectives in approaches to academic work.

George C. Brathwaite, Geography, Politics and Sociology



"Having undergone several research programmes, the first year PG research training programme at Newcastle University was a refreshing and stimulating experience for me as the teaching and learning process is different. The sessions were interactive and lively as an opportunity to gain/share international experience is readily given. The programme organisers and tutors are dedicated and full of understanding. The best part for me by and large is gaining confidence in myself and my research work.

Halima Sani-Katsina, Architecture, Planning and Landscape



"The HASS Postgraduate Research Training Programme is well designed to build up the organised knowledge and skills for the 'better' PhD. Starting from cultivating the researcher's mind to be a PhD, we learn all the essential knowledge and techniques that are necessary to conduct our research. We also have a chance to discuss with other students during the module, this helps us to accumulate and enhance knowledge and skills every time we learn. Although it is sometimes hard to conduct a research at the PhD level, this training programme definitely works as a guide toward success.

Isao Hara, Education, Communication and Language Sciences



"The first year of the PhD research training was fantastic! It offered the chance to gain an insight into all the tools you were likely to need in your research, whilst gaining a qualification at the same time. From my point of view as a part time student, it provided a vital framework to the learning process in a structured environment.

Importantly for me as well, it offered the chance to meet and work with students from a variety of subject areas, exposing me to a wider pool of ideas and viewpoints. I found the quality of the training to be exceptional, having experienced starting a PhD at another university and eventually leaving as the quality of the training was poor, this was important to me. The training takes a logical path through the variety of techniques and tools you are likely to need to start a PhD, and gives you the confidence you need to study at this level. I would recommend this training to anyone studying at this level.

Stu Anderson, Business School

"The HASS Training Program was an invaluable part of my first year PhD experience here at Newcastle. The program is organized in an effective and practical manner, helping me to further develop research skills and knowledge in a number of areas that will be relevant throughout the remainder of my academic and professional career. The diversity of people from across the university involved in the delivery of the Training Program was impressive and resulted in a rich interdisciplinary experience that challenged me to think about my own research in new ways. Equally important, the training provided a positive space to get to know fellow PhD students and forge new relationships with people from across the faculty. The HASS Training Program played an important role in making this first year great!

Jeffery Chase, Geography, Politics and Sociology



"The HASS First Year Research Training has been an essential bridge from my MFA into my PhD. Even in the depths of winter, when it was tempting to continue working alone, it was always worth heading to the Daysh Suite to discover something new, or to reassess something familiar. Each assessment was irritatingly useful too, even if it took a while for me to admit it. It's good to be part of an academic community that embraces many viewpoints, and that supports the growing confidence of new researchers.'

Annie O'Donnell, Arts and Cultures



"The HASS PGR Training was all I needed to be able to settle back to the world of study and research having been away from such for nearly two decades. I came into the PhD programme a bit jittery as to how I would proceed. I actually told Robin that I did not know how to go about research and he told me you'll be alright. I truly hoped I'd be. Thanks to the well packaged PGR Training programme; 4 months into the session, I was able to write and confidently present a paper at an international conference. The paper has now been published in a journal - The International Journal of Technology, Knowledge and Society. The first year conference was a great help in preparing me for a successful first Annual Progress Panel.

Olubusola Eshiet, Architecture, Planning and Landscape

Which Modules and Sessions Should You Take?

This depends upon which School you are based in, which degree you are taking, your previous experience in research and if you have been awarded funding from the ESRC or AHRC. The various arrangements are summarised below and in the table.

First year PhD candidates in the Social Sciences who are not funded by the ESRC and who have not taken an ESRC-recognised research masters programme should:

- Complete the whole programme (all sessions and modules);
- Present at the First Year Conference;
- Consider the RDF Researcher Development Framework on page 64

First year PhD candidates in the Arts and Humanities should take:

- Managing A PhD;
- Library and Information Skills (Arts and Humanities);
- The Nature of Explanation and Enquiry;
- Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences;
- Present at the First Year Conference;
- You can take as an option Introduction to Quantitative Methods;
- Consider the RDF Researcher Development Framework on page 64

First year PhD candidates who register for the Postgraduate Certificate in Research Training:

- Please consult the Postgraduate Certificate Handbook for relevant modules.

First year PhD candidates in the Social Sciences who are funded by the ESRC should take:

- Managing A PhD;
- The Nature of Explanation and Enquiry;
- Present at the First Year Conference;
- Consider the Researcher Development Framework on page 64

MPhil candidates should take:

- Managing A PhD;
- Library and Information Skills;
Either Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences or Introduction to Qualitative Methods;
- You can take The Nature of Explanation and Enquiry as an option.

Students on ESRC recognised research masters programmes (listed below):

MA Gender Research
MA Regional Development (Research)
MA Politics (Research)
MA Applied Policy Research
MA Sociology & Social Research
MA Human Geography Research
MA Education Research

MRes Applied Linguistics
MSc Human Communication Sciences
Masters in Planning & Environment Research
MRes Rural Social Science (Research)
LLM in Environment, Law and Policy (Research)
MSc in Social Science and Health Research

- Please consult your Degree Programme Handbooks for relevant modules.

Although most modules are available to all students from across the Faculty, please note that the Information Skills module has been divided into two parts, one designed to meet the requirements of students based in the Arts and Humanities, and the other to meet the needs of Social Science students. There are also specially-designed options for Arts and Humanities students in the Qualitative Methods and Critical Enquiry module.

Arts and Humanities:

English Literature, Language and Linguistics
 Historical Studies
 Arts and Cultures
 Modern Languages

Social Sciences:

Education, Communication and Language Sciences
 Geography, Politics and Sociology
 Architecture, Planning and Landscape
 Newcastle Law School
 Newcastle University Business School
 Agriculture, Food and Rural Development (in the Faculty of SAgE)

First Year Modules 'at a glance' by Degree Programmes

Key: C = Core O = Optional SS = Social Science A&H = Arts and Humanities

Modules	Degree Programmes		
	1+3 PhD	MPhil/PhD	PG Certificate
Managing a PhD	C	C	C
Introduction to Information Skills	n/a	C	C
Nature of Explanation and Enquiry	C	C	C
Qualitative Methods and Critical Enquiry	n/a	C	C *
Quantitative Methods	n/a	C (for SS) O (for A&H)	C (for SS) O (for A&H) *
First Year Conference	C	C	C
International Fieldwork in Developing Countries and Emerging Economies	O	O	O

* Arts and Humanities students on the Postgraduate Certificate should consult their handbook for further guidance

Exemptions

Exemptions from any module on the Faculty Research Training Programme may be granted where the student has prior learning gained at postgraduate level or through relevant employment. Following discussion of your training needs with your supervisors, you can complete an exemption form which your supervisors will have been sent. Your supervisors will fill it in with you, and then they will submit the form to the Postgraduate Director in your School. If there is a case for exemption, the Postgraduate Director will then submit the form to the Director of Postgraduate Research Training for approval. Assessment details are supplied in the Appendix of this Handbook.

NB. IPhD and Ed.D students please refer to your course 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

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

HSS8006: Managing a PhD

Who Should Take This Module?	All PhD and MPhil students in Arts, Humanities and Social Sciences.	
Module Leader	Dr Robin Humphrey	
Module Value	10 credits	RDF C.2 and see various individual sessions
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.	

Module Summary

This module provides new postgraduate researchers with the opportunity to gain an understanding of the nature of the British PhD and an appreciation of the role of research training within it. Students are helped to establish the most productive type of relationships with their supervisors, to address the ethical dilemmas inherent in the research process and to develop their academic writing skills and self-editing techniques. During the course of this module, postgraduate researchers from a wide range of disciplines and from all over the world learn how to start, manage, progress and submit and complete promptly their research thesis in a rich, multi-disciplinary environment.

On successful completion of this module you will know how you will benefit from researcher skills development at both the disciplinary, interdisciplinary and generic levels. You will experience a succession of events designed to ensure you know and are able to meet the challenges that British doctoral education poses. Advanced level postgraduate researchers will share their skills development with you in various ways in the sessions below.

Intensive Day 1: Thursday 6th October

10:00–11:00am

Session 1: Why Research Training? (RDF A.1, B.1)

Dr Robin Humphrey and Dr Laura Leonardo.

- Why I need research training
- The Researcher Development Framework
- Why I should take it seriously?
- Where is this taking me?
- How am I going to get there?
- What are generic skills and how will I develop them?

11:00–11:15am

Break

11:15–12:30pm

Session 2: Managing your Professional Development (RDF B.3)

David Levinson, Careers Adviser for the Faculty of Humanities and Social Sciences and Dr Laura Leonardo

An introduction to the value and benefits of the Researcher Development Programme for professional and career development. Participants will have the opportunity to reflect on how they have managed their development to date and to consider a range of strategies and opportunities for developing their skills and recording these as required by the E-Portfolio whatever your career motivation and aspirations.

12:30–12:45 pm

Session 3: Health and Safety (RDF C.1)

Carol Camsell, University Safety Officer

- How to stay safe - Safety and emergency arrangements
- How to stay healthy - Occupational Health arrangements
- Most common ways to get hurt and how to avoid them

12:45–2:00pm

Lunch

(please bring own food, tea and coffee will be available)

2:00–2:30pm

Session 4: Blackboard and the E Portfolio (RDF B.1)

Dr Simon Cotterill, Medical Sciences Education Development

- Introduction to E Space and E Learning
- Blackboard
- E Portfolio

2:30–3:15pm

Session 5: Good academic conduct and research (and how to avoid plagiarism) (RDF B.1)

Simon Pallett, Dean of Undergraduate Studies

- The principle of good academic conduct
- Essential practice in attributing (referencing) the work of others
- The benefits of full referencing
- The danger (and definition) of plagiarism
- How plagiarism can be detected
- How to avoid plagiarism

Wednesday 12th October

10:00–12:00pm

Session 6: Becoming a PhD, Cultural Acclimatisation and accessing English Language Support (RDF B.1)

Dr Robin Humphrey, Dr Laura Leonardo and Ian Carey, Director of ELMO (English Language Materials Online)

This session is aimed at students new to the UK.

- Understand the cultural requirements to complete a higher degree in the UK
- How to relate to your Supervisory Team in the UK
- Describe the challenge of working in a different national and local culture
- Plan how to meet the challenges and obtain advice and support
- How to access relevant language support (in English for Academic Purposes)
- How to use Newcastle University's ELMO support tool (see page 42 for details)

2:00–4:00pm

Session 7: Studying for a PhD in a Collaborative Relationship with a Non-Academic Body (RDF B.3)

Dr Robin Humphrey and Research Postgraduates

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

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

Intensive Day 2: Thursday 13th October

10:00-11:00am

Session 8: The Nature and Examination of a British PhD (RDF A.1)

Dr Robin Humphrey

- What is a British PhD?
- Variations in definitions of PhDs
- Discover appropriate PhD format for subject area
- The examination process: Thesis and Viva

11:00-11:15am

Break

11:15-12:45pm

Session 9: Planning, Organising and Managing Your PhD (RDF B.2)

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

- Project management
- How to plan and organise your PhD
- Self discipline
- Submitting and completing within your candidature
- What can go wrong with theses, and how to put them right
- Who and what can help you, i.e. the Mentoring Scheme
- Initiative and Self Reliance
- Project Management -the lifecycle, calendars and other useful techniques
- The role of Project Approval

12:45-2:00pm

Lunch (please bring own lunch, tea and coffee will be available)

2:00-3:30pm

Session 10: Managing Your Supervisor (RDF B.2)

Professor Chris Rodgers, Law School

- Awareness of responsibilities towards your supervisor
- Awareness of supervisor's responsibilities to you
- Working with the Code of Practice
- Managing relationships with supervisors
- Getting the best from your supervisor
- Working with E Portfolio

3:30-3:45pm

Break

3:45-5:15pm

Session 11: 'Ethical' Questions in Research (RDF C.2)

Dr Jackie Leach Scully, Geography, Politics and Sociology

- Owning your own Ethics
- The Ethical Agenda for Research
- Case studies, issues and dilemmas
- Project Approval and Research Ethics

Wednesday 19th October

10:00-12:00pm

Session 12: Creative Practice PhD (RDF A.1, A.3, C.2)

Professor Eric Cross, Dean of Cultural Affairs, Faculty of Humanities and Social Sciences.

This session is aimed at students on Creative Practice PhDs only.

- What is Creative Practice research?
- Structure of the PhD in Creative Practice
- What is the form/style of the critical writing?
- Working with more than one supervisor

Wednesday 2nd November

10:00-12:00pm

Session 13: 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

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

Tuesday 29th November



10:00-12:00pm

Session 14: Early Stages of Research : from crawling to walking (RDF B.1, B.2 and B.3)

Dr Clare Lindsay, Psychotherapist and Freelance Facilitator.

Beginnings can be fraught with anxiety - what am I doing, where am I going, what is this, am I alone, "Help!" - and we don't always feel confident to express this aspect of research. However, this training session is designed to concentrate on some of the psychological aspects that can be entangled in the early stages of research. With discussion, example, and some theory, the aim is to increase confidence and initiative through developing self-awareness and support structures.

Tuesday 7th February

10:00-12:00pm

Session 15: 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.

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

Wednesday 7th March

10:00-11:30pm

Session 16: Your Personal Development Plan (PDP) – Preparing for the Progress Review Panel (RDF C.2)

Dr Robin Humphrey, Professor Neill Marshall, David Levinson, a School Postgraduate Director and third year research postgraduate students

As a researcher, you'll already know the value of accurate records and regular reflection for high quality research output. The same is true for meaningful self-development and successful career progression. The early stages of a PhD are a steep learning curve for most so how do you ensure that you capture this learning and get the most from this experience and the opportunities on offer?

Chaired by the Graduate School, a panel of academic supervisors, careers staff and students will offer short perspectives on getting the most from your PDP and an insight into the expectations of the Progress Review Panel for the PDP element of your E-Portfolio.

Intensive Days 3 and 4



Session 17: Academic Writing and Self-Editing Your Thesis* (RDF D.2)

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 those 32 students will attend a session by Michael Ayton, a professional copy-editor. This sequence will then be repeated, i.e. you will attend just one Academic Writing workshop followed by one Self-Editing workshop. More detail is given below on the content of each session.

*Students are required to book in advance for these sessions as places are strictly limited and this session is one for which the airline style check in is in place. The appropriate "Self-Editing your Thesis" session is automatically allocated on successfully securing a place.

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.

Academic Writing

This course is designed for research postgraduates who are writing dissertations and theses and who will also want to produce reports and write for journals. The course looks at many of the techniques and pitfalls of using written language. It introduces editorial techniques to improve writing style and concentrates on enabling participants to produce succinct, informative and interesting prose within a well-organised framework. A variety of published articles and papers are examined from the point of view of both the writer and the reader. Emphasis is placed on maintaining academic precision while encouraging clarity, lack of ambiguity and accurate use of language.

The course gives participants immediate, useable methods of improving prose and alerts them to common errors. The day involves instruction, individual/group exercises and discussion, all of which are designed to increase participants confidence in their writing skills. Participants are asked to provide a short example of their own writing prior to the course date. A short section of this will be edited and returned for discussion on the day in a workshop session.

Susan Mitchell has worked for several years as a freelance science editor and has a background in education and training.

Self-Editing Your Thesis

Michael Ayton is a professional copy-editor who has worked on over a hundred academic books and numerous PhD theses. This session will focus on the (copy) editorial aspects of producing a written text and concentrates on the important, but often overlooked, presentational elements involved in producing an academic thesis. So, although the session is not strictly about how to write an academic thesis, it is closely related to the subject. The session will look at the individual components of an academic text, as a close awareness and understanding of these will greatly assist you in the production of your thesis.

The largest of these components is the system of references. The session will distinguish between the various kinds of referencing system, focusing mainly on the Harvard style of text indicators and corresponding end-references used extensively in the social sciences. The other main elements discussed will be: headings; figures and tables; quoted material and how to reference it; footnotes and endnotes. Behind the consideration of all these individual elements lies the goal of clarity and consistency in textual presentation, and the session will discuss how to achieve these through clear expression (including the avoidance of common errors) and consistency regarding spellings and layout. It will stress the desirability of your building these awarenesses into your day-by-day work on your thesis rather than applying them at the last moment -thus ensuring greater accuracy as well as saving you time and energy.

Sessions

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

Academic Writing:

EITHER: Thursday 17th November, 9:00–4:00pm OR: Friday 18th November, 9:00–4:00pm AND: "Self-Editing your Thesis on Friday 2nd December, 9:00–4:00pm

OR

Academic Writing:

EITHER: Thursday 9th February, 9:00–4:00pm OR: Friday 10th February, 9:00–4:00pm AND: "Self-Editing your Thesis on Friday 17th February, 9:00–4:00pm

All sessions take place in the Postgraduate Training Suite.

(Anonymous) Student feedback on the Academic Writing sessions included these comments:

"Very well planned day, with lots of relevant information. Good for the confidence."

"Very comprehensive approach. "

"I really enjoyed this session and will definitely follow up on the pointers Susan gave. Thank you very much."

"We had lots of practice in this session and plenty of useful handouts."

"The presenter was very well prepared and she is an expert in her field."

Assessment for Managing Your PhD (RDF C.2)

Please note it is not necessary for you to have attended the Academic Writing and Self-Editing your Thesis workshops in order to complete the assessments.

You are required to submit a draft of your Project Approval Form to your supervisors for comment by **Tuesday 29 November**, and upload the finalised form into your E-Portfolio by **Thursday 15 December** for review by a postgraduate panel in your School. The Project Approval Form can be downloaded here:

<http://www.ncl.ac.uk/students/progress/assets/documents/FinalProjectApprovalForm.doc>

HSS8002: Information Skills (Social Sciences)

Who Should Take This Module?	All PhD and MPhil students in the Social Sciences, except those who have already taken this module. All students on the research Masters programmes in the Social Sciences.	
Module Leader	Louise Gordon , Environment and Social Sciences Liaison Librarian, Robinson Library Email: Louise.Gordon@ncl.ac.uk Tel: 0191 222 7662	
Module Value	10 credits	RDF A.1
Location	Robinson Library. Room location next to each session	

Times: Various (see schedule below)

Book one session each week using the online booking system at <http://apps.ncl.ac.uk/pgrdp>

Week One is an introduction to the library for students who are new to Newcastle.

** Please note - students must book which sessions they will attend. Numbers are limited to a maximum of 25 students per session **

Module Summary:

This module aims to equip new research students with the knowledge and skills to become efficient and effective information managers, saving you time and stress, and ensuring you make the most of the rich range of resources available from the University Library and beyond.

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

Students will gain a thorough insight into the breadth and depth of resources available in their subject area, from books to journals, from databases to websites, from datasets to government publications, and much more. Whether you're interested in printed, electronic or web resources, we'll help you chart a course through today's highly complex information world.

All sessions are practical and interactive, enabling students to try things out for themselves in their own subject areas, with guidance from library liaison staff.

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

(Anonymous) Student feedback included these comments:

"The presentation of the module was energetic and comprehensive. The information provided...was very useful in discovering new avenues of research and ways to stay informed via RSS feeds and other similar things."

"I liked the way the theory was explained and demonstrated and then we were given the opportunity to apply our newly acquired skills."

"[The tutor] is very enthusiastic and inspiring"

"Enthusiastic and knowledgeable, relaxed and helpful - thank you."

Session 1: For NEW students: introduction to the Library's resources and services

Book **one** of the sessions:

Monday 10th October afternoon 3.00 - 5.00pm Robinson Library Room 161
Tuesday 11th October morning 10.00 - 12.00pm Robinson Library Room 161
Tuesday 11th October afternoon 4.00 - 6.00pm Robinson Library Room 161

Please note, this session is only for students who are new to Newcastle University - if you have previously studied here, you don't need to attend this session.

- Getting the best out of the library catalogue
- ResIN – the Library's web pages for researchers
- Beyond the library – using RAS for remote access to Library resources
- Access and borrowing from other libraries, including inter library loans
- Optional tour of the Library.

Session 2: Getting started with searching - what's out there?

Book **one** of the sessions:

Tuesday 18th October 4.00-6.00pm Robinson Library Room 161
Wednesday 19th October 10.00am-12.00pm Robinson Library Room 160
Wednesday 19th October 4.00pm-6.00pm Robinson Library Room 161

- Finding books and journals in your subject area, in print and online.
- Useful databases, both general and specialised.
- Sorting the wheat from the chaff - finding high quality web resources in your subject area.
- Other types of resource, including newspapers, data, primary sources and more.

Session 3: Keeping on top: Endnote and more

Book **one** of the sessions:

Tuesday 25th October 4.00-6.00pm Robinson Library Room 161
Wednesday 26th October 10.00am-12.00pm Robinson Library Room 160
Wednesday 26th October 4.00pm-6.00pm Robinson Library Room 161

- Common searching frustrations and how to overcome them.
- Critically evaluating your search results.
- I can't keep up! Harnessing the web to ensure you don't miss new developments.
- Planning your literature search.
- Managing your references with the Endnote bibliographical management package.

Session 4: Keeping Ahead and Making an Impact: the 21st Century Researcher

Book **one** of the sessions:

Tuesday 1st November 4.00-6.00pm Robinson Library Room 161
Wednesday 2nd November 10.00am-12.00pm Robinson Library Room 160
Wednesday 2nd November 4.00pm-6.00pm Robinson Library Room 161

- Who's doing what? Keeping up to date with current research.
- I can't keep up! Setting up alerts, profiles and newsfeeds so you don't miss new developments.
- In the loop – using blogs, wikis, and social networking in your research.
- Open access and e-theses – how open access is helping to unlock research.
- Institutional repositories

Individual Research Assistance

You can make an appointment with your relevant Liaison Librarian, to discuss your specialist research needs at any time.

louise.gordon@ncl.ac.uk for Architecture, Planning, Landscape, Geography, Sociology, Politics and Business

Follow-up sessions for students whose first language is not English

A follow-up session will be offered for students whose first language is not English, with the aim of providing support for students who may have experienced language difficulties or difficulties understanding terminology used during the module, if there is sufficient demand. Please contact your Liaison Librarian at the end of the module if you are interested in attending a follow-up session.

Assessment for Information Skills (Social Sciences)

For MPhil, Ed. D. or PhD students in the Social Sciences (1+3 PhD students need not submit this assessment). The assessment for this module will be a short bibliography and a 1,500 word critical review of how the bibliography was compiled.

Bibliography

- A selective bibliography of 20 to 30 references that relates to your research proposal.
- The purpose of the bibliography is also to demonstrate what you have learnt in the Library and Information Skills sessions. You should show that you are aware of the variety of sources of information by selecting references from at least 6 different types of information source (for example databases, electronic journal collections, catalogues, printed bibliographies, websites).
- The bibliography should include references to both printed and online items.
- Please state which resource you used to find each reference in your bibliography.
- The style of your references should follow the instructions that you are given by your School or Supervisor

Critical Review

- You should describe how you developed your search strategy as you compiled your bibliography, including the keywords that you used to find relevant references. You should evaluate whether or not your search strategy was successful.
- Choose 6 of the references in your bibliography by taking each one from a different type of information source. Use the 6 references as examples in your 1,500 word critical review of how you compiled your bibliography.
- You should compare the 6 different types of information source from which you chose your 6 references, and evaluate how useful the resources were for finding relevant references on your topic.
- You should give your reasons for selecting each of the 6 references for inclusion in your bibliography.
- You should critically evaluate your overall success or failure in finding references for your research.

For IPHD, MA or MRes students in the Social Sciences

The assessment for the Introduction to Information Skills Module will be to prepare a bibliography on a topic of their choice (please include a brief statement about your topic at the beginning of the bibliography).

Bibliography

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

- The purpose of the bibliography is also to demonstrate what you have learnt in the Library and Information Skills sessions. You should show that you are aware of the variety of sources of information by selecting references from at least 6 different types of information source (for example databases, electronic journal collections, catalogues).
- The bibliography should include references to both printed and online items.
- Please state which resource you used to find each reference in your bibliography.
- The style of your references should follow the instructions that you are given by your School or Supervisor

Critical Review

- You should describe how you developed your search strategy as you compiled your bibliography, including the keywords that you used to find relevant references. You should evaluate whether or not your search strategy was successful.
- Choose 6 of the references in your bibliography by taking each one from a different type of information source. Use the 6 references as examples in your 1,500 word critical review of how you compiled your bibliography.
- You should compare the 6 different types of information source from which you chose your 6 references, and evaluate how useful the resources were for finding relevant references on your topic.
- You should give your reasons for selecting each of the 6 references for inclusion in your bibliography.
- You should critically evaluate your overall success or failure in finding references for your research.

All assessments should be word processed and professionally produced. One hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area access via 5th Floor Claremont Tower, by Monday 5th December.

Submission via Turnitin is not required.

Disclaimer

Please note that although we strive to keep within the prescribed 4 weeks turn-around for assessment, as required by the HaSS Faculty, the complex nature of the Research Training Programme might mean that marks are return to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

HSS8002: Information and Library Skills (Arts and Humanities)

Who Should Take This Module?	All PhD, MPhil and MLitt students in the Arts and Humanities. Students from English Literature, Language and Linguistics can opt to take SELL8400, as an alternative.	
Module Leader	Lucy Keating, Humanities Liaison Librarian, Robinson Library Email: Lucy.keating@ncl.ac.uk Tel: 0191 222 7656	
Module Value	10 credits	RDF A.1
Location	Robinson Library. Room location next to each session	

Times: Various (see schedule below)

Book **one** session each week using the online booking system at <http://apps.ncl.ac.uk/pgrdp>

Week One is an introduction to the library for students who are new to Newcastle.

** Please note - students must book which sessions they will attend. Numbers are limited to a maximum of 25 students per session **

Module Summary:

This module aims to equip new research students with the knowledge and skills to become efficient and effective information managers, saving you time and stress, and ensuring you make the most of the rich range of resources available from the University Library and beyond.

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

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

All sessions are practical and interactive, enabling students to try things out for themselves in their own subject areas, with guidance from library liaison staff.

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

(Anonymous) Student feedback included these comments:

"The presentation of the module was energetic and comprehensive. The information provided...was very useful in discovering new avenues of research and ways to stay informed via RSS feeds and other similar things."

"I liked the way the theory was explained and demonstrated and then we were given the opportunity to apply our newly acquired skills."

"[The tutor] is very enthusiastic and inspiring"

"Enthusiastic and knowledgeable, relaxed and helpful - thank you."

Session 1: For NEW students: introduction to the Library's resources and services

Book **one** of the sessions:

Monday 10th October afternoon 3.00 - 5.00pm Robinson Library Room 161
Tuesday 11th October morning 10.00 - 12.00pm Robinson Library Room 161
Tuesday 11th October afternoon 4.00 - 6.00pm Robinson Library Room 161

Please note, this session is only for students who are new to Newcastle University - if you have previously studied here, you don't need to attend this session.

- Getting the best out of the library catalogue
- ResIN – the Library's web pages for researchers
- Beyond the library – using RAS for remote access to Library resources
- Access and borrowing from other libraries, including inter library loans
- Optional tour of the Library.

Session 2: Getting started with searching - what's out there?

Book **one** of the sessions:

Monday 17th October evening 4.00 – 6.00pm Robinson Library Room 161
Thursday 20th October morning 10.00 - 12.00pm Robinson Library Room 160

- Finding books and journals in your subject area, in print and online.
- Useful databases, both general and specialised.
- Sorting the wheat from the chaff - finding high quality web resources in your subject area.
- Other types of resource, including audio-visual, data, primary sources and more.

Session 3: Keeping on top: Endnote and more

Book **one** of the sessions:

Monday 24th October evening 4.00-6.00pm Robinson Library Room 161
Thursday 27th October morning 10.00 - 12.00pm Robinson Library Room 160

- Common searching frustrations and how to overcome them.
- Critically evaluating your search results.
- I can't keep up! Harnessing the web to ensure you don't miss new developments.
- Planning your literature search.
- Managing your references with the Endnote bibliographical management package.

Session 4: Keeping Ahead and Making an Impact: the 21st Century Researcher

Book **one** of the sessions.

Monday 31st October evening 4.00-6.00pm Robinson Library Room 161
Thursday 3rd November 10.00- 12.00pm Robinson Library Room 160

- Who's doing what? Keeping up to date with current research.
- Cutting edge - digital arts and humanities.
- I can't keep up! Setting up alerts, profiles and newsfeeds so you don't miss new developments.
- In the loop – using blogs, wikis, and social networking in your research.
- Open access and e-theses – how open access is helping to unlock research.

Individual Research Assistance

You can make an appointment with your Liaison Librarian, Lucy Keating, to discuss your specialist research needs at any time.

Follow-up sessions for students whose first language is not English

A follow-up session will be offered for students whose first language is not English, with the aim of providing support for students who may have experienced language difficulties or difficulties understanding terminology used during the module, if there is sufficient demand.

Please contact your Liaison Librarian at the end of the module if you are interested in attending a follow-up session.

Assessment for Information and Library Skills (Arts and Humanities)

The assessment for this module will be to prepare a short bibliography on a topic of your choice and a 1,500 word critical review of how the bibliography was compiled.

Bibliography

- A selective bibliography of 20 to 30 references that relates to your research proposal.
- The purpose of the bibliography is also to demonstrate what you have learnt in the Library and Information Skills sessions. You should show that you are aware of the variety of sources of information by selecting references from at least 6 different types of information source (for example, databases, electronic journal collections, catalogues, printed bibliographies, websites).
- The bibliography should include references to both printed and online items.
- Please state which resource you used to find each reference in your bibliography.
- The style of your references should follow the instructions that you are given by your School or Supervisor.

Critical Review

- You should describe how you developed your search strategy as you compiled your bibliography, including the keywords that you used to find relevant references.
- You should evaluate whether or not your search strategy was successful.
- Choose 6 of the references in your bibliography by taking each one from a different type of information source. Use the 6 references as examples in your 1,500 word critical review of how you compiled your bibliography.
- You should compare the 6 different types of information source from which you chose your 6 references and evaluate how useful the resources were for finding relevant references on your topic.
- You should give your reasons for selecting each of the 6 references for inclusion in your bibliography.
- You should critically evaluate your overall success or failure in finding references for your research.

All assessments should be word processed and professionally produced. One hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area Access via 5th Floor Claremont Tower, by Monday 5th December.

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

HSS8007: The Nature of Explanation and Enquiry

Who Should Take This Module?	All PhD and MPhil students in the Arts and Humanities and the Social Sciences, IPhD and Ed.D students who opt to take the module and students taking some research masters programmes.	
Module Leader	Dr Simon Tate, School of Geography, Politics and Sociology, Newcastle University.	
Module Value	10 credits	RDF A.1, A.2, A.1.3, small group discussion RDF B.1, D.1
Location	Postgraduate Training Suite, 7th Floor, Daysh Building.	
Time:	All sessions 4:00-6:00pm	

Module Summary

As postgraduate students, you are both consumers and producers of research so you need to think not just about the results of research but also its foundations. This module introduces students to the meta-theoretical issues at the cutting edge of academic research. These issues can not only help you to put your research and that of others into context, but they are also at the root of the thesis requirement of original and thorough research. Law students can opt to take Law 8048, instead of sessions 7, 8 and 9.

The topics raised in the module cross the traditional social science/humanities divide. In fact, key concepts from one side have often invaded the territory of the other and transformed both as a result. Ultimately, you will find that the module provides you with an understanding of general epistemological issues which will enable you to communicate with a wider range of scholars across disciplines. The increased familiarity with the concepts and thinkers raised will provide the basis for greater intellectual confidence and further reflection.

(Anonymous) Student feedback included these comments

"The group discussions helped to clarify issues and aided comprehension.

"Simon Tate did a wonderful job of explaining complex terminology and concepts.

"I really liked having an introduction to the topic at hand and a lecture format followed by a group discussion which was essential for gaining a better grasp of the topic.

"Good to hear from different theoretical perspectives and, at a practical level, styles of delivery and teaching methods.

"The staff were approachable, helpful and enthusiastic about the material.

"The lecture [was] very clear, well structured and interesting.

The Philosophical Foundations of Knowledge

Lecture 1: Tuesday 8th November

Scientific approaches

Dr Simon Tate

This session will explore what makes a piece of research scientific. Are some approaches more scientific than others? Are there different definitions of what "being scientific actually means? It will also explore the challenges to the humanities and social sciences from those who argue that the only valid research is that which is scientific.

Lecture 2: Thursday 10th November

Kuhn and Winch

Dr Simon Tate

This session will explore the work of Thomas Kuhn and Peter Winch, who have a profound impact on the way in which research in the humanities and social sciences is conceived. Arguing against those who advocated a single model of inquiry and explanation for the sciences and social sciences, they purported that understanding human behaviour required an entirely different approach.

Lecture 3: Tuesday 15th November

Marxism

Dr David Rose, Philosophical Studies

Karl Marx has had an undeniable influence on almost all theories and methodologies in the arts and social sciences of the 19th and 20th centuries. In this short session, we shall consider the basic constituents of his theory of historical materialism and its application to the explanation of phenomena.

Lecture 4: Thursday 17th November

Hermeneutics: Interpretation in Theory and Practice

TBC

Hermeneutics -the art of interpretation – has broadened its original concern with the understanding of historical documents to encompass a more theoretical concern with the nature of understanding generally. Common to all research projects is the requirement that texts and/or data be interpreted 'correctly'; this talk will offer both practical suggestions toward the fulfilment of this requirement and more theoretical justifications for the partial nature of 'correct' interpretation.

Lecture 5: Thursday 24th November

Modern tenets of positivist enquiry

Prof. Dimo Dimov, Newcastle University Business School

This session focuses on the logic of theory testing and causal inference. It focuses on the issues of replicability, validity, and reliability and related choices in the design and methodology of empirical studies.

Lecture 6: Tuesday 29th November

Post-structuralism and Post-modernism

Dr Kyle Grayson, School of Geography, Politics and Sociology

What happens when we reject modernist modes of enquiry and explanation?

Debates and Approaches

Lecture 7: Thursday 1st December

Historiography

TBC

Historiography is the study of how History is constituted as a discipline and how historians have written their history. This lecture will briefly cover the development of some of the key methodological developments of history as a discipline concentrating in particular on the twentieth century developments.

Lecture 8: Thursday 6th December

Feminist Approaches to Conceptualising and Troubling Knowledge

Dr Janice McLaughlin, Geography, Politics and Sociology and Dr Carolyn Pedwell, Arts and Cultures

This session is in two parts. The first part provides an overview of feminist history, with an interrogation of the wave metaphor often used to characterise this history. It then moves to an overview of particular approaches within feminist theory and methodology. The second part of the session explores the development of contemporary feminist theory, in particular materialist analysis.

Lecture 9: Tuesday 13th December

Pierre Bourdieu on Power, Domination and Social stratification

Professor Charles Harvey, Pro-Vice chancellor and Provost of the HaSS Faculty

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

Lecture 10: Thursday 15th December

Concluding Thoughts: Philosophy and the Foundations of Knowledge

Dr Simon Tate

What conclusions can be drawn from the module for you and your research?

Assessment

Students write three 500 word essays chosen from a range of questions. All the questions are weighted equally, with each carrying a maximum of 33.3% of the total marks. Once the module concludes the assessment will be placed on Blackboard. **One** hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area by 13th January 2012.

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

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.	RDF C.1, C.2
Dates	Wednesday 14 December and Friday 16 December - All day	

Module Summary

- To bring postgraduate research students (PGRs) involved in fieldwork in developing countries and emerging economies together to share learning and experience about conducting fieldwork in these contexts
- To provide an opportunity for reflection on issues e.g. methodological, conceptual, ethical, cultural etc
- To encourage interchange of ideas and advice between British and international students
- To provide necessary support, advice and guidance on conducting fieldwork overseas, e.g. funding, networking and building links
- To build on the knowledge and skills gained in the faculty postgraduate training programme
- To develop appropriate research methodologies for fieldwork in developing countries and emerging economies
- To provide a cross-institution and interdisciplinary forum for PGR training on conducting fieldwork in developing countries and emerging economies

Sessions to include:

An Introduction to International Fieldwork:

Theoretical and Methodological Debates

- Methodological and conceptual 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.

Intended Learning Outcomes

- A critical understanding of the ethical issues and practicalities of doing fieldwork in developing countries and emerging economies;
- An appreciation of good practice in carrying out fieldwork in developing countries and emerging economies;
- An ability to reflect and think critically about the conduct of research in developing countries

HSS8004: Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences

Who Should Take This Module?	All PhD and MPhil students in the Social Sciences and Arts and Humanities. Arts and Humanities students who are registered for the Postgraduate Certificate should consult the Postgraduate Certificate handbook. All Research Masters students in the Social Sciences An optional module for Integrated PhD and Ed. D. students	
Module Leader	Dr Robin Humphrey	
Module Value	20 credits	RDF A.1, A.2, A.3, D.1
Location	All sessions in Postgraduate Training Suite, 7th Floor, Daysh Building unless stated otherwise	

Module Structure

The module opens with two introductory generic sessions, which all students attend, exploring the variety of epistemological positions underlying Qualitative Methods and Critical Analysis. The module is then split into seven options, from which the student must choose two. (Students on the PG Certificate who have opted for HSS8104 should choose 3 options). Each option has lectures, and some workshops, with the possibility of student reading sessions. The options cover a wide range of qualitative and critical approaches, outlining their strengths and weaknesses. The module closes with four generic lectures, optional for students from the arts and humanities, which shift the focus to analytical techniques and approaches using qualitative data and critical analysis and a Lecture and seminar, open to all, on Translation issues that many student face when collecting and analysing data abroad or from sources whose language is not English.

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

According to student feedback from last year, the best aspects of the module were:

"It highlighted with particular excellence the practical issues that surround the carrying out of interviews.

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

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

"An interesting mix of approaches and style".

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

"The sessions were well delivered and the content useful. I enjoyed them all.

"They provide the opportunity to talk to new researchers from other Departments about beginning research, which I found very helpful.

Module Timetable Introductory Generic Sessions: 4:00–6:00pm

Monday 23rd January	Philosophical roots and epistemological frameworks Dr Ian Biddle, Arts and Cultures
Wednesday 25th January	Workshop: Philosophical roots and epistemological frameworks Dr Robin Humphrey, Geography, Politics and Sociology; Dr Laura Leonardo, HaSS Faculty

Option 1: Qualitative Linguistics : 2:00 -4:00 pm

Monday 30th January	Transcription of spoken data Dr Paul Seedhouse, Education, Communication and Language Sciences
Wednesday 1st February	Methods of analysing spoken data Dr Steve Walsh, Education, Communication and Language Sciences
Monday 6th February	TBC
Wednesday 8th February	Methodology in theoretical linguistic research Professor Anders Holmberg, English Literature, Language and Linguistics

Option 2: Museums, Galleries and Heritage Research All sessions in Bedson Teaching Centre 1.47, 2:00–4:00pm

Monday 30th January	Researching Museums as Institutions and Collections, TBC, International Centre for Cultural and Heritage Studies
Wednesday 1st February	Approaches to museum, gallery and heritage displays Dr Chris Whitehead, International Centre for Cultural and Heritage Studies
Monday 6th February	Working with human subjects in museum, gallery and heritage research -qualitative methods Andrew Newman and Anna Goulding, International Centre for Cultural and Heritage Studies

Option 3: Interviewing and Focus Groups: 4:00–6:00pm

Monday 30th January	Interviewing approaches/interviewing the less powerful Dr Elaine Hall, Education, Communication and Language Sciences
Wednesday 1st February	Interviewing elites/sensitive interviewing Dr Alex Hughes, Geography, Politics and Sociology and Professor Anoop Nayak , Education, Communication and Language Sciences
Monday 6th February	Biographical Interviewing Dr Robin Humphrey, Geography, Politics and Sociology
Wednesday 8th February	Focus Groups Dr Peter Hopkins, Geography, Politics and Sociology
Monday 13th February	Workshop on the above. Dr Robin Humphrey

Option 4: Archives: All sessions in Robinson Library, Room 152, 10:00–12:00 pm

Monday 20th February	A Guide to Using Archives Dr Matt Perry, Historical Studies
Wednesday 22nd February	Introduction to Special Collections and Archives Dr Melanie Wood and Mrs Geraldine Hunwick, Robinson Library
Monday 27th February	Palaeography and Manuscripts Dr Melanie Wood and Mrs Geraldine Hunwick, Robinson Library
Wednesday 29 th February	Maps, illustrations, cartoons and photographs Dr Melanie Wood and Mrs Geraldine Hunwick, Robinson Library
Monday 5th March	Printed material and descriptive and historical bibliography Dr Melanie Wood and Mrs Geraldine Hunwick, Robinson Library

Option 5: Texts, Images, and Sounds: 2:00–4:00pm

A series of sessions convened by Dr Ian Biddle, Arts and Cultures

Monday 20th February	Thinking texts
Wednesday 22nd February	Memory and the archive
Monday 27th February	Visual culture and the cinematic mode of production
Wednesday 29 th February	Noise cultures and base/bass materialism
Monday 5th March	The affective turn: or the new scholarship of the senses

Option 6: Ethnography, Case Studies and Institutional Approaches: 4:00–6:00pm

Monday 20th February	Ethnographic traditions Professor Peter Phillimore, Geography, Politics and Sociology
Wednesday 22nd February	Institutional approaches Dr Stuart Dawley, Geography, Politics and Sociology
Monday 27th February	Case study approaches TBC
Wednesday 29th February	Workshop: Ethnographic traditions Professor Peter Phillimore

Option 7: Researching Literature and Language 5.15pm-6.45pm Venue TBC

Thursday 1st March	Critical Methodologies Dr Neelam Srivastava, English Literature, Language and Linguistics
Thursday 15th March	Using Corpora and Concordances Professor Mike Pincombe, English Literature, Language and Linguistics
Thursday 19th April	Book History, TBC
Thursday 3 rd May	Researching Historically Dr Ruth Connolly, English Literature, Language and Linguistics

Concluding Generic Sessions (optional for Arts and Humanities students): 4:00–6:00 pm

Monday 5th March	Lecture: Visual Representations and Data Dr Pam Woolner, Education, Communication and Language Sciences
Wednesday 7th March	Lecture: Integrating different data sources Professor Deborah Chambers, Arts and Cultures
Monday 12th March	Lecture: Analysing and writing-up qualitative data, and an introduction to NVivo Professor Diane Richardson, Geography, Politics and Sociology and Dr Jane Wilcockson, Independent trainer
Wednesday 14 th March Suitable for ALL HaSS Researchers	Lecture & seminar : Issues in translating texts and data Dr Laura Leonardo, Faculty of Humanities and Social Sciences
Monday 19th March	Lecture: Dealing with the pragmatics of mixed methods research Dr Pam Woolner, Education, Communication and Language Sciences

Assessment for Qualitative Methods and Critical Analysis in the Arts, Humanities and Social Sciences

Each participant should write a critical methodological review on the following:

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

One hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area, access via 5th Floor Claremont Tower, **by Tuesday 1st May**.

Please Note: IMPORTANT!

1. For MPhil and PhD students **not** taking the PG Certificate, the review should be no more than **1,200 words** long.
2. For IPhD, MA, MSc and MRes students, and PhD students taking the PG Certificate, the review should be **3,000 words long**.
3. Those students who choose to discuss a topic covered in the Researching English Literature and Language option can hand their assignments in no later than 12 noon, **Thursday 17 May**.
4. Students on the PG Certificate who have opted to take HSS8104 should consult their PG Certificate handbooks for the details of the Imagined Example assessment.

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

HSS8005: Introduction to Quantitative Methods

Who Should Take This Module?	All PhD and MPhil students in the Social Sciences. An optional module for PhD and MPhil students in the Arts and Humanities. An optional module for Integrated PhD and Ed. D. students.	
Module Leader	Dr Robin Humphrey	
Module Value	20 credits	RDF A.1, A.2
Location*	All sessions in Postgraduate Training Suite, 7th Floor, Daysh Building except for Data Practicals located as shown.	

Times:

All sessions 4:00-6:00pm, except where stated otherwise.

*Times and locations for module options will differ and are subject to change. Please consult Blackboard for updated details in Semester 2.

Module Summary

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

(Anonymous) Student feedback included these comments:

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

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

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

I think the lectures were the best aspect, the lecturer took pains to make us understand the fundamentals of using SPSS. Also, he entertained our questions (no matter how silly!) very effectively.

The lectures were given in an interesting and enthusiastic way which made what could have been a very dry subject enjoyable.

I found the data practicals to be fairly useful in furthering my understanding of quantitative methods. The instructions were clear and the assistants were helpful.

The data practicals were absolutely crucial. A lot of the stuff in the lectures didn't really start to make sense until you tried it yourself. This isn't because it wasn't well presented in the lectures, just that it was all so new and alien!

PART 1

1	Tuesday 24th January	Sample surveys -should we believe what we read? Dr Emily Clough, Geography, Politics and Sociology
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2	Introduction Thursday 26th January	Sampling, probability, and inference. Dr Emily Clough, Geography, Politics and Sociology
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The Analysis of Cross-Sectional Data

3	Tuesday 31 st January	Survey Techniques i: Questionnaire design, sampling, levels of measurement, descriptive statistics. Dr Robin Humphrey, Geography, Politics and Sociology
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4	Thursday 2nd February	Data Practical, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology
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5	Tuesday 7 th February	Survey Techniques iv: Correlation Dr Robin Humphrey, Geography, Politics and Sociology
		Survey Techniques v: Cross-tabulations Inferential statistics Dr Robin Humphrey, Geography, Politics and Sociology

6	Thursday 9th February	Data Practical, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology
10	Thursday 23rd February	Data Practical, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology

7	Tuesday 14th February	Survey Techniques iii: Analysis of Variance Dr Robin Humphrey, Geography, Politics and Sociology
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8	Thursday 16th February	Data Practical, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology
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11	Tuesday 28 th February	Data Practical, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology
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12	Thursday 1st March	Data Analysis Assessment, 1st Floor PC Cluster, Herschel Building Dr Robin Humphrey, Geography, Politics and Sociology
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PART 2

The second part of this module is compulsory for students on the PG Certificate, research masters and IPHD programmes, who choose one of four options from streams A, B, C and D. This part of the module is not compulsory for MPhil and PhD students who are not registered for the PG Certificate, although they can attend these sessions if they so wish, but their work will not be assessed.

Stream A Multi-variate Techniques

Dr Emily Clough, Geography, Politics and Sociology

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

1	Tuesday 6th March 4:00-6:00pm	Introduction to regression analysis Postgraduate Training Suite, 7th Floor, Daysh Building
2	Thursday 8th March 4:00-6:00pm	Logit and probit Postgraduate Training Suite, 7th Floor, Daysh Building
3	Tuesday 13th March 4:00-6:00pm	Practical session 1st Floor PC Cluster, Herschel Building
4	Thursday 15th March 4:00-6:00pm	Interpreting and analysing regression Postgraduate Training Suite, 7th Floor, Daysh Building

Stream B Geographical Information Systems

Dr Neil Powe, Architecture, Planning and Landscape

Geographical information systems (GISs) are very powerful and popular tools for undertaking spatial analysis. Perhaps the most useful skill relates to the creation of professional maps, which can then be used within your research. Focusing on maps commonly used within research, by the end of this option you will be able to create context maps for a study area, be able to characterize the area using Population Census data and be able to plot questionnaire survey data using postcodes.

1	Tuesday 6th March 4:00-6:00pm	Introduction to GIS Chart Cluster, Bedson Teaching Centre, Room 3.30
2	Thursday 8th March 4:00-6:00pm	Computer practical – Creating context maps Chart Cluster, Bedson Teaching Centre, Room 3.30
3	Tuesday 13th March 4:00-6:00pm	Computer practical – Mapping census data Chart Cluster, Bedson Teaching Centre, Room 3.30
4	Thursday 15th March 4:00-6:00pm	Computer practical – Plotting questionnaire survey data Chart Cluster, Bedson Teaching Centre, Room 3.30

Stream C

Quantitative Linguistics

Dr Isabelle Buchstaller, School of English Literature, Language and Linguistics

This stream of the module is intended for linguists whose research is based on data abstracted from spoken or written natural language corpora. It motivates the use of quantitative and more specifically statistical methods in corpus-based linguistics research, describes data creation and transformation prior to analysis, and reviews quantitative methods for generating hypotheses from data and testing them using statistical methods. The first lecture hour in this stream presents the relevant theoretical concepts, and the second provides practical training in their application.

1	Tuesday 17 th April 2:00 -4:00pm Postgraduate Training Suite	Statistical Data Analysis: why it is important in linguistics Dr Hermann Moisl, English Literature, Language and Linguistics
2	Wednesday 18 th April 2:00 -4:00pm Postgraduate Training Suite	Linguistic data collection Dr Hermann Moisl, English Literature, Language and Linguistics
3	Tuesday 24 th April 2:00 -4:00pm Postgraduate Training Suite	Generation of hypotheses in linguistics Dr Hermann Moisl, English Literature, Language and Linguistics
4	Thursday 26 th April 2:00 -4:00pm Postgraduate Training Suite	Using statistics to test Linguistic hypotheses Professor David Howard, Education, Communication and Language Sciences

Stream D Analysis of Longitudinal Datasets

Steve Holroyd, Statistical Consultant

Many aspects of society and the environment change over time, population health, population eating habits, educational requirements, opinions on myriad social and environmental issues are all examples. In order to gain a meaningful insight into these changes researchers use quantitative longitudinal analysis in order to distinguish between real changes and changes which occur in a random way. This component deals with the varied quantitative methods applied to different approaches in longitudinal research. While the component makes use of some complex statistical analyses learners are taken through stages gently using the computer software SPSS and are required to carry out only extremely basic tasks manually.

1	Tuesday 17 th April 4:00-6:00pm	Use of Longitudinal data in Social Science Research Postgraduate Training Suite
2	Thursday 19 th April 4:00-6:00pm	Data Practical: Organising data Brae PC Cluster, Daysh Building
3	Tuesday 24 th April 4:00-6:00pm	Cost-benefit and cost effectiveness. Random Effects Postgraduate Training Suite
4	Thursday 26 th April 4:00-6:00pm	Data Practical on Estimation Brae PC Cluster, Daysh Building

Assessments for options

Each of these options is assessed either by data analysis practical assessments or by reporting on the analysis of relevant datasets. Further details of these assessments will be available on Blackboard.

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

The Research Training and Researcher Development Programme

Skills Sessions

Researcher Development Framework in Year 1

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

As you will notice the reference to the RDF (Researcher Development Framework **see page 64**) continue in this section.

At the beginning of your programme we ask that you complete a Training Needs Analysis on the e-Portfolio (**see page 52**). You should also use the e-Portfolio to log and share your experiences and progress and with your supervisors can update your Needs Analysis. The log will then be submitted to your Supervisors and your School as evidence of your development towards Annual Progression.

Introduction to Teaching and Learning in Higher Education

Please note: It is unusual for PhD candidates to be involved in teaching in their first year. This course can be taken at any stage during your candidature

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 39	
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/>

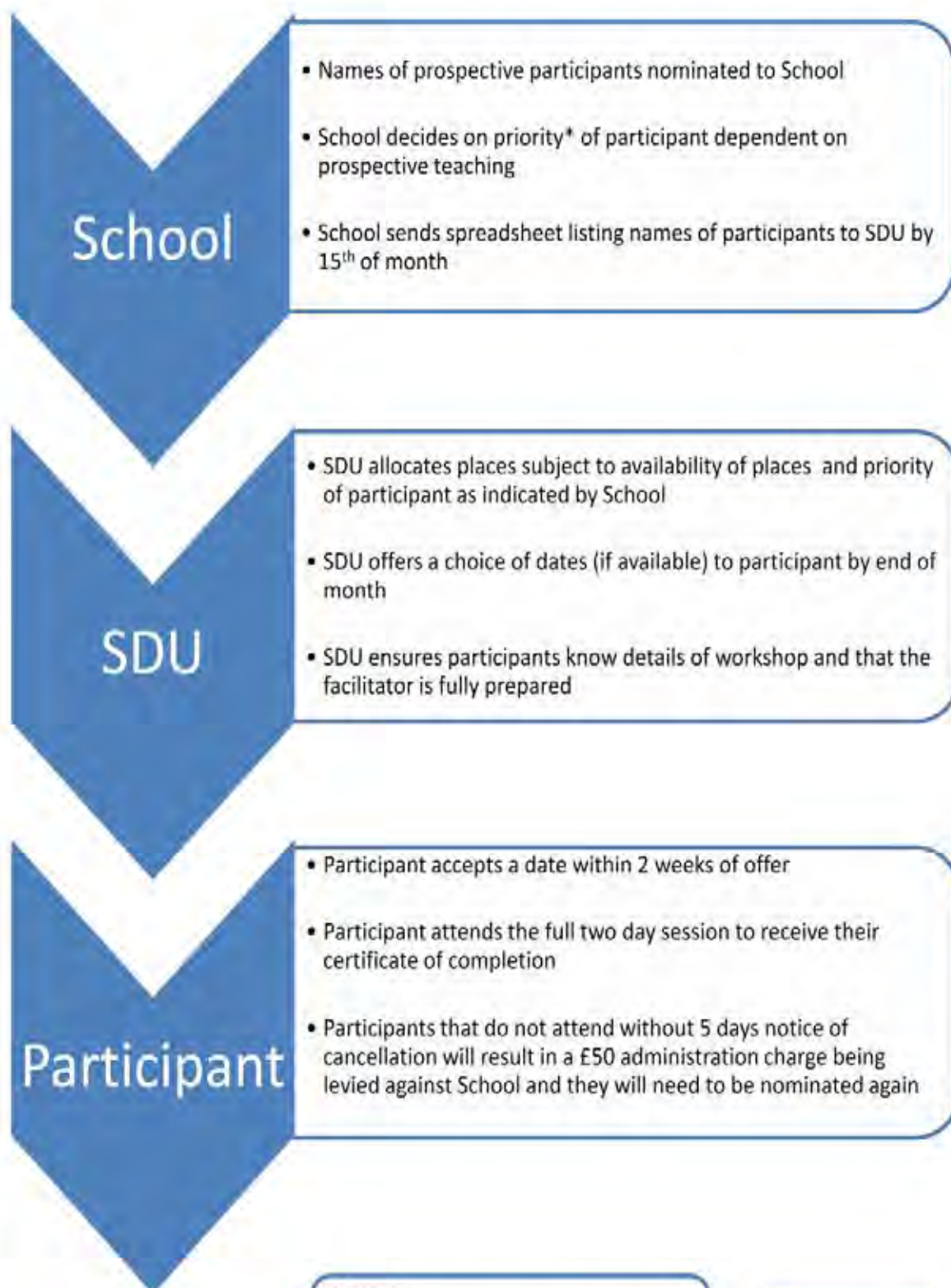
Nomination and Booking:

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



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

Writing Development Centre

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/>.

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

<http://www.ncl.ac.uk/students/inseasonal/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.

"I m proud studying here in Newcastle because it provides modern learning facilities. I will surely recommend Newcastle University to my colleagues from my country, as in my country you have to pay a huge amount of money to use such facilities. (ELMO student user)

"ELMO is a very well developed website which I strongly recommend all international and native students to use. (ELMO student user)

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

Optional Library and IT Sessions (**RDF A.1**)

Wednesday 12th October: Word Processing -Basics

Carlos Osorio Toro, PhD candidate, NUBS

Brae PC Cluster, Room 3.11, Daysh Building, 4:00-6:00pm

- Using the ISS PCs
- Starting with Microsoft Word
- Producing your first document
- Editing Text
- Formatting Text
- Exercise: Producing a CV

Wednesday 23rd November: Handling Large Documents in Word

Carlos Osorio Toro, PhD candidate, NUBS

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

Wednesday 9th November: Introduction to Government Publications and Statistics

Linda Kelly, Robinson Library, Room 161, Robinson Library, 4:00-5:00pm

- Finding and using printed Parliamentary and Non Parliamentary Papers
- Finding and using printed statistical sources
- Using databases on the web to find Government Publications
- UKOP, providing details of all official publications, including both Stationery Office and departmental or non-Stationery Office publications from 1980 onwards
- Accessing full text Government Publications, including Parliamentary Publications and Statistics on the web

Wednesday 9th November: Introduction to Digimap

Linda Kelly, Robinson Library, Room 161, Robinson Library, 5:00-6:00pm

Digimap is a collection of EDINA services that deliver maps and map data of Great Britain to UK tertiary education. Data is available either to download to use with appropriate application software such as GIS or CAD, or as maps generated by Digimap online. The Library has access to the following Digimap collections:

- Digimap - Ordnance Survey Collection
- Historic Digimap - historic maps from Landmark
- Geology Digimap - geological maps and data from the British Geological Survey
- Marine Digimap - hydrographic maps and data from SeaZone

Wednesday 16th November: Research Collections in the Robinson Library: Special Collections and Archives

Dr Melanie Wood, Robinson Library Room 152, 4:00-6:00pm

Do you understand what Special Collections and Archives are? Would you like to use historic, primary source material to support your research?

This workshop will:

- Provide an introduction to Special Collections and Archives.
- Explain the benefits of using rare and sometimes unique sources in your research, including manuscripts, rare books, maps, photographs and illustrations.
- Provide training in document handling.
- Talk you through the procedures of finding and accessing materials in Special Collections at the Robinson Library.
- Tell you how to discover Special Collections and Archives collections elsewhere in the UK.
- Allow you to view and handle a selection of Special Collections and Archives materials in the Reading Room (ranging in date from the mid-15th to early-21st centuries).
- Allow you to ask questions – either general questions or seeking advice relating to specific research needs.

To enhance your learning experience and enjoyment, the session will include an element of participation and small group work, as well as a presentation.

Wednesday 23rd November: Introduction to Digimap ** Places are limited to a maximum of 30 **

Linda Kelly, Robinson Library, Room 161, Robinson Library, 4:00-6:00pm

Digimap is a collection of EDINA services that deliver maps and map data of Great Britain to UK tertiary education. Data is available either to download to use with appropriate application software such as GIS or CAD, or as maps generated by Digimap online. The Library has access to the following Digimap collections:

- Digimap - Ordnance Survey Collection
- Historic Digimap - historic maps from Landmark
- Geology Digimap - geological maps and data from the British Geological Survey
- Marine Digimap - hydrographic maps and data from SeaZone

The Research Training and Researcher Development Programme

First Year Research
Postgraduate Conference

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

Co-ordinator: Dr Laura Leonardo

Date and Time: Thursday 10th May, begins 9:30am

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

The first year conference provides every research postgraduate with the opportunity to develop oral presentation skills and to discuss their research project with their peers in an informal, friendly atmosphere. The unique aspect of the conference is that it is multi-disciplinary, and that students develop their presentations to communicate with their fellow students from a very wide range of backgrounds. This will complement and extend the experiences and opportunities students have in their own disciplines. The conference is also organised by postgraduate students themselves, and volunteers for an organising committee will be sought during the first semester. **(RDF D.1)**

Previous student organisers have developed their own website, and information about, and photos of, previous conferences are available here: <http://conferences.ncl.ac.uk/hass.pg-year1>

Presentations will be approximately 10 minutes long, with 5 minutes for questions. There is a Presentation Skills workshop, outlined on the next page, to help students develop their presentations. Creative Practice students from across the disciplines will have the opportunity to present in their own dedicated stream.

(Anonymous) Student feedback included these comments:

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

Presentation Skills Workshop **(RDF B.1, D.2)**

Day 1: Wednesday 2nd May, Postgraduate Training Suite, 7th Floor, Daysh Building.

Session 1: 9:30am -12:00pm **Presentation Skills**, David White, Whitehorn Consulting Ltd.

Session 2: 1:00pm -4:00pm: **Using PowerPoint for presentations:** an optional self-study IT session. Trainers will be on hand to answer any queries. (RDF A.1)

Day 2: Thursday 3rd May, Postgraduate Training Suite, 7th Floor, Daysh Building.

10:00 -12.00 pm **The Academic Voice**, Professor Peter Reynolds, Professor of Theatre Studies School of English Literature, Language and Linguistics

Speaking in public is something all academics have to do, but often with considerable misgivings. Some of us really don't like the sound of our own voice, some of us like it too much! But in an age where presentations by Powerpoint seem obligatory, the impact of the human voice on listeners remains the most important part of any presentation. It isn't just what you say that matters, it's also how you say it. This workshop is designed to offer a few simple practical exercises that will help you make the most of your public voice and increase your self-confidence and effectiveness in using it. **Participants are asked to bring with them a short (250 words) paragraph from a paper they have given/hope to give.**

(Anonymous) Student feedback included these comments:

"Gave lots of information I was unaware/unsure of in a friendly atmosphere".

"Extremely useful information".

"Detailed tips not arbitrary theoretical notes".

"Encouraging and interesting. Friendly environment".

"It really enriched my knowledge".

The Research Training and Researcher Development Programme

Sources of Information and Support

Supporting students through Mentoring **(RDF B.2)**

Mentee Briefing Session – How can I get a mentor and how do I get the best from them?

A number of research students who are established at the University have trained as mentors in order to provide new researchers with peer support. This session will provide important information about how to become a mentee and about the benefits of having your own mentor.

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

Dates and Times for Mentee Briefing: Tuesday 4th October, 3.00 -3.30pm

Location: Postgraduate Training Suite

The Postgraduate Researcher Mentoring Scheme is designed to provide researchers with peer support for their studies. The scheme has been 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. As a new student you will be able to attend a briefing session in Semester 1 providing information about becoming a mentee, and the opportunity to train as a mentor in Semester 2. Mentor training will provide you with valuable transferable skills that will be useful in your future career. Training for the scheme is delivered as part of the Training Programme, and appropriate staff in Schools will help students to link up into partnerships. There will be multiple benefits from participation.

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

Vitae and Resources for Researchers

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

Online resources

Vitae offers advice on how to manage your Professional Development Planning, on the demands of the QAA Code of Practice, on careers (see their publication *What do PhDs do?*), and their new site on developments with the European Doctorate. They also offer a 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).
- Grad Taster Events
- Regional Poster Competitions
- Online services e.g. Mentoring
- Online resources
- Online development units

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

David's biography

Prior to joining the University in 2005, David worked in a number of academic and managerial roles including lecturer in Marketing, and senior roles in the international offices of two universities in the UK university sector.

David is responsible for providing careers advice and guidance to postgraduate research students in the HASS Faculty and has responsibility for our services to international students. He also works with Newcastle University Business School students and graduates with a specific role on the MBA programme. He is a qualified careers adviser and trained to use the Myers Briggs Type Indicator.

I most enjoy helping students and graduates to identify their priorities and to achieve their own personal and professional development objectives.

Check the Careers Service website www.ncl.ac.uk/careers for further information or email David at david.levinson@ncl.ac.uk

What else does the Careers Service offer to postgraduate research students?

- Detailed website with extensive resources
- Graduate Connections – an online networking tool
- North East Graduate Directory – a database of over 600 North East employers
- Access to a diverse range of events, fairs, workshops and employer presentations
- Vacancies Online – opportunities in the North East, UK and overseas
- Make it fly – advice and facilities to support self employment

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

Careers Service

Level 1, King s Gate, Tel: 0191 222 7748

Website: www.ncl.ac.uk/careers

Open 10am -5pm, Monday to Friday.

Careers advisers and information staff are available without an appointment for short consultations Monday to Friday.

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.

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 Communities" section, please contact Amanda Chambers at Amanda.Chambers@ncl.ac.uk.

Giving Feedback and the Feedback Prize

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. There is usually a draw at the end of the year amongst all people who left feedback and a prize of £200 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."

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 (see page10). 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.

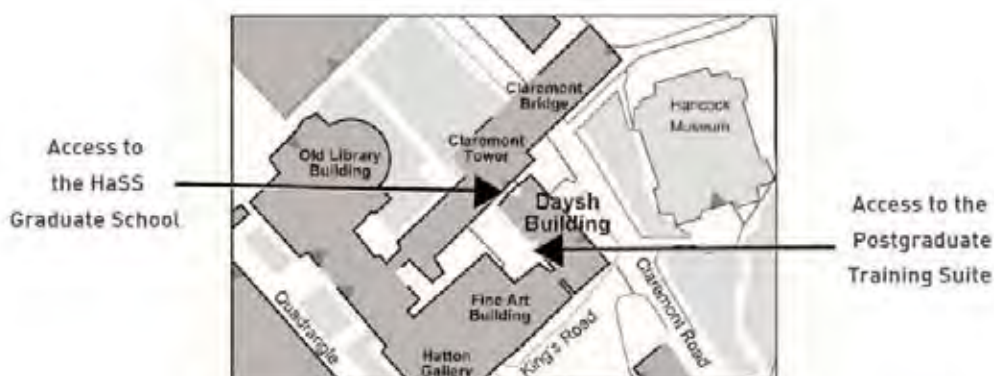
It is vital that you own your Portfolio and keep it up to date as it will be used as evidence for your Annual Progression and it is an invaluable aid to your personal and professional development.

RESIN-Research Information Portal

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



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.

The Research Training and Researcher Development Programme

Appendix

Module Assessment

One hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area by 4:00pm on the date specified in the table below. Please do not submit your assessments to any other office, or place them in the internal mail, as this can significantly delay the marking process. No one will be expected to submit assessments for all of the modules listed below. All students should clarify which modules they should take at the beginning of the academic year, (please see page 3 of this handbook).

Module Code	Title	Module Leader	Assessment Deadline
HSS8006	Managing A PhD	Dr Robin Humphrey Robin.Humphrey@ncl.ac.uk	Monday 5th December
HSS8002	Information Skills (Social Sciences)	Linda Kelly Linda.Kelly@ncl.ac.uk	Monday 5th December
	Information and Library Skills (Arts and Humanities)	Lucy Keating Lucy.Keating@ncl.ac.uk	Monday 5th December
HSS8007	Nature of Explanation & Enquiry	Dr Simon Tate Simon.Tate@ncl.ac.uk	Thursday 12th January
HSS8004	Qualitative Methods	Dr Robin Humphrey Robin.Humphrey@ncl.ac.uk	Tuesday 1st May*
HSS8005	Quantitative Methods (Practical)	Dr Robin Humphrey Robin.Humphrey@ncl.ac.uk	Thursday 1st March
HSS8005	Quantitative Methods: Stream A	Dr Emily Clough emily.clough@ncl.ac.uk	Tuesday 1st May
HSS8005	Quantitative Methods: Stream B	Dr Neil Powe n.a.powe@ncl.ac.uk	Tuesday 1st May
HSS8005	Quantitative Methods: Stream C	Dr Hermann Moisl hermann.moisl@ncl.ac.uk	Friday 11th May
HSS8005	Quantitative Methods: Stream D	Steve Holroyd steve.holroyd@ncl.ac.uk	Friday 11 th May

* or Tuesday 17th May for students who choose "Researching Language and Literature" (see page 30 point 3 in this handbook)

Assessment Submission

Each hard copy must have the correct cover sheet. There are two cover sheets: one for Masters and Integrated PhD students, and one for PhD and MPhil students. Copies of the cover sheet can be found in this handbook and can be downloaded from Blackboard. Each copy must be securely fastened. Please note that during the course of marking, it may be necessary to photocopy your assignment for distribution to Schools and examiners. Therefore, we would be grateful if you did not use any permanent binding to secure your assignment, e.g. channel (velo, comb, uni) or sewn binding., One hard copy should be put into the 'assessment box' which is available in the Faculty Reception Area and sign the name sheet provided. Assessments are collected regularly throughout the day, accessed via the 5th floor of Claremont Tower.

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

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

How to Submit your Written Work to TurnitinUK using Blackboard

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

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

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

1. An appropriate completed feedback sheet
2. A Turnitin Digital receipt (which can be obtained by following the steps contained within this guide).

Using Blackboard to submit your written work:

Log into Blackboard (go to: <https://blackboard.ncl.ac.uk>)

1 Enter your University User name and Password (the same user name and password you use to log into your University Email account).

2 Click Login

Accessing the module for which you want to submit an assessment

3. Select HASS Postgraduate Research Training Programme from the My Organizations Menu

4. Select Year One (to the left of the screen)

5. Select the module you wish to submit to from the list of modules in the My Modules box (in the centre of the screen)

6. Select Assignments from the menu on the left of the screen:

7. Click on folder titled Turnitin Submissions

8. Select the correct assignment for which you are about to submit written work for (you may be required to submit more than one piece of written work for each module).

9. Click View/Complete on the assignment for which you are submitting written work for. This will then take you to the TurnitinUK submission page.

10. From here click the Submit button: This will take you to the Submit Paper screen.

11. Your name will be entered automatically. Enter a Submission Title

12. Click 'Browse' to find the file to upload

12. Select the essay you wish to upload*

13. Click Upload

14. Your file will be uploaded to TurnitinUK and you will be taken to the preview page.

15. Check the preview. It will not show formatting or images although these will be included in the version your instructor sees.

16. If you are happy that the text reflects the item you were submitting, click 'Submit' to confirm

You will be taken to a screen containing a digital receipt showing the paper id (useful for tracking any technical problems) and the first page of your submission.

17. Print this receipt as proof of submission

18. You will also be emailed your digital receipt, and this can be printed from your inbox should you not wish to print straight from the Digital Receipt Screen.

*** Please note:** File must be less than 20 MB

- The maximum paper length is 400 pages.

- File Types allowed: MS Word, WordPerfect, PostScript, PDF, HTML, RTF and plain text.

Extensions and Penalties for Late Submission of Assessed Work

Deadlines for handing in coursework are contained within this Handbook. You can generally anticipate that assignments will be due within a month of the end of the last session of the module. These deadlines must be adhered to. Under very exceptional circumstances, the Director of Postgraduate Research Training, in consultation with the module leader, may grant an extension to the deadline for submission of an assignment. Applications must be made in writing on the appropriate form to the HASS Faculty Office, including any supporting paperwork at least a week in advance of the due date for the assignment (and not request an extension more than 7 days after the deadline). The Director of Postgraduate Research Training will hold discussions with the module leader involved and let the student know of their decision in writing. If the extension granted is longer than three weeks, it may be necessary for the student to complete a different assignment to prevent the remainder of the students from not receiving their feedback. For students on taught masters or IPhD programmes, assignments handed in up to 7 days late without permission will be mark capped at 50%, and if handed in over 7 days late without permission or after the agreed resubmission date then the mark will be 0%. For PhD or MPhil students, assignments handed in up to 7 days late without permission will be mark capped at a Pass, and if handed in over 7 days late without permission or after the agreed resubmission date then they will not receive a mark for this assignment.

A formal extension to the submission date will be granted by the Director of Postgraduate Research Training (Dr Robin Humphrey) only if a satisfactory explanation for the delay is provided, and normally only family crisis, illness, injury or bereavement will be deemed to be satisfactory explanations. In order to be granted a formal extension you must complete an extension form (which is available in hard copy or electronically from Amanda Chambers, in the HASS Faculty Office). The completed form should be returned to the Office along with any relevant evidence that may be required (i.e. doctor's note/letter from a family member). Amanda Chambers will then approach the Director of Postgraduate Research Training on your behalf. Once a decision has been made, you will receive an e-mail stating the revised deadline, if an extension is approved.

Students who fail or miss Assessed Oral Presentations

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

In the event of failing an assessment, the deadlines for re-submission are:

First semester modules 1st June

Second semester modules 17th August

This procedure has been devised in accordance with the University's policy on Late Submission of Assessed Work, which is available here:

http://www.newcastle.ac.uk/aqss/qsh/examinations_and_assessment/late_submission.pdf

Return of Marks

Once assessments have been marked and processed by the Faculty Postgraduate Team, the marks will be made available to you via Blackboard. The scripts will then be returned to you by your Degree Programme Director, supervisor or Postgraduate support staff in your School. Please note that the Faculty Postgraduate Team cannot return assignments to students, or give you your mark directly.

Disclaimer

Please note that although we strive to keep within a 4 week turn-around for assessment, the complex nature of the Research Training Programme might mean that marks are sometimes returned to you beyond that deadline. This is never due to malpractice but rather to enormous logistical challenges that the Programme has to face as an interdisciplinary, interfaculty one.

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.

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:

Tue 22nd November	10-12pm	Postgraduate Training Suite
Mon 20th February	10-12pm	Postgraduate Training Suite
Wed 23rd 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 30th November	2-4pm	Postgraduate Training Suite
Tues 28th February	2-4pm	Postgraduate Training Suite
Wed 30th 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.

Keep up to date...



HaSS Research Training Programme

Contacts



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Dr Laura Leonardo
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Mrs Gill McRae

PA to Neill Marshall
Email: g.a.mcrae@ncl.ac.uk **Tel.** 0191 222 5343

Mrs Caroline McLean

Administrator, Research Student Support Team
Email: Caroline.McLean@ncl.ac.uk **Tel.** 0191 222 6156

Mrs Amanda Chambers

Secretary for the Postgraduate Research Training Programme, Faculty of Humanities and Social Sciences
Email: Amanda.Chambers@ncl.ac.uk **Tel.** 0191 222 5855

NEWCASTLE UNIVERSITY
**INTER-FACULTY MODULES FOR RESEARCH MASTERS and INTEGRATED
PHD PROGRAMMES ASSESSMENT COVER SHEET**

NAME: _____

STUDENT NUMBER: _____

FULL TITLE OF DEGREE PROGRAMME:
e.g. MA in Sociology & Social Policy _____

MODULE:
e.g. Dissertation Preparation _____

WORD COUNT: _____ DATE SUBMITTED: _____

ONE HARD COPY SUBMITTED: _____

DESCRIBE ANY PARTICULAR PROBLEMS YOU ENCOUNTERED IN THE PREPARATION AND WRITING OF THIS RESEARCH PAPER: (Please continue on a separate sheet if required)

Declaration: I hereby certify that the attached research paper is wholly my own work, and that all quotations from primary and secondary sources have been acknowledged.

Signed:..... Date:.....

MARKER S COMMENTS:

MARK

MODERATED MARK

AGREED MARK

Please note that marks are subject to confirmation by the external examiner. The Faculty Research Team and/or module leader reserve the right to submit any assessed work received to a electronic plagiarism test.

NEWCASTLE UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SUBMITTED WORK EXTENSION FORM

This form should only be used by all students taking HSS modules

Extensions to the submission deadline will not be granted for any form of computing, printing, travel or time management problems.

NAME: _____

STUDENT NUMBER: (9 digits as shown on your Smartcard) _____

STUDENT E-MAIL ADDRESS: _____

FULL TITLE OF DEGREE PROGRAMME:
e.g. PhD in GPS -Sociology _____

SUPERVISOR _____

NATURE OF EXTENSION (Please tick the relevant box)

	MEDICAL CIRCUMSTANCES (Please attached supporting medical evidence)
	PERSONAL CIRCUMSTANCES
	FAMILY CIRCUMSTANCES

In all cases please provide details and/or supporting evidence overleaf – giving the circumstances and how they have affected your work

DATES / PERIOD OF TIME WORK HAS BEEN AFFECTED:	
MODULE NUMBER(s):	
MODULE LEADER(s):	
ORIGINAL DEADLINE DATE(s):	
EXTENSION(s) REQUESTED: i.e. new deadline(s)	

Circumstances which have affected your work:

Lined area for writing circumstances affecting work.

Please return your completed form to: The Faculty Office, 7th floor Daysh Building, (accessed via 5th floor of Claremont Tower). Completion of this form does not guarantee an extension; it must be approved by the Degree Programme

Director.

Signed (student):..... Date:.....

For Office Use Only: Date Received:

Extension Granted: YES / NO Module(s): Revised Deadline(s):

Comments: [Dashed lines for notes]

Signed:..... Name:..... Date:..... Date outcome email sent to student:

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

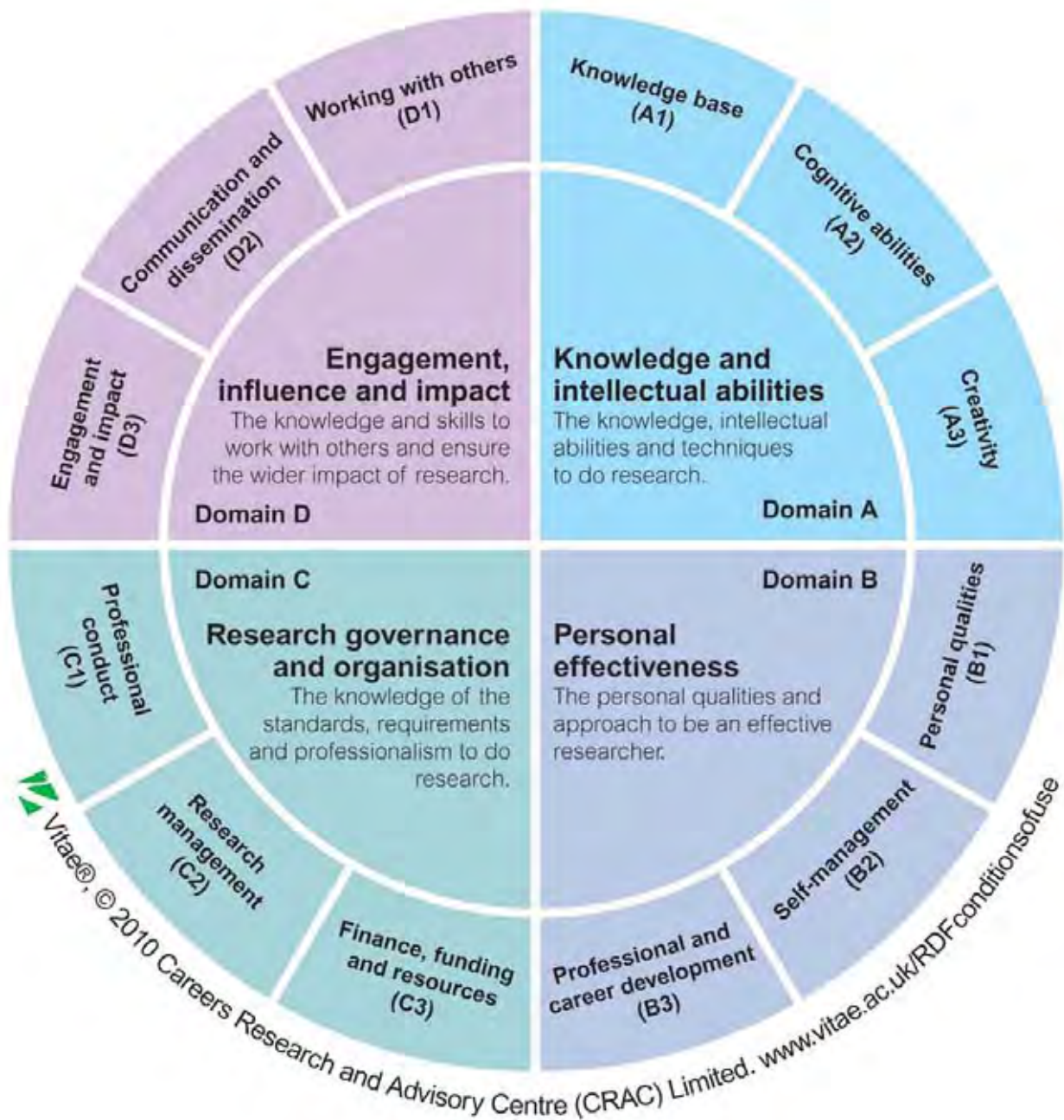
The Researcher Development Framework (RDF) underlies the Researcher Development Statement (RDS) and represents a major new approach to researcher development, to enhance our capability to build the UK workforce, develop world-class researchers and build our research base. The RDF is a tool for planning,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



Modules and Sessions Available to 2nd and 3rd Year Postgraduate Research Students

The Research Training and Researcher Development Programme: Year 2

HSS8008: Progressing Your PhD

HSS8009: Research in the Wider Context

Second Year Research Postgraduate Conference

Preparing Eye-Catching Posters

The Researcher Development Programme: Years 2 and 3

HSS8010: Research Ethics in a Wider Context

Intensive solvers workshop

The Researcher Development Programme: Years 2 and 3 – Generic Transferable Skills Workshops

Generic Skills Researcher Development Years 2 and 3

Vitae and Resources for Researchers

Mentoring Training – Becoming and Being a Mentor

Academic Writing Toolkit

Peer-reviewing for Academic Journals

Introduction to Teaching and Learning in Higher Education

Creating a personal research-focussed website

Exploiting online tools and Resources

Introduction to NVIVO

Phd and Beyond Workshop series

Myers-Briggs Type Indicator

The Researcher Development Programme: Years 2 and 3 – Advanced Workshops

Writing Across Boundaries

International Fieldwork in Developing Countries and Emerging Economies

The Research Training and Researcher Development Programme: Year 3

HSS8011: Final Stages of a PhD

Timetable

Tue	4th	Oct	12	Mentee Information	n/a	3:00-3:30pm
Thur	6th	Oct	12	Managing Your PhD	Why Research Training? / Managing your Professional Development / Health and Safety / Blackboard and the E-Portfolio / 'Ethical' Questions in Research	10:00-4:00
Mon	10th	Oct	13	Information Skills (Social Sciences)	Introduction to the Library's Resources and Services	3:00-5:00
Mon	10th	Oct	13	Information and Library Skills (Arts & Humanities)	Introduction to the Library's Resources and Services	3:00-5:00
Tue	11th	Oct	13	Information Skills (Social Sciences)	Introduction to the Library's Resources and Services	10:00-12:00
Tue	11th	Oct	13	Information Skills (Social Sciences)	Introduction to the Library's Resources and Services	4:00-6:00
Tue	11th	Oct	13	Information and Library Skills (Arts & Humanities)	Introduction to the Library's Resources and Services	10:00-12:00
Tue	11th	Oct	13	Information and Library Skills (Arts & Humanities)	Introduction to the Library's Resources and Services	4:00-6:00
Wed	12th	Oct	13	Managing Your PhD	Becoming a PhD, Cultural Acclimatisation and Accessing English Language Support	10:00-12:00
Wed	12th	Oct	13	Managing Your PhD	Studying for a PhD in a Collaborative Relationship with a Non-Academic Body	2:00-4:00
Wed	12th	Oct	13	Word Processing - Basics	Word Processing - Basics	4:00-6:00
Thur	13th	Oct	13	Managing Your PhD	The Nature and Examination of a British PhD / Planning, Organising and Managing your PhD / Managing your Supervisor / Good Academic Conduct and Research (and How to Avoid Plagiarism)	10:00-6:00
Mon	17th	Oct	14	Information and Library Skills (Arts & Humanities)	Getting Started With Searching - What's Out There	4.00-6.00
Tue	18th	Oct	14	Information Skills (Social Sciences)	Getting started with searching - what's out there?	4:00-6:00
Wed	19th	Oct	14	Managing Your PhD	Creative Practice PhD	10:00-12:00
Wed	19th	Oct	14	Information Skills (Social Sciences)	Getting started with searching - what's out there?	10:00-12:00
Wed	19th	Oct	14	Information Skills (Social Sciences)	Getting started with searching - what's out there?	4:00-6:00
Thurs	20th	Oct	14	Information and Library Skills (Arts & Humanities)	Getting Started With Searching - What's Out There	10:00-12:00
Mon	24th	Oct	15	Information and Library Skills (Arts & Humanities)	Keeping on Top - Endnote and More	4.00-6.00
Tue	25th	Oct	15	Information Skills (Social Sciences)	Keeping on top: Endnote and more	4:00-6:00
Wed	26th	Oct	15	Information Skills (Social Sciences)	Keeping on top: Endnote and more	10:00-12:00
Wed	26th	Oct	15	Information Skills (Social Sciences)	Keeping on top: Endnote and more	4.00-6.00
Thur	27th	Oct	15	Information and Library Skills (Arts & Humanities)	Keeping on Top - Endnote and More	10.00-12.00
Mon	31st	Oct	16	Information and Library Skills (Arts & Humanities)	Keeping Ahead and Making an Impact - The 21st Century Researcher	4.00-6.00
Tue	1st	Nov	16	Information Skills (Social Sciences)	Keeping Ahead and Making an Impact: the 21st Century Researcher	4:00-6:00
Wed	2nd	Nov	16	Managing Your PhD	Writing a Literature Review and Methodology Chapters	10:00-12:00
Wed	2nd	Nov	16	Information Skills (Social Sciences)	Keeping Ahead and Making an Impact: the 21st Century Researcher	10:00-12:00
Wed	2nd	Nov	16	Information Skills (Social Sciences)	Keeping Ahead and Making an Impact: the 21st Century Researcher	4:00-6:00

Thurs	3rd	Nov	16	Information and Library Skills (Arts & Humanities)	Keeping Ahead and Making an Impact - The 21st Century Researcher	10:00-12:00
Tue	8th	Nov	17	Nature of Enquiry and Explanation	Scientific Approaches	4:00-6:00
Wed	9th	Nov	17	Introduction to Government Publications	Introduction to Government Publications	4:00-5:00
Wed	9th	Nov	19	Introduction to Digimap	Introduction to Digimap	5:00-6:00
Thur	10th	Nov	17	Nature of Enquiry and Explanation	Kuhn and Winch	4:00-6:00
Tue	15th	Nov	18	Nature of Enquiry and Explanation	Marxism	4:00-6:00
Wed	16th	Nov	18	Research Collections in the Robinson Library	Research Collections in the Robinson Library	4:00-6:00
Thur	17th	Nov	18	Academic Writing	Year 1 - Group A	9:00-4:00
Thur	17th	Nov	18	Nature of Enquiry and Explanation	Hermeneutics: Interpretation in Theory and Practice	4:00-6:00
Fri	18th	Nov	18	Academic Writing	Year 1 - Group B	9:00-4:00
Wed	23rd	Nov	19	Introduction to Digimap	Introduction to Digimap	4:00-6:00
Wed	23rd	Nov	19	Handling Large Documents in Word	Handling Large Documents in Word	4:00-6:00
Thur	24th	Nov	19	Nature of Enquiry and Explanation	Modern Tenets of Positivist Enquiry	4:00-6:00
Tues	29th	Nov	20	Managing your PhD	Completing Research: psychological tripwires and how to step over them	10:00-12:00
Tue	29th	Nov	19	Nature of Enquiry and Explanation	Post-Structuralism and Post-Modernism	4:00-6:00
Thur	1st	Dec	20	Nature of Enquiry and Explanation	Historiography	4:00-6:00
Fri	2nd	Dec	20	Self-Editing your Thesis	Year 1 - Groups A and B	9:00-4:00
Thur	6th	Dec	21	Nature of Enquiry and Explanation	Feminist Approaches to Conceptualising and Troubling Knowledge	4:00-6:00
Tue	13th	Dec	22	Nature of Enquiry and Explanation	Pierre Bourdieu on Power, Domination and Social Stratification	4:00-6:00
Thur	15th	Dec	22	Nature of Enquiry and Explanation	Concluding Thoughts	4:00-6:00
Wed	14th	Dec	22	Fieldwork in Developing Countries	n/a	
Fri	16th	Dec	22	Fieldwork in Developing Countries	n/a	
Mon	23rd	Jan	28	Qualitative Methods for the Arts, Humanities and Social Sciences	Philosophical Roots and Epistemological Frameworks	4:00-6:00
Tue	24th	Jan	28	Quantitative Methods	Sample Surveys - Should We Believe What We Read?	4:00-6:00
Wed	25th	Jan	28	Qualitative Methods for the Arts, Humanities and Social Sciences	Workshop: Philosophical Roots and Epistemological Frameworks	4:00-6:00
Thur	26th	Jan	28	Quantitative Methods	Sampling, Probability and Inference	4:00-6:00
Mon	30th	Jan	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 1	Transcription of Spoken Data	2:00-04:00
Mon	30th	Jan	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 2	Researching Museums as Institutions and Collections	2:00-4:00
Mon	30th	Jan	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 3	Interviewing Approaches: Interviewing the Less Powerful	4:00-6:00
Tue	31st	Jan	29	Quantitative Methods	Survey Techniques i: Questionnaire Design, Sampling, Levels of Measurement, Descriptive Statistics	4:00-6:00
Wed	1st	Feb	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 1	Methods of Analysing Spoken Data	2:00-04:00
Wed	1st	Feb	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 2	Approaches to Museum, Gallery and Heritage Displays	2:00-4:00
Wed	1st	Feb	29	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 3	Interviewing Elites: Sensitive Interviewing	4:00-6:00
Thur	2nd	Feb	29	Quantitative Methods	Data Practical	4:00-6:00
Mon	6th	Feb	30	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 1	TBC	
Mon	6th	Feb	30	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 2	Working with Human Subjects in Gallery and Heritage Research	2:00-4:00

Mon	6th	Feb	30	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 3	Biographical Interviewing	4:00-6:00
Tues	7th	Feb	30	Managing your PhD	Coping with the "research context" - reviewing the literature in the arts and humanities	10:00-12:00
Tue	7th	Feb	30	Quantitative Methods	Survey Techniques ii: Crosstabulations; Inferential Statistics	4:00-6:00
Wed	8th	Feb	30	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 1	Methodology in Theoretical Linguistic Research	2:00-04:00
Wed	8th	Feb	30	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 3	Focus Groups	4:00-6:00
Thur	9th	Feb	30	Academic Writing	Year 1 - Group C	9:00-4:00
Thur	9th	Feb	30	Quantitative Methods	Data Practical	4:00-6:00
Fri	10th	Feb	30	Academic Writing	Year 1 - Group D	9:00-4:00
Mon	13th	Feb	31	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 3	Workshop	4:00-6:00
Tue	14th	Feb	31	Quantitative Methods	Survey Techniques iii: Analysis of Variance	4:00-6:00
Thur	16th	Feb	31	Quantitative Methods	Data Practical	4:00-6:00
Fri	17th	Feb	31	Self-Editing your Thesis	Year 1 - Groups C and D	9:00-4:00
Mon	20th	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 4	A Guide to Using Archives	10:00-12:00
Mon	20th	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 5	Thinking Texts	2:00-4:00
Mon	20th	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 6	Ethnographic Traditions	4:00-6:00
Tue	21st	Feb	32	Quantitative Methods	Survey Techniques iv: Correlation	4:00-6:00
Wed	22nd	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 4	Introduction to Special Collections and Archives	10:00-12:00
Wed	22nd	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 5	Memory and the Archive	2:00-4:00
Wed	22nd	Feb	32	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 6	Institutional Approaches	4:00-6:00
Thur	23rd	Feb	32	Quantitative Methods	Data Practical	4:00-6:00
Mon	27th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 4	Palaeography and Manuscripts	10:00-12:00
Mon	27th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 5	Visual Culture and the 'Cinematic Mode of Production'	2:00-4:00
Mon	27th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 6	Case Study Approaches	4:00-6:00
Tue	28th	Feb	33	Quantitative Methods	Data Practical	4:00-6:00
Wed	29th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 4	Maps, Illustrations, Cartoons and Photographs	10:00-12:00
Wed	29th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 5	Noise Cultures and Base/Mass Materialism	2:00-4:00
Wed	29th	Feb	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 6	Workshop: Ethnographic Traditions	4:00-6:00
Thur	1st	Mar	33	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 7	Critical Methodologies	5:15-6:45
Thur	1st	Mar	33	Quantitative Methods	Data Analysis Assessment	4:00-6:00
Mon	5th	Mar	34	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 4	Printed Material and Descriptive and Historical Bibliography	10:00-12:00
Mon	5th	Mar	34	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 5	The Affective Turn: Or the New Scholarship of the Senses	2:00-4:00
Mon	5th	Mar	34	Qualitative Methods for the Arts, Humanities and Social Sciences	Exploring Visual Representations and Data	4:00-6:00
Tue	6th	Mar	34	Quantitative Methods Stream A - Multi-variate Techniques	Introduction to Regression Analysis	4:00-6:00
Tue	6th	Mar	34	Quantitative Methods Stream B - Geographical Analysis	Introduction to GIS	4:00-6:00
Wed	7th	Mar	34	Managing Your PhD	Your Personal Development Plan (PDP) - Preparing for the Progress Review Panel	10:00-12:00

Wed	7th	Mar	34	Qualitative Methods for the Arts, Humanities and Social Sciences	Integrating Different Data Sources	4:00-6:00
Thur	8th	Mar	34	Quantitative Methods Stream A - Multi-variate Techniques	Logit and Probit	4:00-6:00
Thur	8th	Mar	34	Quantitative Methods Stream B - Geographical Analysis	Practical - Creating Context Maps	4:00-6:00
Mon	12th	Mar	35	Qualitative Methods for the Arts, Humanities and Social Sciences	Analysing and Writing-Up Qualitative Data and an Introduction to NVIVO	4:00-6:00
Tue	13th	Mar	35	Quantitative Methods Stream A - Multi-variate Techniques	Practical	4:00-6:00
Tue	13th	Mar	35	Quantitative Methods Stream B - Geographical Analysis	Practical - Mapping Census Data	4:00-6:00
Wed	14th	Mar	35	Qualitative Methods for the Arts, Humanities and Social Sciences	Translation Studies	4:00-6:00
Thur	15th	Mar	35	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 7	Using Corpora and Concordances	5:15-6:45
Thur	15th	Mar	35	Quantitative Methods Stream A - Multi-variate Techniques	Interpreting and Analysing Regression	4:00-6:00
Thur	15th	Mar	35	Quantitative Methods Stream B - Geographical Analysis	Practical - Plotting Questionnaire Survey Data	4:00-6:00
Mon	19th	Mar	36	Qualitative Methods for the Arts, Humanities and Social Sciences	Dealing with the Pragmatics of Mixed Methods Research	4:00-6:00
Thur	19th	Mar	40	Quantitative Methods Stream D - Longitudinal Datasets	Data Practical: Organising Data	4:00-6:00
Tue	17th	Apr	40	Quantitative Methods Stream C - Quantitative Linguistics	Statistical Data Analysis - Why It's Important in Linguistics	2:00-4:00
Tue	17th	Apr	40	Quantitative Methods Stream D - Longitudinal Datasets	Uses of Longitudinal Data in Social Science Research	4:00-6:00
Wed	18th	Apr	40	Quantitative Methods Stream C - Quantitative Linguistics	Linguistic Data Collection	2:00-4:00
Thur	19th	Apr	40	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 7	Book History	5:15-6:45
Tue	24th	Apr	41	Quantitative Methods Stream C - Quantitative Linguistics	Generation of Hypothesis in Linguistics	2:00-4:00
Tue	24th	Apr	41	Quantitative Methods Stream D - Longitudinal Datasets	Cost-Benefit and Cost-Effectiveness; Random Effects	4:00-6:00
Thur	26th	Apr	41	Quantitative Methods Stream C - Quantitative Linguistics	Using Statistics to Test Linguistic Hypotheses	2:00-4:00
Thur	26th	Apr	41	Quantitative Methods Stream D - Longitudinal Datasets	Data Practical on Estimation	4:00-6:00
Wed	2nd	May	42	Presentation Skills Workshop	Presentation Skills	9:30-12:00
Wed	2nd	May	42	Presentation Skills Workshop	Using PowerPoint for Presentations (Optional)	1:00-4:00
Thur	3rd	May	42	Qualitative Methods for the Arts, Humanities and Social Sciences - Option 7	Researching Historically	5:15-6:45
Thur	3rd	May	42	Presentation Skills Workshop	The Academic Voice	10:00-12:00
Thur	10th	May	44	First Year Postgraduate Conference	Main Conference	9:30-5:00
Thur	10th	May	44	First Year Postgraduate Conference	Breakout Room	9:00-5:00
Thur	10th	May	44	First Year Postgraduate Conference	Breakout Room	9:00-5:00
Thur	10th	May	44	First Year Postgraduate Conference	Breakout Room	9:00-5:00

Please refer to the handbook for session locations.

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.