HYMS Personal Development and Research Training handbook

ACADEMIC YEAR 2017-18

The HYMS Postgraduate Training Scheme (PGTS):
A Guide for Research Students

H·Y·M·S
THE HULL YORK MEDICAL SCHOOL

Personal Development and Research Training handbook

A guide for research students

Contents

Please note: this publication was accurate at the time of printing.

This handbook is available on request in alternative formats from Elaine Brookes at HYMS.

Welcome…

Identifying a research question, designing a project to investigate it, doing the necessary research and writing a thesis are crucial to your research degree but are not the only aspects of successful completion of it or your development as a researcher.

It is now widely recognised by employers, professional bodies and research funding agencies that specialist expertise alone is not sufficient preparation for your research degree or future career, whether it be within academia or outside it.

With this in mind, and if you are a PhD, MPhil or MSc by Thesis student, HYMS requires you to follow an accredited research training programme – the HYMS Postgraduate Training Scheme (PGTS). As part of this, you will take modules relating both to your particular field of study – 'specialist' skills – and to generic/professional skills (such as information technology and communication skills) – 'transferable' skills. If you are an MD student at HYMS, the HYMS PGTS is not mandatory but you are encouraged strongly to take opportunities for training, and PGTS modules will be covered by your tuition fee.

You should not think about research training as a 'hoop' you must jump through in order to be allowed to submit your thesis. All researchers, at whatever stage of their career, continually refresh and develop their specialist and transferable skills, sometimes formally (through attending training courses, for example) and often informally (such as by asking colleagues for advice on how they might present their work more effectively). You should make full use of the training and development opportunities offered at HYMS and the two universities, including seminars and journal clubs run by your Centre/Department and HYMS. Even if you already have a Masters degree or many years of experience you still need to take opportunities to learn new skills or improve your existing ones. The HYMS PGTS is thus a resource designed to help you in your research career. By undertaking the PGTS, you may also meet new people, make new friends and discover hidden talents or new interests. If you have suggestions for new training modules or how the scheme as a whole could be improved, please let us know.

Contacts

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The structure of the HYMS PGTS

> I have been given the opportunity to work with the medical students in practical classes and there are numerous postgraduate training courses to attend which give me transferable skills to take with me when I graduate.
>
> Louise Highton, HYMS PhD student

Credit requirements and Awards

The HYMS PGTS is made up of credit-bearing modules. This means that modules on the HYMS PGTS must have been formally approved (singly or jointly) by the University of Hull or the University of York, have defined learning outcomes and include formal assessment of your achievement. The HYMS PGTS has a Board of Examiners and an External Examiner.

You can normally only take modules that have been approved for inclusion in the HYMS PGTS (see Table 2-4 below for a full list). If you are registered for a PhD, you must acquire a minimum of 60 credits over the course of your degree. This is reduced pro rata for MPhil (40 credits) and MSc by Thesis (20 credits). You will not be allowed to submit your thesis unless you have achieved the required number of credits.

If you gain 60 credits (40 of which must be from level 7 modules), you will be eligible for a Certificate in Research Training. Exceptionally, some students will gain 120 credits (90 of which must be from level 7 modules) and be eligible for a Diploma in Research Training. If you would like to work towards the Diploma, you must get the express permission of your supervisor and Thesis Advisory Panel (TAP), after which you should discuss your module choices with the Academic Lead for Postgraduate Training.

Credits awarded by APL (Accreditation of Prior Learning)

In exceptional circumstances and only with the prior approval of the Academic Lead for Postgraduate Training, you may use accredited or non-accredited courses which you have completed at other universities or professional bodies to count toward a proportion of your PGTS credit requirements. APL is not granted lightly and it is not a means for you to gain 'last-minute' credits or additional credits for a Certificate/Diploma.

There are tight restrictions on this process. Your accredited or non-accredited training must have been completed before application is submitted and must not have been counted towards a separate award. The maximum credits you are able to claim are 40 for the PhD, 20 for the MPhil, and 10 for the MSc by Thesis.

You must follow this step-by-step process when applying:

1. gather relevant supporting documentation (e.g. transcripts,

Table 1: The number of HYMS PGTS credits needed for each HYMS research degree

Degree	number of credits	Duration of PGTS	Can thesis be submitted without completion of required credits?	number of APL credits allowed
PhD	60	3 years (but encouraged to complete majority of credits in 2 years)	NO	40
MPhil	40	2 years	NO	20
MSc by Thesis	20	1 year	NO	10
MD	PGTS optional but MD candidates encouraged strongly to take relevant courses			

module/course descriptions) detailing the training.

2. Discuss your application with the Academic Lead for Postgraduate Training who will make an initial assessment on your application.
3. once you are allowed to proceed, complete the 'Credits Awarded by APL form' obtainable from the PG office.
4. Present a compelling case on the form, including a detailed account of the skills and knowledge you acquired and developed, and their relevance to your research. You are advised to structure your justification by explaining how your Training Elsewhere satisifies the criteria of the VITAE Research Development framework in Appendix 6.
5. Ask your supervisor to provide you with a supporting statement on the form.
6. Submit the completed form to Elaine Brookes, along with all supporting documentation.
7. Applications are reviewed by two independent academic staff and you will be informed of the outcome by the office.

HYMS PGTS: aims and learning outcomes

The HYMS PGTS is unusual in that you are given considerable flexibility to choose modules according to your individual training needs. In this way, the HYMS PGTS is more like a set of modules within a structured framework than a traditional programme of study. The aims and learning outcomes therefore reflect this. They are informed by the Joint Statement of the UK Research Councils' Training Requirements for Research Students, which can be downloaded from the postgraduate area of Blackboard. Although it is expected that you will cover the learning outcomes at some point and in some way during the course of your research degree, you do not have to demonstrate achievement of all of them through accredited work and assessment undertaken as part of the HYMS PGTS, as some key training will be covered through the main research project, thesis and Personal Development Plan (PDP). This again makes the HYMS PGTS different to traditional programmes. The extent to which you can engage with the HYMS PGTS will also differ according to your research degree – if you are registered on a one year MSc by Thesis you will inevitably have fewer opportunities to participate in training and may not develop your skills as substantially as students registered on a three year PhD. however, you will be expected to demonstrate development of research skills (both specific and generic/transferable) by the end of your research degree, regardless of the type of award.

The aim of the HYMS PGTS is to develop your skills as a researcher. These skills include those that are specific to your research project as well as those that are transferable between disciplines and types of employment. The programme is designed to provide you with opportunities to:

- Engage in planned development as a researcher, based on self and supervisor assessment of your skills in a range of specific and generic/transferable research-based contexts.
- Develop your ability to identify and reflect on your training and development needs, through Training needs Analysis (TNA), Personal Development Planning (PDP), and engagement with PGTS modules.

The HYMS PGTS learning outcomes, mapped to approved modules, are listed in Appendix 2, Table 5.

Getting Started

Personal Development Planning (PDP) and Progress file

Doing a research degree requires that you, your supervisor and TAP review your progress regularly, helping you plan for the future, both as a research student and once you complete your degree. Your supervisory and TAP meetings are an important part of judging your progress and setting future goals. HYMS supports Personal Development Planning (PDP), defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development' (Quality Assurance Agency).

PDP can help you become a more effective, independent and confident self-directed learner and encourage a positive attitude to learning throughout your life. It helps you understand how you learn and relate your learning to a wider context, as well as improving your general skills for study and career management. It also assists you to think about and specify your personal goals and evaluate your progress towards them. Although separate from the Continued Professional Development (CPD) required by the NHS, it complements this and other similar schemes.

The Postgraduate Training Scheme (PGTS) is designed to be a major contribution to PDP. In addition to undertaking PGTS modules, you should keep a Progress file, and update it regularly, in consultation with your supervisor and TAP. Your Progress file should include records of supervisory meetings, PGTS modules undertaken and any other activity in which you have participated as a research student (such as teaching or conference attendance). You should send your Progress file to your TAP before your meetings as part of your required TAP documentation. PDP and your Progress file help you identify how the activities you undertake as a research student enable you to meet your goals as well as helping you to judge the areas that require further development or experience. Examples of PDP and the material that should be included in Progress files can be found on the postgraduate area of HYMS Blackboard. The Academic Lead for Postgraduate Training can also advise further about PDP and Progress files.

Your Training needs Analysis (TNA)

The training offered as part of the HYMS PGTS is in addition to any mandatory training (such as general health and safety) you must receive before being allowed to start your project. It is also intended to support and not replace the guidance given by your supervisor and TAP. In consultation with your supervisor and TAP you will need to put together a training programme individually tailored to your needs. This will start by undertaking a 'Training needs Analysis' (TNA). Many organisations use TNA to identify the skills that people need to do their jobs effectively and provide the necessary training to acquire or develop such skills. This principle is similar for the TNA you will need to undertake at the start of your research degree and at regular intervals during it.

There is no set format for the TNA you should undertake. however, you should make sure it is comprehensive and covers both specialist and transferable skills. In its simplest form, a TNA will be a detailed conversation between you and your supervisor (or supervisor and TAP), where you identify your strengths and areas for further development (remembering that these are not necessarily mutually exclusive). As part of this, you will need to consider the specialist skills needed to successfully undertake your research project. These may include, for example, advanced statistical methods or computer programming. You will also need to think about the generic skills you need as a researcher. In some cases, you may be a very confident public speaker but find it more challenging to write your thoughts down on paper. or, you might want to improve your ability to communicate your work to a non-specialist audience, such as school children.

If you would like to undertake a more structured TNA, tools are available on the postgraduate area of HYMS Blackboard. The Academic Lead for Postgraduate Training can also advise you about training. Your training needs may vary as your project develops and as you become a more experienced researcher. You should therefore revisit your TNA regularly (at least once a year), changing your chosen modules for that year as appropriate.

Choosing your modules

Accredited modules offered by the HYMS PGTS are run by HYMS, the University of Hull and the University of York. A list of modules open to HYMS students can be found in Table 2-3. The module specifications can be found in Appendix 5. Please note that the list is correct at time of print. It is your responsibility to check module availability with the module provider.

All HYMS research students, regardless of where they are registered or based, are able (and in fact encouraged) to take modules from both the university of hull and the university of York. You may be able to claim travel expenses to attend courses elsewhere. Please check with the Academic Lead for Postgraduate Training before you travel and use the PGTS HYMS Travel Expenses Claim form (available on Blackboard) when making a claim.

In some cases, it is possible to follow accredited or non accredited courses at other universities and count these towards your HYMS PGTS. Please discuss this with your supervisor and the Academic Lead for Postgraduate Training before enrolling on such a course, to check the course can be counted towards your training and if funding is available for it.

In exceptional cases, you may be awarded a credit exemption. This is most common if you have done significant specialist, training at another institution that has been counted toward a separate award (for example an MRes). Exemptions are not normally given but if you are granted one, the overall number of credits you require for your PGTS will be reduced. however, you may no longer be eligible for the Certificate in Research Training that most PhD students tend to be awarded. Please contact the Academic Lead for Postgraduate Training if you wish to be considered for exemption.

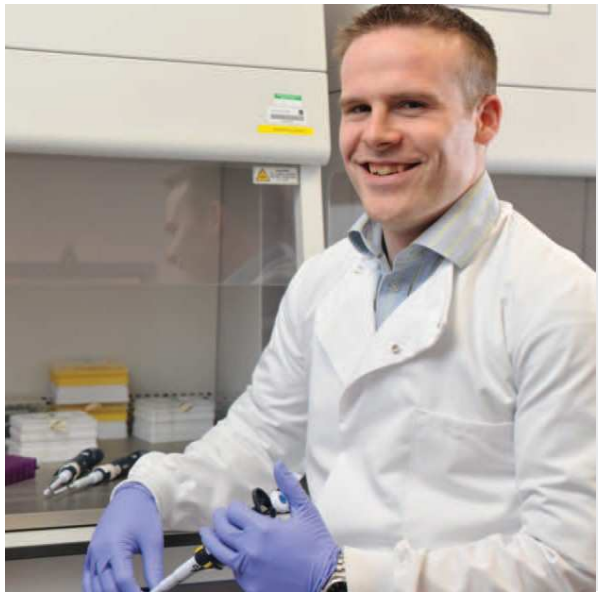
Training programmes fall into two main groups:

- Those that help you develop generic, transferable skills (such as presentation skills).
- Those that help you develop skills specific to your discipline (such as advanced statistics).

You should take a mix of generic/transferable skills (see Table 2) and specialist skills (Table 3) modules. usually, about half of your credits should come from generic and transferable skills modules, with the other half from specialist modules. The precise combination will be determined as part of your TNA, remembering that as your project and skills develop over the course of your research degree you may need to reassess your training needs. When deciding which modules to take, you may also need to pay attention to the guidance given by your funding body or professional bodies in your area of expertise.

Registering for your modules

Once you have undertaken your TNA, you will need to complete the HYMS PGTS registration form which can be found on the postgraduate training area of HYMS Blackboard. You should return the form to Elaine Brookes (elaine.brookes@HYMS.ac.uk). HYMS



will then register you for your chosen modules and track your progress.

HYMS does not physically register you onto your chosen course; this is your responsibility. You will need to contact the module leader directly to ensure that there are spaces available on the module and obtain key module information such as timetable and venue. If you have not heard from the module leader, it is your responsibility to contact the relevant department, obtain the timetable and venue, and attend the module in a timely fashion. If you fail to attend the modules from the start, it may result in you failing the module or have to re-register in the next academic year. Details on academic terms of the University of Hull and the university of York can be found in the HYMS Research Students handbook or universities' websites.

If you have registered with disability services at either university and need adjustments to be made, it is your responsibility to inform the module lead of your disability when your start a module.

If you are a part-time student, you may request to attend Easter or Summer School modules, run by the University of Hull. In exceptional cases, these modules may also be open to full-time students: please contact the graduate School at hull directly to enquire about this. You must register with HYMS prior to attending these modules.

Modules included in the HYMS PGTS

You can only choose modules from the official HYMS PGTS list (which is approved annually by HYMS). You will find the module specifications in appendix 5. You should note that no more than one-third of your total credits can be drawn from presentation skills modules. In exceptional cases, you may request to undertake a module that is not on the approved list. Such requests should be directed in the first instance to the Academic Lead for Postgraduate Training and must be fully justified and supported by your supervisor and TAP.

Some modules included as part of the hull PGTS are not included in the HYMS PGTS, as the two schemes have different aims and learning outcomes. You are not able, for example, to submit an upgrade report to gain credits under the HYMS PGTS or ask that the viva that occurs during your Major TAP be counted towards your credit requirements.

Please note that the University of Hull may send emails regarding their Postgraduate training scheme. You can only claim credits for modules that are included in the HYMS scheme for modules which you have registered through HYMS for. If you are unsure whether you are able to claim credits please email postgraduate@HYMS.ac.uk.

Several hull modules require you to complete a reflective account as part of the module assessment along with the hull graduate School Module outcome form (green form), available on HYMS Blackboard. In many cases, module tutors will provide you with guidelines about how to do this, but general guidance, taken from the University of Hull graduate School, is given in Appendix 3. If you are also enrolled on a Yorkshire Deanery training programme you may be able to count the training you undertake with the Deanery towards your HYMS PGTS credits. Table 4 and Appendix 4 give more information about this.

Some modules/prohibited combinations of modules may be altered during the academic year, in which case you will be notified. Please note that some modules may not run at short notice or may be shifted to another department. Please check the postgraduate area of HYMS Blackboard regularly for updates.

Postgraduate Research Conference

Each year we run a hull York Medical School postgraduate research conference and this alternates between Hull and York. This is an excellent opportunity for all HYMS research students, bringing together researchers from across all of the HYMS sites. It provides a platform to share research, learn from others and offer help and advice. The conference is also a great occasion to meet other researchers who may be working in a different field.

As well as HYMS presenters, each year we invite an external speaker. These are experts in their field, who present data but may also talk about their experiences and careers in research.

The poster and oral presentations are judged by a panel of academics and each year two students are awarded a prize for the best poster presentation and oral presentation.

It is expected that all HYMS registered postgraduate research students will attend, submit an abstract (except those in their first year), and present at the conference. Presenters are eligible to apply for credits towards their PGTS.

Useful Webpages

- HYMS Blackboard
  http://hymsvle.york.ac.uk/webapps/portal/frameset.jsp
- University of York Training Programme for Research Postgraduate Researchers (Research Development Team)
  http://www.york.ac.uk/admin/hr/training/pod/section.cfm?section_id=35
- University of York Health Sciences Modules
  http://www.york.ac.uk/healthsciences/gsp/pgrad-mods/
- University of Hull Postgraduate Training Scheme
  http://www2.hull.ac.uk/student/graduateschool/researchstudents/postgraduatetrainingscheme.aspx
- University of Hull eBridge
  https://ebridge.hull.ac.uk/portal
- Skills Forge
  http://www.skillsforge.co.uk/
- The UK Research Councils Joint Statement of the Skills Training Requirements for Research Students
  http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/researchcareers/jsstrainingrequirements.pdf
- VITAE
  http://www.vitae.ac.uk/

Table 2: generic/transferable skills modules at a glance

Campus	Code	host department/ school/faculty	Course title	Page number (Appendix F)	Module Level	Credits available	Semester/ Term	Can't be taken with
York	990005	HYMS	Communicating Effectively (verbal)* (presentation module)	20	7	10	1-3	Hull 05002 Basic Communication Skills
York	990006	HYMS	Communicating Effectively (written)	20	7	10	1-3	Hull 05002 Communication Skills
York	990007	HYMS	Facilitating Learning: An Introduction for Postgraduates who Teach	21	7	10	1-3	HYMS PGCME, the Hull PGCHE or YCAP (or equivalent) Seek advice if Hull Institute For Learning modules or the York Preparing Future Academics 20-credit module are being taken.
Hull	05002	Graduate School	Communication Skills	21	7	10	1	HYMS Communicating effectively (verbal); HYMS Communicating effectively (written)
Hull	05015	Graduate School	Practical Demonstration Skills	21	7	5	Any	
Hull	05018	Graduate School	Conference Organisation	21	7	10	Any	
Hull	05019	Graduate School	For Assisting with Organisation of Conference	21	7	5	Any	
Hull	05023	Graduate School	Booster Sessions for Local Pupils	21	7	5	2	
Hull	05024	Graduate School	Career Management Skills for Research Students	21	7	20	2	
Hull	05062	Graduate School	The Modern Researcher	21	7	20	1	
Hull	05031	Graduate School	Knowledge Transfer Partnership Associate Development Course	22	7	20	TBC	
Hull	05701	Graduate School	Safety in Research in Science and Engineering	22	7	5	1 & 2	
Hull	05706	Graduate School	Published Research Paper	22	7	15	Any	
Hull	05042	Graduate School	Student Presentation (presentation module)*	22	7	5	Any	
Hull	05043	Graduate School	Poster Presentation (presentation module)*	22	7	5	Any	
Hull	05044	Graduate School	Conference Presentation (presentation module)*	22	7	10	Any	
Hull	05045	Graduate School	Conference Poster (presentation module)*	23	7	10	Any	

Campus	Code	host department/ school/faculty	Course title	Page	Module Level	Credits available	Semester/ Term	Can't be taken with
Hull		Graduate School	Professional Practice in Teaching and Learning	23	7	20	2	
Hull	05059	Graduate School	Research Integrity (Health)	23	7	10	1-3	
Hull	05030	Graduate School	Research Data Manager	23	7	5	1	
Hull	05027	Graduate School	Communication Skills (Easter School)	24	7	10	Easter School	
Hull	05010	Graduate School	An Introduction to Quantitative Methods (Easter School)	24	7	10	Easter School	
Hull	05011	Graduate School	An Introduction to Qualitative Methods (Easter School)	24	7	10	Easter School	
Hull	05062	Graduate School	The Modern Researcher (Easter School)	24	7	20	Easter School	
Hull	05011	Graduate School	An Introduction to Qualitative Methods (Summer School)	24	7	10	Summer School	
Hull	05010	Graduate School	An Introduction to Quantitative Methods (Summer School)	24	7	10	Summer School	
Hull	50033	Graduate School	Basic Statistical Programming Using R	24	7	20	Summer School	

* Presentation modules should count for no more than one-third of total credits.
** only open to PhD students (MSc by Thesis students ineligible).

Table 3: Specialist skills modules at a glance

Campus	Code	Host department/ school/faculty	Course title	Page	Module Level	Semester/ Term	Can't be taken with
York	0980004	HYMS	Basic Geometric Morphometrics**	26	7	5	Autumn
York	0980006	HYMS	Hard Tissue Biology**	26	7	20	Autumn
York	0980007	HYMS	Basic Virtual Anatomies**	26	7	5	Autumn
York	0330110	Chemistry	Analytical and Forensic Chemistry	26	6	10	Spring
York	00028M	Health Science	Understanding Clinical Statistics	26	7	10	Spring
York	00013M	Health Science	Epidemiology	27	7	10	Autumn
York	00019M	Health Science	Health Economics	27	7	10	Spring
York	00021M	Health Science	Health Policy: Principles, Practice and the Evidence	27	7	10	Summer
York	00031M	Health Science	Public Health and Ethics	27	7	10	Spring
York	00016M	Health Science	Global Public Health	27	7	10	Autumn
York	00033M	Health Science	Qualitative Health Research	27	7	10	Autumn
York	00034M	Health Science	Randomised Controlled Trials	27	7	10	Autumn
York	00036M	Health Science	Systematic Reviews	27	7	10	Spring
York	00063M	Health Science	Health and Social Behaviour	28	7	20	Summer
York	00066M	Health Science	Infection and Disease	28	7	20	Autumn - Spring
York	00065M	Health Science	Public Health foundations and Practice	28	7	20	Autumn - Spring
York	HEA00039M	Health Sciences	An Introduction to Applied Multilevel Analysis	28	7	10	
York	HEA00001M	Health Sciences	Introduction to Regression Analysis	28	7	10	Spring
York	HEA00091M	Health Sciences	Introduction to Health Statistics	28	7	10	Autumn
York	HEA00028M	Health Sciences	Measurement in Health and Disease	28	7	10	Distance Learning - Summer
York	HEA00092M	Health Sciences	Health Research Practice	29	7	10	Spring
York	HEA00090M	Health Sciences	Health Research Methods	29	7	10	Autumn and Spring
Hull	01633	Modern Languages	Passport Course in Modern Languages	29		20	Depends on
Hull	49057	Education and Social Sciences	High Level General English	29	5	20	1-2
Hull	08975	Computer Science	C++ Programming and Design	29	7	20	1
Hull	36868	Education and Social Sciences	Collecting Qualitative Data	30	7	20	1
Hull	36051	Education and Social Sciences	Research Design and Methodology	30	7	20	1
Hull	36055	Education and Social Sciences	Introducing Statistics and Data analysis with SPSS	30	7	20	1
Hull	47665	Health and Social Work	Applied Qualitative Research Methods	29	7		
Hull	47666	Health and Social Work	Quantitative Methods	30	7		

* Modules can be taken entirely via VLE.

**Modules with limited spaces as priority is given to students studying the MSc in human Evolution.

Campus	Code	Host department/ school/faculty	Course title	Page	Module	Credits avail	Semester/ Term	Can't be taken with
Hull	58309	Environmental Sciences	Applied Molecular Biology Regulation of gene	30	6	20	1	
Hull	58970	Environmental Sciences	Infection Control	30	6	20	2	
Hull	58400	Environmental Sciences	Reviews in Biology	30	6	20	1 continuing to 2	
Hull	58374	Environmental Sciences	Molecular and Medical	31	6	20		
Hull	06710	Mathematics and Physical Sciences	Topics in organic and organometallic Chemistry	31	6	20	1	
Hull	06712	Mathematics and Physical Sciences	Topics in organic and Inorganic	31	6	20	1	
Hull	06714	Mathematics and Physical Sciences	Topics in organic and Bioinorganic	31	6	20	1	
Hull	06724	Mathematics and Physical Sciences	Topics in Analytical Chemistry and forensic	31	6	20	1	
Hull	06742	Mathematics and Physical Sciences	Biopolymers,Toxicology and Separation Science	31	6	20	2	
Hull	06744	Mathematics and Physical Sciences	Biomolecules,Toxicology and Separation Science	31	6	20	2	
Hull	06740	Mathematics and Physical Sciences	Biological Macromolecules	31	6	20	2	
Hull	06731	Mathematics and Physical Sciences	Drugs: from Design to Delivery	31	7	20	1	
Hull	06763	Mathematics and Physical Sciences	Advanced Topics in Molecular Medicine	32	7	20	2	
Hull	56198	Business School and School of Law and Politics	Multivariate Analysis	32	7	10	2	

Table 4:Training elsewhere and Yorkshire Deanery PG Training portfolio at a glance

Campus	Code	Host department/ school/faculty	Course title	Page number (Appendix 5)	Module Level	Credits available	Semester/ Term	Can't be taken with
Hull	05046-50	Graduate School	The Yorkshire Deanery. Postgraduate Training Portfolio	32	7	5 to 30	All year	Other modules with similar content

Appendix 1 – relevant regulations and codes of practice

From the HYMS PhD and MPhil regulations:

18. Postgraduate Training Scheme

18.1 All candidates shall register for and achieve a minimum of 40 credits for an MPhil and 60 credits for a PhD from modules designated as part of the Postgraduate Training Schemes (PGTS).

18.2 The requirement in paragraph i) may be in part be satisfied by the accreditation of a maximum of 20 credits for an MPhil and 40 credits for a PhD achieved by prior learning. Any application for such accreditation shall be subject to the approval of HYMS on the recommendation of the candidate's supervisor.

From the HYMS MSc by Thesis regulations:

16. Postgraduate Training Scheme

16.1 All candidates shall register for and achieve a minimum of 20 credits from modules designated as part of the Postgraduate Training Schemes (PGTS), as detailed in the PGTS handbooks.

16.2 The requirement in paragraph (i) may be in part be satisfied by the accreditation of a maximum of 10 credits achieved by prior learning. Any application for such accreditation shall be subject to the approval of HYMS on the recommendation of the candidate's supervisor and the Thesis Advisory Panel.

From the HYMS MD regulations

7.0 Supervision

The Supervisor will conduct a training needs analysis with the student to determine whether training in research methods is necessary and make recommendations to HYMS.

From the HYMS Code of Practice on Research Students

8.1 Postgraduate training

8.2 It is now widely recognised by employers, professional bodies and research funding agencies that specialist expertise alone is not sufficient preparation either for research or a subsequent career.

8.3 With this in mind, HYMS requires all its postgraduate research students to follow a research training programme relating both to their particular field of study and to generic/professional skills; for example, information technology and communication skills.

8.4 Personal student contact with the academic supervisor, from whom many of the specialist skills and appropriate research methodology will be learned is supported by training modules designed to help the student undertake research more effectively and complete successfully whether his or her future career lies in the research or another community.

8.5 Each research student and supervisor, in effect, put together an individually tailored programme of training from the PGTS manuals and other sources.

8.6 Within the programme, and unless granted exemptions, all research students (full-time and part-time) registered for a PhD are required to acquire during their period of study a minimum of 60 credits (without exemptions) which will qualify them for the award of a Postgraduate Certificate in Research Training.

8.7 Students should note that unless they have been granted exemptions, the submission of their thesis is not permitted until they have accumulated sufficient credits.

8.8 Students following one or two-year research degrees by full-time and part-time study are required to obtain 20 and 40 credits respectively (which may include appropriate exemption).

8.9 With the agreement of the supervisor, a research student may take a maximum of 120 credits and be awarded, if successful, (without exemptions) a Diploma in Research Training.

8.10 Further details of the training scheme are described in the Personnel Development and Research Training and book which is sent to research students on their arrival at HYMS.

The HYMS PGTS learning outcomes are based on the Joint Statement of the UK Research Councils' Training Requirements for Research Students. You will demonstrate achievement of other outcomes, not listed here but given as part of the Research Councils' Joint Statement (which can be downloaded from the Postgraduate Information area of HYMS Blackboard), through other parts of your research degree.

This notwithstanding, many of the outcomes listed below will not be demonstrated by the PGTS alone but will also be shown by your research project and written thesis (whether it be for MSc by Thesis, MPhil or PhD). Some outcomes, although possible to show through PGTS modules, will only be shown through your research project and thesis, depending on your choice of training courses. Your training needs analysis (TNA) and personal development planning (PDP) will help you determine the areas in which you need specific training.

Table 5: HYMS PGTS Learning outcomes and Module Mapping

Scheme Learning outcome	Appropriate HYMS PGTS modules (S = specific; g = generic/transferable)	Other means of
A. RESEARCH SKILLS AND TECHNIQUES		
1. Show an understanding of relevant research methodologies and techniques and their appropriate application	Hull – The Yorkshire Deanery Training Portfolio (S & g) H ull – C++ programming (S)Hull – Multivariate Analysis (S) Hull - Safety in Research in Science and Engineering (S) Hull – Introduction to Quantitative Methods (S) Hull – Introduction to Qualitative Methods (S) Hull – Collecting Qualitative Data Hull – Introducing Statistics and Data Analysis with SPSS York - Qualitative Methods Applied in Health Research (S) York – Understanding Clinical Statistics (S) York – Epidemiology (S) York – Randomised Controlled Trials (S) York – Systematic Reviews (S) York - Research Methods (S) Hull – Quantitative Methods Hull – Applied Qualitative Research Methods Hull – Research Design and Methodology	Thesis

Table 5: HYMS PGTS Learning outcomes and Modules Mapping

Scheme Learning outcome	Appropriate HYMS PGTS modules (S = specific; g = generic/transferable) outcome	Other means of demonstrating
2. Show a knowledge of recent advances within one's field and in related areas	HYMS – Geometric Morphometrics (S) Hull – Applied Molecular Biology Regulation of gene (S) Hull – Infection Control (S) Hull – Reviews in Biology (S) Hull – Molecular and Medical Parasitology (S) Hull - Topics in organic and organometallic Chemistry (S) Hull - Topics in organic and Inorganic Chemistry (S) Hull - Topics in organic and Bioinorganic Chemistry (S) S) Hull - Biopolymers, Toxicology and Seperation Science (S) Hull – Biological Macromolecules (S) Hull- Biomolecules, Toxicology and Seperation Science (S) Hull – Advanced Topics Molecular Medicine (S) Hull - Drugs: from Design to Delivery York – Global Public health (S) York – Health Economics (S) York – Health Policy: Principles, Practice and the Evidence Base (S) York – Public Health and Ethics (S)	Thesis
3. Show an ability to summarise, document, report and reflect progress	Hull – Career Management Skills for Research Students (g) York - Communicating effectively (written)	Progress file, PDP, Thesis

Scheme Learning outcome	Appropriate HYMS PGTS modules (S = specific; g = generic/transferable) outcome	other means of demonstrating
E. RESEARCH ENVIRONMENT		
1. Demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research (e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act	York – Public Health and Ethics (S) Hull Research Integrity	Thesis, progress file, PDP
2. Demonstrate appreciation of standards of good research practice	Hull Research Integrity	
3. Demonstrate an understanding of relevant health and safety issues and responsible working practices	Hull - Safety in Research in Science and Engineering (S)	Thesis, progress file
4. Demonstrate understanding of the processes for funding and evaluation of research	Hull - Safety in Research in Science and Engineering (S)	Thesis, progress file
5. Demonstrate an understanding of the process of academic or commercial exploitation of research results	Hull – Published Research Paper (g) Hull – Knowledge Transfer Partnership Associate Development Course	Progress file, PDP Progress file,
F. RESEARCH MANAGEMENT		
1. Show that you can apply effective project management through the setting of research goals, intermediate milestones, training needs and prioritisation of activities	Hull – Career Management Skills for Research Students (g) Hull – Modern Researcher (g)	Thesis, progress file, PDP
2. Show that you can identify and access appropriate bibliographic resources, archives and other sources of relevant information	Hull - Modern Researcher (g)	Thesis
3. Show that you can use information technology appropriately for database management, recording and presenting information	Hull - Modern Researcher (g)	
G. PERSONAL EFFECTIVENESS		
1. Demonstrate a willingness and ability to learn and acquire knowledge	Any Module (S or g)	Thesis, progress file, PDP
2. Demonstrate self awareness and the ability to identify own training needs	Hull – Career management skills for research students	Thesis, progress file, PDP
3. Show that you can recognize boundaries and draw upon/ use sources or support as appropriate	Hull – Career management skills for research students (g) Hull – Modern Researcher (g)	Progress file, PDP

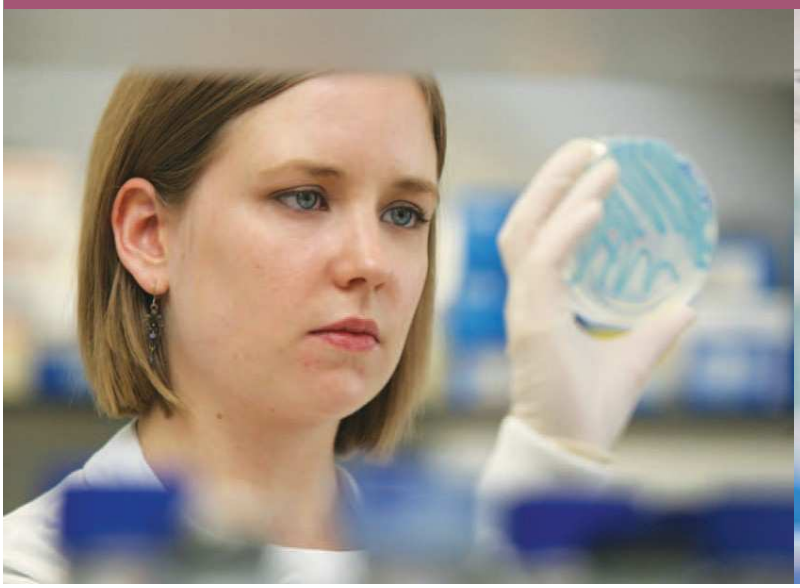
Table 5: HYMS PGTS Learning outcomes and Modules Mapping

Scheme Learning outcome	Appropriate HYMS PGTS modules (S = specific; g = generic/transferable) outcome	other means of demonstrating
H. COMMUNICATION SKILLS		
1. Demonstrate that you can write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis	Hull – Communication Skills (g) Hull – Published Research Paper (g) York - Communicating Effectively (verbal) (g) York – Communicating Effectively (written) (g) Hull – Communication Skills (g	
2. Show that you can construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques	Hull – Published Research Paper (g) Hull –Student Presentation (g) Hull –Poster Presentation (g) Hull – Conference Presentation (g) Hull – Conference Poster (g) Hull – Booster Sessions for Local Pupils (g) Hull – Passport Courses in Modern Languages (g) York - Communicating Effectively (verbal) (g) York – Communicating Effectively (written) (g)	Thesis, progress file, PDP
3. Show that you can constructively defend research outcomes at seminars and viva examination	Hull – Student Presentation (g) Hull –Poster Presentation (g) Hull – Conference Presentation (g) Hull – Conference Poster (g) York - Communicating Effectively (verbal) (g)	Viva voce examination
4. Demonstrate that you can contribute to promoting the public understanding of one's own research field	Hull – Booster Sessions in Local Pupils (g)	PDP
5. Show that you can effectively support the learning of others when involved in teaching, mentoring and support activities	Hull – Booster Sessions for Local Pupils (g) York – Facilitating Learning: An Introduction for Postgraduates who Teach (g)	Progress file, PDP

Table 5: HYMS PGTS Learning outcomes and Modules Mapping

Scheme Learning outcome	Appropriate HYMS PGTS modules (S = specific; g = generic/transferable) outcome	other means of demonstrating
F. NETWORKING AND TEAM WORKING		
1. Show that you can develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community	Hull – Conference Organisation (g) Hull – For Assisting the Organisation of Conference (g) Hull – Modern Researcher	Thesis, progress file,
2. Show that you understand how your behaviour impacts on others when working in and contributing to the success of formal and informal teams	Hull – Conference Organisation (g) Hull – For Assisting the Organisation of Conference (g)	Thesis, progress file, P
3. Show that you can listen, give and receive feedback and respond perceptively to others	York – Facilitating Learning: An Introduction for York – Facilitating Learning: An Introduction for Postgraduates who Teach (g)	Thesis, progress file,
G. CAREER MANAGEMENT		
1. Show an appreciation of the need for and show commitment to continued professional development	Hull- Career Management Skills for Research Students (g)	Progress file, PDP
2. Show that you take ownership of and manage your career progression set realistic and achievable career goals, and identify and develop ways to improve employability	Hull – Career Management Skills for Research Students (g	Progress file, PD
3. Demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia	Hull – Career Management Skills for Research Students (g	Progress file, PD
4. Show that you can present your skills, personal attributes and experience through effective CVs, applications and interviews		

Appendix 3 – The reflective account - guidelines



Taken from the University of Hull Graduate School

These guidelines are designed to assist research students and their supervisors determine what needs to be included in a reflective account. Reflective accounts are necessary components of the assessment of the Presentation Modules (05042, 05043, 05044, 05045) and, in some instances, the Training Elsewhere modules (05901/05).

Reflective accounts are by their very nature, personal, and it is therefore difficult to be over prescriptive in terms of content. In essence, it is a personal reflection of the event or training in question and documents how that has impacted a student's performance, approach or research. It should be both critical and analytical particularly as the credits awarded are to be at Masters Level. It should be around 1000 words in length and demonstrate that the following five questions have been asked and answered:

- What did you do?
- Why did you do it?
- What did you learn?
- how did you apply it?
- What would you do differently next time?

This provides a summary of the activity/training in question and places the learning in context. So this might be "I gave a presentation at an Internal Conference in Paris. The audience consisted of over 100 academics from leading worldwide universities" etc. It is, in essence a summary of the training or activity and must identify the students personal role in it.

Why did you do it?

This provides the reasons for undertaking the training or activity in the first place. This should ideally link back to the Training needs Analysis and Personal Development Plan already produced by the student. So what skills/competencies should be developed through undertaking the activity?

What did you learn?

This allows the student to think about what they learned from undertaking the training. It might not be what was expected and the outcomes may differ from what was planned. If this is the case, it should be documented.

How did you apply it?

This allows the student to show how what was learned has made a difference to their research or how it will make a difference to their career, personal or professional life. If they have struggled to apply it, this should be stated.

What would you do differently next time?

It is not expected that the activity will have been done perfectly as training is an ongoing learning process. This question allows the student to reflect upon what went wrong or what didn't go as planned and to use that to improve in the future.

It is important that all of these factors are present and supervisors should not pass the assessment if any of these are missing.

Appendix 4 – Information about the Yorkshire Deanery PG Training Portfolio

Rationale:
Medical students in HYMS and working within the Yorkshire Deanery have access to courses offered by the Deanery. These courses are designed specifically for those who are, or aspire to be, hospital consultants. These courses are highly pertinent to this group of students and may be used for Postgraduate Training Scheme credits using the Portfolio.

Teaching:
Teaching is delivered through attendance at a variety of modules with the requirement for individual modules ranging from half a day to a full week. The amount of actual contact time will vary from candidate to candidate depending upon their own choice of modules and the amount of teaching that necessitates.
The teaching is delivered at the hull Royal Infirmary (or Leeds equivalent) on behalf of the Yorkshire Deanery.

Method of Assessment:
A portfolio of evidence must be provided. This should include details of the modules attended and must include a suitable assessment for each separate module, the nature of which is to be determined by the candidate's supervisor. In the absence of any obvious assessment method, a reflective account may be completed by the student and this must show evidence of critical evaluation by the student.

Credit Weightings:
Notionally, 1 credit equals 10 hours work. for the purpose of this work can include reading, thinking and preparation time as well as time spent in a lecture or writing assignments. As this is not always easy to assess, there are some other benchmarks available:

Students undertaking a week long intensive course of study at one of the graduate School's Easter or Summer Schools can gain a maximum of 20 credits. Therefore, 20 credits is an acceptable award for an equivalent amount of work - i.e a week long intensive course plus assignments. Some of the deanery modules do not take a full week so an amount for each module can be allowed as follows:

1 or 2 day - 5 credits
3 day - 10 credits
4 day - 15 credits
5 day - 20 credits

Anything less than 1 day is difficult to fit into the structure but could notionally be given 2.5 credits. It is not possible to claim 2.5 credits as a stand alone module but this could be included within the portfolio to assess the overall final total.

Appendix 5 – HYMS PGTS Module Specifications

Generic/transferable skills modules

HYMS York (Module Code 990005) (presentation module): Communicating Effectively (verbal)
(10 credits, available Term 1-3) Coordinator: Laura Sadofsky E: laura.sadofsky@HYMS.ac.uk

Assessment: Mini presentation, filmed talk preparation (50%) and reflective log and action plan (50%).

Content and Aims: This module aims to enhance the verbal communication skills of participants, including planning, structuring and delivering presentations. It allows participants to reflect upon the range of skills necessary for effective verbal communication in theoretical and practical ways. It also provides participants with the opportunity to reflect on their own performance and plan how improvements may be made in future. By its nature, this module is weighted more towards the acquisition and enhancement of skills rather than of specific subject knowledge, and these outcomes reflect this. however, as a Level 7 module it is necessary for participants to demonstrate attainment at this level, which will be captured through the summatively assessed reflective review.
By the end of this module, participants should be able to:

- Evaluate the range of skills necessary for effective verbal communication in specific circumstances.
- Demonstrate that they can verbally communicate in a manner appropriate to their audience (e.g. academic versus lay).
- Reflect upon their own performance and identify areas for future improvement.

This module links to the Researcher Development framework 'Impact and Influence' domain in the sub-domain 'Communicating Effectively'. It allows participants to develop and hone their verbal presentation skills, as well as giving them the opportunity to evaluate what makes good verbal communication in a variety of circumstances. Participants will be required to undertake courses through the Research Development Team. The specific core sessions will be confirmed in due course.

Attendance at sessions is compulsory and will be recorded via Skills forge. The module will start with the Poster Presentations session and finish with filmed Presentations, with the others scheduled by the participants to best fit their needs and timetables. Additional tutor support will be available when the participant is preparing their reflective review, for formative feedback.

HYMS York (Module Code 990006): Communicating Effectively (written) (10 credits, available Term 1-3)

Coordinator: Laura Sadofsky E: laura.sadofsky@HYMS.ac.uk

Assessment: Portfolio of examples of 3 pieces of written work, one from each of the following categories:

i) Academic: (e.g. short piece of publishable standard work, application for funding, book review).
ii) new media: (e.g. research profile web page, VLE entry, blog or Wiki).
iii) Public engagement: (e.g press release, article for HYMS sheet).

The portfolio should include a reflective commentary (1,000 – 2,000 words) about the nature of the different types of writing and their experiences engaging with these.

Content and Aims: This module introduces participants to a wide range of academic writing styles ('standard' academic writing for articles, new media such as web pages, public engagement) and related skills. It aims to enhance the written communication skills of participants. It provides participants with a framework for experiential learning and support reflection on their own performance. By its nature, this module is weighted more towards the acquisition and enhancement of skills rather than specific subject knowledge, and these outcomes reflect this. By the end of this module, participants should be able to:

- Evaluate the range of skills necessary for effective written communication in a variety of styles.
- Demonstrate that they can communicate in a variety of styles (e.g. research paper, funding application, blog, popular science) appropriate to their audience.
- Reflect upon their own writing style(s) and identify areas for future improvement.

This module links to the Researcher Development framework 'Impact and Influence' domain in the sub-domain 'Communicating Effectively'. This module will provide a structured framework for participants to consider different types of writing, and develop their written communication in a variety of styles. They will also be introduced to the ethics of writing (fact checking, respecting privacy, embargo).

The emphasis will be on participation, practice, reflection and development, and to these ends each student will be assigned a tutor who will give at least one formal individual tutorial and will be able for more informal advice and meetings. The teaching team includes academics and communications officers who specialise in new media and writing for lay audiences. Participants will be required to undertake courses delivered by the Research and Development Team, The specific core sessions will be confirmed in due course. They will also attend the classes for the HYMS undergraduate course

Attendance at sessions is compulsory and will be recorded via Skills forge.

HYMS (Module Code 990007): Facilitating Learning: An Introduction for Postgraduates who Teach

(10 credits; either Spring or Summer Term, depending on student's teaching opportunities)

Coordinator: Laura Sadofsky E: laura.sadofsky@HYMS.ac.uk

Course activities: Workshops with didactic and practical components, private study, supervisory meetings/tutorials for formative dialogue.

Assessment: Reflective dialogue about their teaching (2 tutorials); Teaching observation of others including Reflective report (which will then inform summative teaching demonstration) (50%) and Teaching Demonstration (30 minute presentation) (50%).

Content and Aims: This module introduces participants to a range of facilitation methods and good practice in higher education learning, teaching and assessment. It provides participants with a framework that will support their reflection upon their own practice. By the end of this module participants should be able to demonstrate that they can:

- Effectively design teaching sessions that are appropriate to the students and subject being taught.

- Employ teaching and learning methods that will enable effective student learning.
- Provide effective pastoral support/guidance to students.
- Give useful and constructive feedback to students.

This module will introduce participants within a multidisciplinary context to methods and techniques for supporting student learning. Through the mandatory components, participants will develop an appreciation of how to support learning, give feedback and design sessions. The options will enable them to develop skills in facilitating small group teaching, structuring and designing sessions and will expose them to pedagogic research and good practice. The participants will spend the majority of the allocated time in skills training sessions or preparing or engaged in assessed activities. Participants will also be required to engage in a formative reflective dialogue with their tutor about how their understanding of facilitating learning is developing.

Participants will be required to undertake courses through the Research and Development Team. The specific core sessions will be confirmed in due course.

Attendance at sessions is compulsory and will be recorded via Skills forge.

Hull Graduate School 05002: Communication Skills (10 Credits, semester 1)

Coordinator: The graduate School E: gs@hull.ac.uk

Assessment: Coursework.

Content and Aims: The module takes the form of a mini conference with plenary sessions and group work in which students take an active part in working together on set tasks. This is designed to introduce students to some key issues in communication arising during research and teaching, covering three main areas: oral communication skills, interpersonal skills and writing skills. The module is available to research students in all subject areas, and will allow you the opportunity to meet postgraduates from other disciplines to share experiences and raise issues of mutual concern.

Hull Graduate School 05015: Practical Demonstration Skills (5 Credits; available anytime)

Coordinator: Departmental graduate Study officer.
Contact Time: To be agreed individually.

Assessment: Written reports by student and staff; indication of quality of marked work.

Content and Aims: for student undertaking demonstrating duties in their own Department After demonstrating an undergraduate practical course, you will complete a report indicating the skills and techniques learnt and showing evidence of problems overcome during the teaching. You will be expected to take part in the assessment of the undergraduates, and the course coordinator will give instruction in marking the work, then check that you have completed this to his/her satisfaction. The course coordinator will also complete a report showing your progress during the demonstrating. (only one set of demonstrating duties may be included in the training programme).

Hull Graduate School 05018: Conference Organisation (10 Credits; available anytime)

Contact Time: To be negotiated with the supervisor.

Assessment: Reports and records.

Content and Aims: To encourage you're personal and professional development through activities leading to the development of transferable skills that enhance the professional standing of you and your Department. Examples of such
Professional activities include organisation of an annual lecture by an eminent speaker, or of workshops and conferences under the auspices of learned and/or professional societies. The Chair of the organising committee will be responsible for organising the event with at most two assistants.

Hull Graduate School 05019: For assisting with organisation of a conference

(5 Credits) Contact Time: To be negotiated with the supervisor.

Assessment: Reports and records. Content and Aims: As for 05018.

Hull Graduate School 05023: Booster Sessions for Local Pupils

(5 credits; semester 2) Coordinator: Academic Supervisor.
Constraints: Cannot be combined with 05022.

Contact time: At least six weekly 1.5 hours; contact hours with local school.

Assessment: Portfolio of material used in school placement, assessment by the school teacher coordinating the placement, plus short presentation to the university department.

Content and aims: This experiential module is based on the student leading a series of booster sessions for gifted and talented pupils from local schools, aiming at increasing the pupils' self-esteem and aspirations to enter post-education.

Hull Graduate School 05024:
Career Management Skills for Research Students
(20 Credits; semester 2 online through the university VLE)

Coordinator: Julia Goodhall and Tony Taylor, careers and Employability Service.

Assessment: Continuous assessment involving CV production, a group exercise, a presentation and a portfolio produced throughout the module based on reflective submissions on each of the stages.

Content and Aims: This module aims to provide research students with an awareness of, and training in, the skills required to successfully commence and then develop their careers after completing their research degree. The module covers topics such as: career options, employer research, skills looked for by employers, assessing your own skills, CVs and applications, interviews, assessment centres, individual and group exercises, aptitude testing, career action planning, managing your career.

You study over the Internet, on campus or at home, at your own time and pace. The module includes online lecture presentations, video clips of interviews and assessment centres and access to former students for career advice.

Hull Graduate School 05062
The Modern Researcher (20 Credits) Term 1

Coordinator: Nigel Shaw E: n.a.shaw@hull.ac.k T: 6822

Content: The Modern Researcher is a new core module for all first- year PhD Students, which aims to provide a full year-long introduction to the key skills needed for the successful and timely completion of your research degree programme. In Semester one the module is taught by monthly half-day workshops, beginning in Induction Week. Towards the end of Semester Two there will be two full-day workshops to complete the programme. All students participating in this module will be expected to attend every workshop and submit three forms of assessment selected from a list of options. Intensive week-long versions of this module will be held in the Easter and Summer Schools for part-time and off-campus first- year students who

were unable to attend the semester-time version of the module.

Hull Graduate School 05031:
Knowledge Transfer Partnership Associate Development Course (20 Credits; availability determined by the Knowledge Transfer Partnership (KTP) Directorate)

Coordinator: graduate Research Director.

Pre-requisite: open only to KTP Associates. Contact Time:

Determined by KTP Directorate.

Assessment: Reports and records, to be assessed by your supervisor and the graduate Research Director.

Content and Aims: The KTP is an initiative financed by the Department for Trade and Industry (DTI) to strengthen the competitiveness and wealth creation of the UK through partnership between academia and business. The development course for Associates extends over 15 days and consists of four modules which seek to develop project handling, personal and teamwork skills, skills in exploring and evaluating the potential impact of commercial and technological change on companies, and career- development skills. The Associate is expected to deliver a series of written reports and give oral presentations. The module is offered to encourage students employed as knowledge Transfer Partnership Associates to attend and participate actively in the Associate Development Course organised as part of their training.

Hull Graduate School 05701:
Safety in Research in Science and Engineering (5 credits; semester 1 & 2)

Coordinator: Sue hirschfeld,T5165

E: l.s.hirschfeld@hull.ac.uk

Pre-requisite: Required module for anyone undertaking work in laboratories.

Contact Time: 18 hours.

Assessment: hour written paper plus an assignment.

Content and Aims: The module includes: basic legal concepts, statute law, controlling bodies, main regulations relevant to safety of laboratories and workshops; safety responsibility in university research, equipment hazards; VDus; cylindered gas; process hazards; Manual handling, uV radiation, microwaves, materials hazards, cryogenics; chemicals; risk assessment; protection; storage disposal. The aim is to provide a general awareness and practical applications of current safety legislation and guidance relating to good practice in specific areas of science and technology.

Hull Graduate School 05706:
Published Research Paper (15 Credits; available anytime)

Coordinator: Academic Supervisor(s).

Contact Time: Agreed between student and supervisor.

Assessment: Acceptance by an independently refereed journal of a paper, or publication of a departmentally-endorsed research report, authored solely or jointly by the student, on some aspect of the student's own research.

Content and Aims: To provide training and experience in the preparation and written dissemination of research progress and results. The training element lies in learning the practices and conventions of the publication process, rather than the actual content of the paper.

Hull Graduate School 05042:
Student Presentation (5 Credits; available anytime)

Coordinator: Supervisor.

Constraints: Cannot be taken by students who have already taken any of the following modules: 05401, 05702 and 05711. Subject to 1/3 rule. This module forms part of a group known as 'Presentation Modules'. no more than a third of a student's total PGTS credits can be made up of this group.

Assessment: Assessed by the student's supervisor. A copy of the presentation (e.g. Powerpoint slides) and/or an abstract should be submitted along with a 1000 word reflective account.

Content and Aims: This module is designed to improve a student's communication skills, in terms of presenting information orally. This is both a useful research skill and will be transferable into any future career. The ability to answer questions about their research will also encourage students to think through issues it raises and how they may tackle those. At the end of this module, students should have demonstrated ability to: (a) prepare an academic/scientific presentation which clearly summarises their research/results; (b) demonstrate the synthesis of complex information into an understandable format; (c) communicate their research/results to a general audience; and (d) answer questions about their research.

Hull Graduate School 05043:
Poster Presentation (5 Credits; available anytime)

Coordinator: Supervisor.

Constraints: Cannot be taken by students who have already taken any of the following modules: 05707. Subject to 1/3 rule. This module forms part of a group known as 'Presentation Modules'. no more than a third of a student's total PGTS credits can be made up of this group.

Assessment: Assessed by the student's supervisor. A copy of the poster should be submitted along with a 1000 word reflective account.

Content and Aims: This module is designed to improve a student's communication skills, both in terms of presenting information graphically but also supporting it orally. This is both a useful research skill and will be transferable into any future career. The ability to answer questions about their research will also encourage students to think through issues it raises and how they may tackle those. At the end of this module, students should have demonstrated ability to:

- Prepare an academic/scientific poster which clearly summarises their research/results.
- Demonstrate the synthesis of complex information into an understandable format.
- Answer questions about their research.

Hull Graduate School 05044:
Conference Presentation (10 Credits; available anytime)

Coordinator: Supervisor.

Constraints: Cannot be taken by students who have already taken any of the following modules: 05716 and where the credits were given for a presentation. Subject to 1/3 rule.
This module forms part of a group known as 'Presentation Modules'. No more than a third of a student's total PGTS credits can be made up of this group.

Assessment: Assessed by the student's supervisor. A copy of the presentation (e.g. Powerpoint slides) and an abstract should be submitted along with a 1000 word reflective account.

Content and Aims: This module is designed to improve a student's communication skills in terms of presenting information orally. This is both a useful research skill and will be transferable into any future career. Another key skill is the ability to answer questions about and defend their research within the wider research community. Additionally, through undertaking this module, students should benefit from the opportunity to network with researchers from other universities including the provision of links to the job market and potential academic employers. At the end of this module, students should have demonstrated ability to:

- Prepare an academic/scientific presentation which clearly summarises their research/results and communicate these to a national/international research community.

- Demonstrate the synthesis of complex information into an understandable format.
- Discuss and debate the results with the broader research community.
- Gain an awareness of the wider research environment.
- Gain experience of the conference process.

Hull Graduate School 05045:
Conference Poster (10 Credits; available anytime)

Coordinator: Supervisor.

Constraints: Cannot be taken by students who have already completed module 05716 and where the credits were given for a poster Subject to 1/3 rule. This module forms part of a group known as 'Presentation Modules'. No more than a third of a student's total PGTS credits can be made up of this group.

Assessment: Assessed by the student's supervisor. A copy of the presentation (e.g. PowerPoint slides) and an abstract should be submitted along with a 1000 word reflective account.

Content and Aims: This module is designed to improve a student's communication skills both in terms of presenting information graphically, but supporting it orally. This is both a useful research skill and will be transferable into any future career. Another key skill is the ability to answer questions about and defend their research within the wider research community. Additionally, through undertaking these module students should benefit from the opportunity to network with researchers from other universities including the provision of links to the job market and potential academic employers.

At the end of this module, students should have demonstrated ability to:

- Prepare an academic/scientific poster which clearly summarises their research/results and communicate these to a national/international research community.
- Demonstrate the synthesis of complex information into an understandable format.
- Discuss and debate the results with the broader research community.
- Gain an awareness of the wider research environment.
- Gain experience of the conference process. Credit for Training undertaken at other Institutions.

Hull Graduate School 50033
Basic Statistical Programming using R (20 Credits; option 3 Summer School)

Coordinator: Magnus Johnson

E: m.johnson@hull.ac.uk

Assessment: Assessment of code generated during the course. (3000 words or equivalent, 50%). Completion of a piece of coursework consisting of extensive analysis of a substantial data set using R. (3000 words or equivalent, 50%).

Pre-requisites: Students will be required to complete a statistics test online to demonstrate basic competency and/or encourage them to bring themselves up to an appropriate level.

Aims and distinctive features: This module aims to:

- Familiarise students with the R environment.
- Enable students to carry out basic and complex parametric and non-parametric univariate analysis.
- Introduce students to performing more complex multivariate techniques.
- Give students the knowledge and ability to investigate more specific/specialist analytical techniques using the extensive resources available to support this program.

Hull Graduate School 050624:

Professional Practice in Teaching and Learning (Credits 20, Term 2

Coordinator: Catherine Lillie E: c.lillie@hull.ac.uk

This module has been designed in response to students' request for opportunities to teach as well as training in teaching techniques. Further details will be added to this online manual as it becomes available, but an outline is below:

The purpose of the module is to enable students to participate in and reflect on teaching experiences, thereby increase their employability by developing a range of specific and transferable skills and attributes.

A full day workshop session will focus on reflective practice, peer observation, the UKPSF and inclusive learning design. The Teaching Lens of the RDF will be introduced and students will complete skills analysis linked to it. The initial assessment (annotated bibliography) will be discussed.

Within the first two weeks, each student will give a micro teach session and receive peer and facilitator feedback, providing them with an opportunity to focus on an aspect of their teaching in a safe environment, and practice giving and receiving feedback. They will then undertake an additional five hours of recognised teaching activity during the trimester in which they are enrolled on the module, some of which will be observed.

Students will undertake at least two teaching observations themselves (between the one day workshop session and their own teaching if possible), to support their development and reflections. Ideally, one should be within their discipline and one should be a different discipline / style of teaching.

Three tutorial sessions will focus on

Theories into practice

Realities and reflections

Constructing the portfolio

These will be timetabled to complement the practical activities students will be completing.

Hull Graduate School 05059

Research Ethics and Integrity (Health) (Credits 10, Term1-2

Coordinator: Julie Seymour (j.seymour@hyms.ac.uk)

Hull Graduate School 05030

Research Data Manager (Credits 5 Term1)

Coordinator: Chris Awre

Contact Time: 5 x 2 hours sessions (weekly)

Content and Aims

To provide a thorough introduction to the management of data as an integral part of postgraduate research

The module will not just be about learning, but also about embedding ongoing practice

On completion of this module, students will, with guidance, be able to:

Recognise the research data management issues that underpin and contextualise their own RDM needs.

Describe the relationship between research processes and RDM, the changing nature of this relationship over the period of research, and the impact this relationship will have on the outcome of the work.

Discriminate between RDM options and how they can be used

Prepare a RDM plan for their research topic, including appropriate risk limitation procedures

Interpret their research activity topic for RDM issues and understand how to address them

Demonstrate self-direction in identifying and applying RDM within their disciplinary conventions, in line with instructions.

Assessment

Personal data management plan (1000 words) 60% (10% peer assessment). This will be staged through the module

Flowchart development for personal data management use case (20%)

Reflective writing exercises x 5 (20% - 4% each)

University of Hull - Easter School

The following modules are taught during the Easter School. This means that they are available only for part- time students or those based off campus. Eligible students may include these on their module registration forms but you will also need to apply to attend the Easter School at the appropriate time and make an additional registration for these modules at the Easter School. The Easter School normally runs in the first week of the university's Easter Vacation so for this academic year this will provisionally be 3rd-17th April 2017.You don't have to take all modules in each option, however, please note that, owing to time constraints during the week, you cannot combine option 1 and option 2 modules and option 3. Information will be posted at www.hull.ac.uk/graduateschool

Hull Graduate School 05027: Communication Skills (10 Credits; option 1 Easter School)

Coordinator: The graduate School,T6844 E:gs@hull.ac.uk

Contact Time: One and a half days.

Assessment: Coursework.

Content and Aims: The module takes the form of a mini conference with plenary sessions and group work in which students take an active part in working together on set tasks. This is designed to introduce students to some key issues in communication arising during research and teaching, covering three main areas: oral communication skills, interpersonal skills and writing skills. The module is available to research students in all subject areas, and will allow you the opportunity to meet postgraduates from other disciplines to share experiences and raise issues of mutual concern.

Hull Graduate School 05010: An Introduction to Quantitative Methods (10 Credits; option 2 Easter School)

Coordinator: The graduate School,T6844

E:gs@hull.ac.uk

Assessment: Coursework and written assignment.

Content and Aims: This module will be broadly divided into two parts. The first will consider a range of instruments which can be used in empirical research, for example questionnaires, attitude scales, structured interviews, and so on. The second part will look at a range of statistical techniques which can be used to analyse the data provided by these instruments.

Hull Graduate School 05011: An Introduction to Qualitative Research (10 Credits; option 2 Easter School)

Coordinator: The graduate School,T6844 E:gs@hull.ac.uk

Assessment: Coursework and written assignment.

Content and Aims: Considers all aspects of collection and use of qualitative (ethnographic observation or interview) data: methodologies, ethical and practical considerations. The role of the observer and the possibility of objectivity will be discussed.

Hull Graduate School 050624: The Modern Researcher 20 Credits (Credits; option 3 Easter School)

Coordinator: Nigel Shaw

E: n.a.shaw@hull.ac.uk

The Modern Researcher is a new core module for all first-year PhD Students, which aims to provide a full year-long introduction to the key skills needed for the successful and timely completion of your research degree programme. In Semester one the module is taught by monthly half-day workshops, beginning in Induction Week.
Towards the end of Semester Two there will be two full-day workshops to complete the programme. All students participating in this module will be expected to attend every workshop and submit three forms of assessment selected from a list of options.

Intensive week-long versions of this module will be held in the Easter and Summer Schools for part-time and off-campus first-year students who were unable to attend the semester-time version of the module.

University of Hull- Summer School

The Summer School modules are available only for part-time students OR those based off campus. Eligible students may include these on their module registration forms but you will also need to apply to attend the Summer School at the appropriate time and make an additional registration for these modules at the Summer School. The Summer School normally runs in the first week of the hull schools' summer vacation so for this academic year this will provisionally be 17th-21st July 2017.You do not have to take both modules in each option, however, please note that, owing to time constraints during the week, you cannot combine option 1, option 2, or option 3. Information will be posted at www.hull.ac.uk/graduateschool

Hull Graduate School 05062 The Modern Researcher (20 Credits; option 1 Summer School)

Coordinator: Nigel Shaw

E:n.a.shaw@hull.ac.uk

The Modern Researcher is a new core module for all first-year PhD Students, which aims to provide a full year-long introduction to the key skills needed for the successful and timely completion of your research degree programme. In Semester one the module is taught by monthly half-day workshops, beginning in Induction Week.
Towards the end of Semester Two there will be two full-day workshops to complete the programme. All students participating in this module will be expected to attend every workshop and submit three forms of assessment selected from a list of options.

Intensive week-long versions of this module will be held in the Easter and Summer Schools for part-time and off-campus first-year students who were unable to attend the semester-time version of the module.

Hull Graduate School 05011: An Introduction to Qualitative Research (10 Credits; option 2 Summer School)

Coordinator: The graduate School,T6844

E:gs@hull.ac.uk

Assessment: Coursework and written assignment.

Content and Aims: Considers all aspects of collection and use of qualitative (ethnographic observation or interview) data: methodologies, ethical and practical considerations. The role of the observer and the possibility of objectivity will be discussed.

Hull Graduate School 05010 An Introduction to Quantitative Methods (10 Credits; option 2 Summer School)

Coordinator: The graduate School

E:gs@hull.ac.uk

Content and Aims: Considers all aspects of collection and use of qualitative (ethnographic observation or interview) data: methodologies, ethical and practical considerations. The role of the observer and the possibility of objectivity will be discussed.

Hull Graduate School 50033
Basic Statistical Programming using R (20 Credits; option 3 Summer School)

Coordinator: Magnus Johnson

E: m.johnson@hull.ac.uk

Assessment: Assessment of code generated during the course. (3000 words or equivalent, 50%). Completion of a piece of coursework consisting of extensive analysis of a substantial data set using R. (3000 words or equivalent, 50%).

Pre-requisites: Students will be required to complete a statistics test online to demonstrate basic competency and/or encourage them to bring themselves up to an appropriate level.

Aims and distinctive features: This module aims to:

- Familiarise students with the R environment.
- Enable students to carry out basic and complex parametric and non-parametric univariate analysis.
- Introduce students to performing more complex multivariate techniques.
- Give students the knowledge and ability to investigate more specific/specialist analytical techniques using the extensive resources available to support this program.

Specialist skills modules

HYMS York: Basic Geometric Morphometrics (Module Code 0990022) (10 credits, available Autumn Term)

Coordinator: Prof. Paul O'Higgins E: Paul.ohiggins@HYMS.ac.uk

Course activities: The module will run over an intensive period comprising morning lectures and afternoon and early evening discussion and review sessions over a week. Study packs with pre- reading will be supplied and each afternoon and evening additional review material will be presented in seminar style supported by practical tasks; data gathering and analysis. Students will have an opportunity to try software and problem solving and troubleshoot issues with course leaders during this week. It will then be followed by a self-directed learning period (5 weeks) for assessment preparation.

Assessment: 1. Practical task - carry out a geometric morphometrics analysis of landmark data taken from supplied radiographs to quantify growth changes in the skull. Prepare and present an 'article' describing, motivation, material, methods, results and conclusions demonstrating acquisition of the learning outcomes; 2. 2000-word journal article style report (J Anat) on the same practical task).Attendance to the practical is prerequisite to the submission of the journal article.

Content and Aims: The module aims to provide postgraduate students with a firm foundation in the theory and practice of geometric morpho metrics as applied to the study of phenotypic and functional variation. By the end of this course the participants will be able to show that they can:

- Outline the key methodologies for data acquisition.
- Outline the motivation and key methodologies for the measurement of biological form with emphasis on landmark data.
- Outline the fundamentals of geometric morpho metrics methods; GPA,TPS, Shape spaces.
- Apply appropriate statistical methods in analyses of variation, covariations with form, and analyses of differences between groups.

HYMS York: Hard Tissue Biology (Module Code 0980006) (20 credits, available Autumn Term)

Coordinator: Dr Sam Cobb E: Sam.Cobb@HYMS.ac.uk

This module provides the opportunity to develop an advanced knowledge and understanding of mineralised skeletal and dental tissues. Weekly topics include tooth development and function, including enamel, dentine, cementum, periodontal ligament; cartilage and bone development, growth and remodeling, structure and function; the mechanical properties of mineralised tissues; the interface of tendons and ligaments with bone. Each week a topic is introduced in a lecture and, using a combination of self-directed learning and presentations and discussion in the seminar, the students critically assess the literature to broaden and deepen their learning around the topic. Practical sessions will cover comparative anatomy and hard tissue histology.

HYMS York: Basic Virtual Anatomies (Module Code 0990024) (10 credits, available Autumn Term)

Coordinator: Dr Laura Fitton

E: Laura.fitton@HYMS.ac.uk

This module provides the opportunity for students to develop advanced knowledge of the human musculoskeletal system and its functioning. Weekly topics include: musculoskeletal imaging modalities, landmarks, warping, asymmetry and reflection, reconstructing images of fossil remains, simulating musculoskeletal function, and bringing morphometrics and functional simulation together.

York Chemistry: 0330110 Analytical and Forensic Chemistry (10 credits; available spring team)

Coordinator: Dr K E H Penkman E: kirsty.penkman@york.ac.uk

Assessment: 11/4 hour written paper (Week 1, Summer Term) (80%) plus assessment of the three workshops.

Content and Aims: Analytical measurements are essential to everyday life. They are required to determine the composition and control the quality of many products, to protect the environment and to monitor health. Approximately 40% of jobs advertised for chemists require a substantial knowledge of analytical chemistry. Consequently Analytical Chemistry has a major impact not only in chemistry but also in fields such as biochemistry, and the forensic, food, environmental and pharmaceutical sciences. forensic chemistry is the application of analytical chemistry to the law and involves the examination of physical traces, such as body fluids, bones, textile fibres and suspected drugs. Success in analytical chemistry requires the ability to make rigorous measurements, an appreciation of the principles and practice of modern instrumentation, and a problem-solving approach. This course aims to develop these skills, and includes lectures and workshops on separations, detection, and experimental design. There will be an emphasis on the use of coupled chromatography-mass spectrometry techniques, a powerful combination with applications in the analysis of complex mixtures relevant to forensic, atmospheric and biological systems. Workshops will give you experience of research instrumentation applied to real-life problems, including processing of large data sets. External lecturers will provide examples of the application and analytical techniques in relation to forensics, drugs in sport, and the pharmaceutical industry.

Places are limited and priority is given to Chemistry undergraduate students so please check with the Chemistry graduate office (chemgrad@york.ac.uk) if you are interested in taking this course.

York Health Sciences: Understanding Clinical Statistics (10 credits; distance learning spring term)

Coordinator: health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course aims to equip you with the necessary skills and knowledge to allow interpretation and critical understanding of analysis of data. It focuses on the interpretation and correct use of statistics in published healthcare research.

You will be guided through a range of standard statistical techniques starting with frequency distributions, and means and standard deviations. We will then move on to the principles of confidence intervals and significance tests, and to specific methods for calculating these for different types of data. Methods include the comparison of means using normal and t methods, comparison of proportions using chi-squared tests, relative risks and odds ratios, correlation and regression, and the analysis of time to event (survival) data. Multiple, logistic, and Cox regression are all described. Special attention is paid to the conditions under which the techniques may or not may be applied. The course is about understanding, not calculation.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/clinical-biostatistics/

York Health Sciences:

Epidemiology (10 credits; available Autumn term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk.

Content and Aims: Epidemiology is the study of the distribution and determinants of disease in human populations. This course introduces you to the subject, and overviews the principles of epidemiological study design and analysis.

On completion you should be able to calculate and interpret basic epidemiological measures; know how to select appropriate study designs to answer specific questions; and to access and review the literature. This course incorporates both taught lectures and well-received practical exercises that reinforce concepts.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/epidemiology/

York Health Sciences:
Health Economics (10 credits; available Spring term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course provides a structured approach to applying economic techniques to the study of health and healthcare. It aims to provide you with the skills to understand and apply economic evaluation techniques alongside other evaluative methodologies and to interpret the results.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/health-economics/

York Health Sciences:
Health Policy - Principles, Practice and the Evidence Base (10 credits; available Summer term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This module applies scientific methods to the analysis and evaluation of health policy, exploring which health policy interventions 'work' and how we can find out.

The module aims are: to provide an appreciation of the principles and objectives guiding health policy and health reform and their application. To appraise published evidence of the effectiveness and efficiency of health policy interventions and their impact on equity and expenditure control. To identify and apply methods of evaluating health policy interventions using the principles of health services research.

The module focuses on robust evaluation of recent and current health policy interventions, in the UK, US and other healthcare systems. Experimental and quasi-experimental techniques for evaluating health policy interventions will be reviewed, and quantitative methods applied to evaluation of a number of policy interventions.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/health-policy/

York Health Sciences:
Public Health and Ethics (10 credits; available Spring term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: In studying health it is easy to get caught up in technicalities and forget that health is grounded in values and infused with ethics.

In this module we bring values and ethics to the fore in the context of public health. The main question we address is to ask what justifies public health interventions? We apply moral theory, starting with utilitarianism. This theory states that an action is morally right because it improves the general good. We move on to look at political theories to see whether the government is justified in coercing individuals to protect the public's health or improve their own.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/ph- ethics/

York Health Sciences:
Global Public health (10 credits; Autumn term)

Coordinator: health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course provides an introduction to a range of public health problems that have a major impact on health globally. It will examine some of the social and political factors that influence public health. The main focus will be global rather than restricted to the relatively narrow concerns of a single population or health system. You will be exposed to a wide range of conceptual, policy and practice issues relevant to public health and asked to reflect on their relevance for your own practice.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/global-ph/

York Health Sciences: Qualitative Health Research (10 credits; Autumn term)

Coordinator: health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course will enable you to design and conduct your own qualitative research with confidence. By focusing on the philosophical origins of qualitative research and its appropriateness in answering different types of research question, the course offers a framework in which to assess credibility in qualitative research design, which can then be applied to your work.

There is a particular emphasis on using reflexive understanding as a means of generating theoretically informed and practically grounded qualitative research. This mix of theoretical and practical debate is a particular feature of the course and all aspects of research design, along with a range of qualitative techniques are discussed.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/qual- methods/

York Health Sciences: Randomised Controlled Trials (10 credits; available Autumn term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: Randomised controlled trials (RCTs) form the basis for evidence-based medicine and healthcare. Their use has radically transformed patient care. Many thousands of RCTs are completed each year and their results change clinical practice and inform clinical guidelines. Although the principles of a RCT are relatively straightforward, it is important that they are designed and conducted to the highest standard so we can rely on their results.

In this course the core methods are explained and you are exposed to different RCT designs to enable you to critically appraise published RCTs and to design your own.

York Health Sciences:
Systematic Reviews
(10 credits; available Spring term)

Coordinator: Health Sciences, York; 01904 321310

E: dohs-pg-enquiries@york.ac.uk

Content and Aims: health policy, clinical and public health practice should be informed by the available evidence. Systematic reviews or evidence syntheses are comprehensive, rigorous and critical summaries of the available research evidence on a specific topic. Relevant studies are systematically identified, their data extracted and synthesised in narrative form and, where appropriate, statistically or thematically pooled, taking care to minimise error and bias. This module provides students with appropriate knowledge and training required for finding, interpreting and conducting systematic reviews.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/systematic-reviews/

York Health Sciences: Health and Social Behaviour
(20 credits; available Summer term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: The module explores how people interpret and respond to health, illness and disability, within the context of their social relationships and across the life course. Alongside offering an understanding of the process and delivery of healthcare policy and practice, it will offer insights into the psychological and sociological aspects of health and illness and of health inequalities.

The theoretical content, applied within an international policy and practice content, will develop academic skills. The emphasis on self- directed learning, reflection and critical thinking will develop graduate qualities and skills. The module will be drawing on a range of psychological and sociological perspectives and applying them to a range of national and international contexts.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/health-and-illness/

York Health Sciences: Infection and Disease
(20 credits; available Autumn to Spring Term)

Coordinator: health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: If you are keen to practice public health and may subsequently be able to assume positions within regional, national and international health organisations or ministries of health, then this course is for you.

If you are from resource poor settings, this course will help better equip you to capacity build in your own country. The course is suitable for those with both medical and non-medical backgrounds.

The aim of the course is to explore core knowledge and skills required to understand the determinants of disease, and propose strategies to prevent and control communicable and non- communicable diseases in a variety of settings and populations. In addition, you should be fully equipped to independently advance your knowledge and skills in areas relevant to disease and infection control, both in research and professional practice.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/infection-and-disease/

York Health Sciences:
Public Health foundations and Practice
(20 credits; available Autumn to Spring Term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: If you want an introduction to Public health, then this course is for you. It will allow you to explore both the scientific and theoretical foundations of the subject and to see how these are applied in contemporary Public health practice.

The course is delivered by academics and experienced practitioners, and uses a blend of classroom teaching, small-group exercises and e-learning.

http://www.york.ac.uk/healthsciences/gradschool/pgrad-mods/ph- foundations/

York Health Sciences:
An Introduction to Applied Multilevel Analysis
(10 credits)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This is an advanced course of interest to those working with multilevel data who wish to further their knowledge of regression analysis. The course introduces applied multilevel regression techniques using real data sets.

York Health Sciences:
An Introduction to Health Statistics
(10 credits; Available in the Autumn Term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course provides you with the basic skills to carry out your own research project including designing a questionnaire, collecting data, processing and undertaking basic statistical analysis in SPSS. You will also gain the ability to read basic quantitative aspects of health research papers and be introduced to the basic ideas of statistical analysis and presentation.

This module is the first introductory statistics course within the Department's statistical provision.

Each session is composed of a lecture and for half of the sessions also includes a computer lab session where you have the opportunity to analyse real data using the statistical software SPSS. The computer lab sessions offer you an introduction to hands on experience in applying statistical techniques with the support of a team of tutors.

The course aims to provide you with the basic understanding and skills in designing questionnaires and descriptive and inferential statistics inclusive of correlation and simple linear regression and evaluate their use in published health research papers.

York Health Sciences:
An Introduction to Regression Analysis
(10 credits; Available in the Spring Term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This course provides you with a basic grounding in statistical methods applied in health research. It expands on the basic introduction to statistical methods provided in the Introduction to Health Statistics module. If your research project has a substantial quantitative component to it and you would like to acquire essential skills to enable you to explore your data this is the course for you.

Each session is composed of a lecture and a computer lab session where you have the opportunity to analyse real data using the statistical software SPSS. The computer lab sessions offer you a hands on approach to applying statistical techniques with the support of a team of tutors.

York Health Sciences:
Measurements in Health and Disease
(10 credits; Available in the Summer Term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: The course will concentrate on the use of measurement instruments in health research, the

methodology and techniques of designing and evaluating measurement instruments, and the critical appraisal of reports on the properties of measurement instruments.

This course is taught by distance learning with an optional weekly tutorial in person. Attendance is required only for the assessment.

York Health Sciences:
Health Research Methods
(10 credits; Available in Autumn and Spring Term)

Coordinator: Health Sciences, York; 01904 321310 E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This distance learning module is divided into two main parts: Part 1 starts in the autumn term with eight online sessions on questionnaire design and applied statistics. Part 2 is dedicated to methodological designs and ethics and is delivered over nine online sessions in the spring term. Lectures and associated materials are delivered to students via adaptive release (previous session's quiz needs to be passed to get access to the following session).

Further, in weeks 3, 6 and 9 of the autumn term (exact dates to be confirmed) you will have to complete online summative quizzes worth a total of 15% of your grade.

In the summer term Week 1 (check assessment schedule for exact date), you will be required to take the final exam worth 85% of your grade. This will be a two-hour closed book exam.

York Health Sciences:
Health Research in Practice
(10 credits; Available in the Spring Term)

Coordinator: Health Sciences, York; 01904 321310

E: dohs-pg-enquiries@york.ac.uk

Content and Aims: This module aims to facilitate learning for students who engage with research data or with the research process, developing skills in the critical analysis of research. The learning content addresses engagement with existing research produced by others, and application of such findings to practice.

The module will also prepare you for the conduct of the early stages of the research process, so that you will be able to use research, informed by insights gained through your own experience of starting to do research. The module assumes no detailed prior knowledge of the research process, but does require you to come with an open and enquiring mind.

Hull Modern Languages:
Passport Courses in Modern Languages (20 Credits)
E: langc@hull.ac.uk
T: 01482 466182

The School of Languages, Linguistics and Cultures provide language courses at various levels (from absolute beginners to post A -levels) in a great variety of European and world languages. These passport courses involve two hours of tuition a week over two semesters. All levels are worth 20 credits. The students taking these are expected to undertake assessed coursework and take examinations as well as to make full use of the Institute's extensive open learning facilities (videos, satellite TV, computers, DVD's etc).

All levels are assessed by coursework (semesters 1 & 2) and a written examination (semester 2 only).

Important note on Registering for Passport Modules

These modules are also used by undergraduate students as free electives. free electives are normally chosen in spring for commencement in the following October.

You are therefore advised to choose passport modules in advance, in the preceding March/April to start in Semester 1 of the following academic year. If you do not do so, then it is unlikely that The School of Languages, Linguistics and Cultures will be able to accommodate you as the modules will already be fully subscribed.

www.hull.ac.uk/languages

Hull Education and Social Sciences 49057

High-Level General English (20 Credits, semester 1 & 2)

Coordinator: Julia Pattison

Constraints: The student's first language must not be English.
Students must take a placement test; please check date with the Department of Modern Languages. Students are not able to take if they have undertaken module 49141.

Assessment: Various methods

Content and Aims: This module is aimed at students who already have an advanced level of English and who would like to develop their general English skills (reading, writing, speaking and listening) to the highest levels of proficiency. Extensive practice will be provided using English in a wide range of written and oral contexts, with input on complex grammar structures and development of sophisticated vocabulary use. Content focus will be on topics of general relevance and interest, relating to English-speaking culture and society. By the end of this module, students should be well-prepared to deal with the demands of full participation in professional and social life in an English-speaking country.

Hull Computing Science 08975:

C++ Programming and Design (20 credits)

Coordinator: Warren Viant E:W.J.Viant@hull.ac.uk

Contents and Aims: The majority of students at level 7 with a computer science background will have experience of object oriented software development and knowledge of C++, Java or C#. This module builds on this experience and looks in detail at the challenges involved with developing efficient and robust software in C++, targeted at the latest CPlus.

The aim of this module is to give students a good grounding in the design and implementation of real-time graphics programs in C++. on successful completion of this module, students will be able to demonstrate knowledge and understanding of: The C++ programming language and object oriented software engineering.

The module has a concurrent requisite, 08961. If a student wishes to gain credits for 08960 they would also need to enrol on 08961 Real-time graphics.

Hull Health and Social Care

Applied Qualitative Research Methods (20 credits)

Co-ordinator: Dr Gloria Likupe, G.likupe@hull.ac.uk

Level: 7

Content and Aims

This module will provide students with an understanding of qualitative methods in health research. This is essential if students are to design and deliver qualitative studies and evaluate qualitative evidence. The module sits within the Masters of Research (MRes) Health Studies and is also available as part of the MSc Flexible Framework. The module can also be studies on a 'standalone' basis as part of the Postgraduate Training scheme (PGTS).

Module Aims:

To provide students with a critical understanding of the key concepts of qualitative research.

To enable students critical appreciation of the main qualitative approaches to generating and analysing

qualitative data.

To illustrate the potential benefits, challenges and application of qualitative research in health and social care practice.

Distinctive feature: The module will be delivered exclusively online and asynchronously

Entry Requirements: Entry is open to anyone working in a health and social care environment. Candidates will normally be expected to hold a bachelor's degree with a classification of at least 2:2. Alternative qualifications will be considered through the matriculation process. Additionally candidates should demonstrate evidence of recent successful study at level 6 in the 5 years prior to enrolment. Students will be required to have access to a networked computer. This module is designed to be accessible to all eligible students. Content will be delivered asynchronously on-line through a combination of fixed sessions (articulate power point presentations), prescribed reading, online discussions and tutorials.

Hull Health and Social Care

Quantitative Methods

Co-ordinator: Roger Watson

E: r.watson@hull.ac.uk

Content and Aims: This module will provide students with a critical understanding of the role of quantitative methods in health research. This is essential if research students are to evaluate quantitative evidence, design quantitative studies and carry out statistical analysis. The module will stand alone, or can also be taken as part of the MRes Health Studies. It will also be available as part of the PGTS.

Aims:

To understand the principles of measurement (levels; error; probability; reliability; validity)

To understand quantitative research designs (experiments; surveys)

To understand quantitative data analysis (descriptive; inferential; factor analysis; item response theory)

To gain expertise in using a computerised statistical package (SPSS)

Hull Education and Social Sciences

Collecting Quantitative Data

Coordinator: Julia Holdsworth

Trimester1; Credits: 20

Contact Time: 11 x 2 hour sessions (some sessions have 1-hour additional time allocated to allow for completion of practical exercises)

Assessment: Portfolio of practical exercises (60%); Critical reflexive essay (40%)

Contents and Aims:

To familiarise students with some of the most commonly employed data collection methods in qualitative research

To give students practical experience of undertaking qualitative data collection

To encourage students to make connections between the empirical, methodological and epistemological issues involved in conducting fieldwork and to reflect critically on their own experience

To raise the issue of ethics in qualitative research

The module takes an integrative approach to research ethics and design. This provides a solid foundation for critical skills in understanding research and practical skills to conduct independent research.

Hull Education and Social Sciences

Research Design and Methodology

Coordinator: Pauline Deutz

Trimester 1; Credits: 20

Contact Time: 25 hours

Assessment: Research proposal (80 %); a research pitch on evaluation design (20 %)

Contents and Aims:

To enable students to choose appropriate methodological approaches and research design in full awareness of their advantages and limitations for addressing particular research questions

To facilitate an understanding and an ability to apply the key methodological principles in the design of different types of research.

To provide students with an understanding of the key features of evaluation research design.

Hull Education and Social Sciences

Introducing Statistics and Data Analysis with SPSS

Coordinator: Monica Magadi

Trimester 1, Credits: 20

Contact Time: weekly sessions involving lectures, computer practicals and tutorials

Assessment: A statistics report

Contents and Aims:

To provide students with an understanding of basic statistics principles and concepts to enable them appreciate the value and limitations of quantitative research.

To equip students with transferable skills in the use of Statistical Package for the Social Sciences (SPSS) in order to successfully record data and carry out univariate and bivariate statistical analysis

To develop students' abilities to appropriately use, meaningfully present and accurately interpret numerical data in order to communicate aspects of social life to others in an effective and informative way

Hull Environmental Sciences 58309:

Applied Molecular Biology and Regulation of gene Expression (20 Credits; semester 1)

Coordinator: Dr heather Sealy-Lewis,T5970

E: h.m.sealy-lewis@hull.ac.uk

Assessment: 2 hour exam. (50%); 3 problem solving exercises (35%); Assessment of workshop exercise (15%).

Contents and Aims:

The module aims to introduce students:

To the strategies that can be used to clone genes.

To how specific genes are regulated with particular reference to eukaryotic systems.

To in vitro generic techniques for studying the expression of cloned genes and the production of tailored protein.

Hull Environmental Sciences 58970:

Infection Control (20 Credits; semester 2)

Coordinator: Mrs Christine Murphy,T6524

E: c.murphy@hull.ac.uk

Assessment: 1.5 hour examination (40%); 2 case studies (1500 words each) (60%).

Contents and Aims: This module aims to cover all aspects of microbial control from Antimicrobial agents.

This will be linked to epidemiology and more practical aspects of control in a work based environment. There will also be discussion of emerging issues associated with infection control. The course will encourage students to link theoretical

Knowledge with practical issues related to infection control through case studies and peer-group discussion.

Hull Environmental Sciences 58400:

Reviews in Biology

(20 Credits; semester 1 continuing to 2)

Coordinator: Dr Bernd hänfling,T5804

E: b.haenfling@hull.ac.uk

Assessment: final review submitted by week 10 of semester 2 (4000 words) - mark awarded by second marker; Interim submission of review outline and reference list by week 12 of semester 1 (1500 words); final review submitted by week 10 of semester 2 (4000 words) - mark awarded by review supervisor.

Contents and Aims: This module aims to allow students to undertake a library based critique of a current topic within an area of biology. Students will also develop the skills required to assess literature critically and to formulate a detailed response.

Hull Environmental Sciences 58374:

Molecular and Medical Parasitology (20 credits; semester 2)

Coordinator: Dr frank Voncken,T6543

E: f.Voncken@hull.ac.uk

Assessment: 2-hour examination (50%) and 20 min oral presentation with hand-outs for audience including

A 400 word summary (50%).

Content and Aims: This module aims to introduce students to the biology of parasites of medical importance. In addition to covering classical aspects of parasitology the module aims to emphasise the role molecular biology is playing in uncovering mechanisms of pathogenesis and host parasite interactions.

Hull Mathematics and Physical Sciences 06710:

Topics in organic and organometallic Chemistry (20 Credits; semester 1)

Coordinator: A.n. Boa

Assessment: 2 hour exam (70%); Mid-semester tests (30%).

Contents and Aims: This course illustrates and rationalises diverse region-, chemo- and stereo selective reactions, with special reference to reagents based upon non-metallic elements. Some examination is made of the approaches used to explain and predict the outcome of concerted reactions through a consideration of the molecular orbitals involved. This course also seeks to further knowledge and understanding of organometallic chemistry and appreciate its relevance to heterogeneous catalysis.

Hull Mathematics and Physical Sciences 06712:

Topics in organic and Inorganic Chemistry (20 credits; semester 1)

Coordinator: A.n. Boa

Assessment: A 2 hour exam (70%), a 1 hour Mid semester test (30%).

Contents and Aims: This course illustrates and rationalises diverse regio-chemo and stereo-selective reactions, with special reference to reagents based upon non-metallic elements. Some examination is made of the approaches used to explain and predict the outcome of concerted reactions through a consideration of the molecular orbitals involved. This course also seeks to expand knowledge and understanding of organometallic and bioinorganic chemistry and emphasise the links between organometallic chemistry and heterogeneous catalysis.

Hull Mathematics and Physical Sciences 06714

Topics in organic and Bioinorganic Chemistry (20 credits; semester 1)

Coordinator: A.N. Boa

Assessment: 2 hour examination (70%) and a 1 hour Mid-Semester Test (30%)

Contents and Aims: This course illustrates and rationalises diverse regio-chemo and stereo-selective reactions, with special reference to reagents based upon non-metallic elements. Some examination is made of the approaches used to explain and predict the outcome of concerted reactions through a consideration of the molecular orbitals involved. This course also seeks to expand knowledge and understanding of bioinorganic chemistry.

Hull Mathematics and Physical Sciences 06742:

Topics in Analytical Chemistry and forensic Science (20 credits; Semester 1)

Coordinator: Dr k J Welham,T6900

E: k.j.welham@hull.ac.uk

Assessment: 2 hour examination (70%) and a forensic Assignment (30%)

Contents and Aims: The ability to determine the molecular structure of organic species is extended by discussion of advanced spectroscopic and spectrometric methods. The application of the techniques of MS ICP-MS in quantitative analysis, including details of instrumental requirements and operational modes, will be discussed. one part of the module deals with the interpretation, evaluation and presentation of evidence in forensic science. There will be external input to this module from practitioners .The way that forensic science relies on the application and principles of physical and natural sciences to the analysis of the many types of evidence that can be recovered from a crime scene.

Hull Mathematics and Physical Sciences06740:

Biological Macromolecules (20 credits; semester 2)

Coordinator: Dr R W Boyle,T6353 .

E: r.w.boyle@hull.ac.uk

Assessment: 2-hour examination (75%); Two Assignments (25%).

Contents and Aims: This module is concerned with naturally occurring macro molecules. Coverage includes chemical and biochemical aspects as well as dealing with naturally occurring conjugates and their self-assembly into cellular membranes and cell walls in microorganisms.

Hull Mathematics and Physical Sciences 06742

Biopolymers, Toxicology and Separation Science

(20 credits; semester 2)

Coordinator: R W Boyle

E: r.w.boyle@hull.ac.uk

Assessment: 2 hour examination (75%); Analytical course work (25%).

Contents and Aims: The module is concerned with naturally occurring macromolecules. Coverage includes chemical and biochemical aspects. The module is also concerned with advanced topics including the latest and most important developments in separation science and toxicology course which provides understanding of some topical aspects including chemical toxins and testing methods.

Hull Mathematics and Physical Sciences 06744:

Biomolecules, Toxicology and Separation Science

(20 credits; semester 2)

Coordinator: Dr R W Boyle

E: r.w.boyle@hull.ac.uk

Assessment: 2 hour examination (75%); Two assignments (25%)

Contents and Aims: The module is concerned with

naturally occurring macromolecules. Coverage includes chemical and biochemical aspects as well as dealing with naturally occurring conjugates and their self-assembly into cellular membranes and cell walls in microorganisms. The module is also concerned with advanced topics including the latest and most important developments in separation science and a toxicology course which provides understanding of some topical aspects including chemical toxins and testing methods.

Hull Mathematics and Physical Sciences 06731: Drugs: from Design to Delivery (20 credits; semester 1)

Coordinator: Dr k J Welham, T6900

E: k.j.welham@hull.ac.uk

Assessment: 3 hour examination (75%); Pharmacokinetics assignment (25%)

Contents and Aims: This modules describes physical and computational methods for determining 3D molecular structures including 'pharmacophores', and structure determination of putative drug targets by sequence homology database searching. X-ray crystallography and NMR, Molecular dynamics and docking algorithms are also discussed. The drug design process is studied with particular reference to anti-viral drug development. Students are given a deeper understanding of the role of the principles which describe the control and effective delivery of drugs from delivery systems to target sites. In addition, students should appreciate the manufacturing processes and the stability of drug formulation in the development of new products.

Hull Mathematics and Physical Sciences 06763 Advanced Topics in Molecular Medicine (20 credits; semester 2)

Coordinator: Dr g Mackenzie, T5479

E: g.mackenzie@hull.ac.uk

Assessment: 3-hour exam (75%); Combi Chem Lab class (25%).

Contents and Aims: This module will encompass various classes of medicinal drugs and a brief introduction to pharmacy. Also covered, is the application of organic chemistry to biological systems through study of selected metabolic pathways and the study of photochemistry and photobiology.

Hull Business School and the School of Law and Politics 56198: Multivariate Analysis (10 credits; semester 2)

Coordinator: Dr Ashish Dwivedi

E: a.dwivedi@hull.ac.uk

Assessment: The module will be assessed by a practical exercise using SPSS (50%) and a short essay evaluating the use of multivariate data analysis techniques used in journal papers in the subject area of the research of the student. In these assessments students will demonstrate that they can apply multivariate methods in practice, that they understand the meaning of the findings presented in the papers and that they can evaluate the strengths and weakness of the approaches that are taken.

Content and Aims: This module provides an introduction to multivariate analysis techniques to enable students to understand the literature that uses these techniques and to be able to assess if these techniques can be usefully applied to their own research. The module also provides the basis from which students can develop expertise in those areas of multivariate techniques that are useful to them. This module is suitable for students with a good grasp of basic quantitative methods.

Yorkshire Deanery 05046-05050: The Yorkshire Deanery Postgraduate Training Portfolio (5-30 credits; available all year round)

Coordinator: Supervisor.

Constraints: Must be a medically qualified student within the PGMI or HYMS, and eligible to undertake modules from the Yorkshire Deanery Training Programme in accordance with Yorkshire Deanery regulations. no more than a maximum of 30 credits may be awarded.

Assessment: Reflective account, reports, etc.

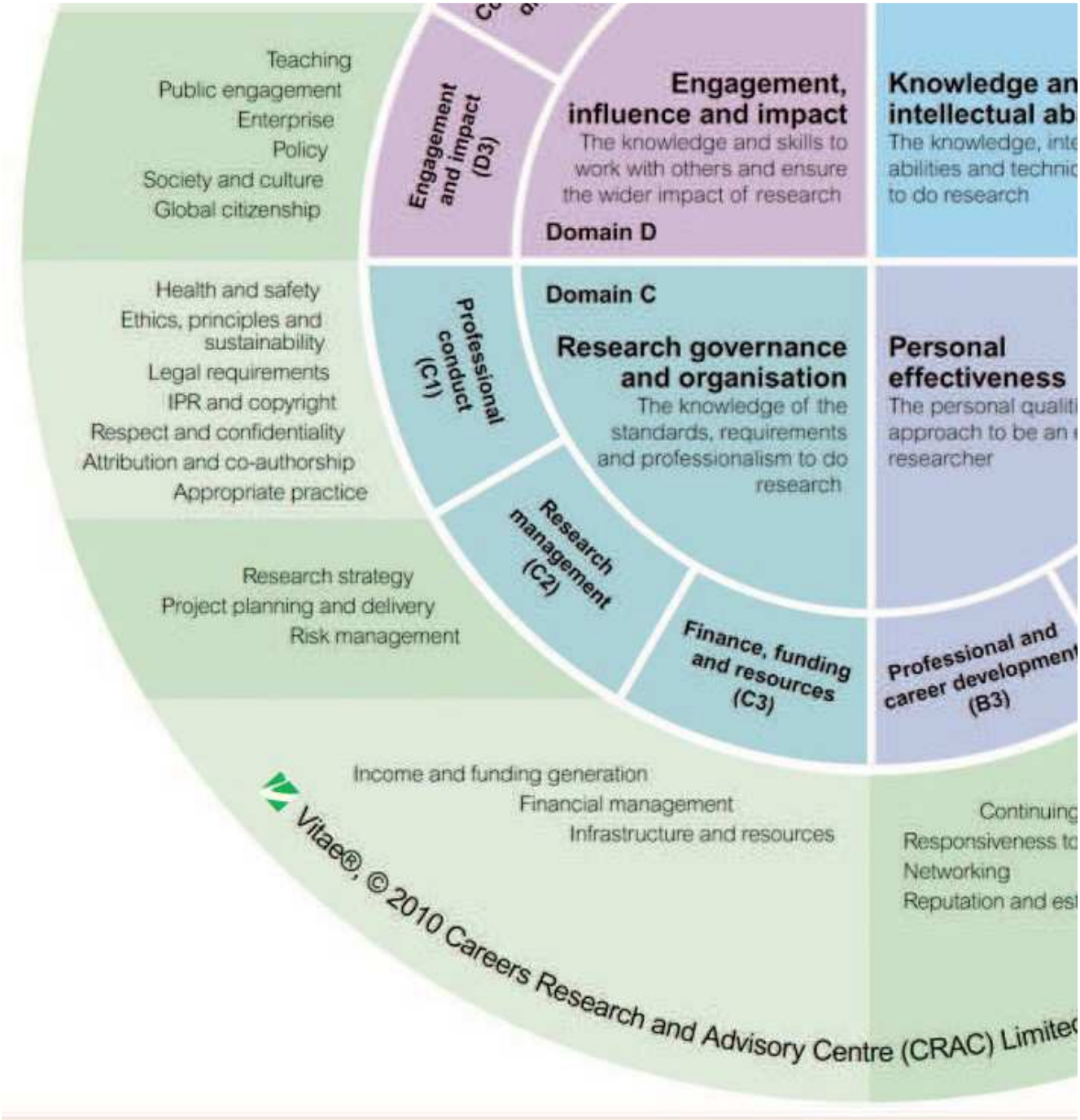
Content and Aims: The aim is to provide appropriate skills training to research students in HYMS. The courses offered by the deanery are highly relevant to students' likely career paths. Students are able to select a portfolio of courses that meet their identified development needs ensuring a tailored selection that will provide relevant training. A portfolio of evidence must be provided. This should include details of the modules attended and must include a suitable assessment for each separate module, the nature of which is to be determined by the candidate's supervisor.

Appendix 6 – VITAE Researcher Development framework

This is an essential tool when you apply for Credits Awarded by APL. You are advised to structure your justification by explaining how your Training Elsewhere satisfies the criteria of the VITAE Research Development framework.

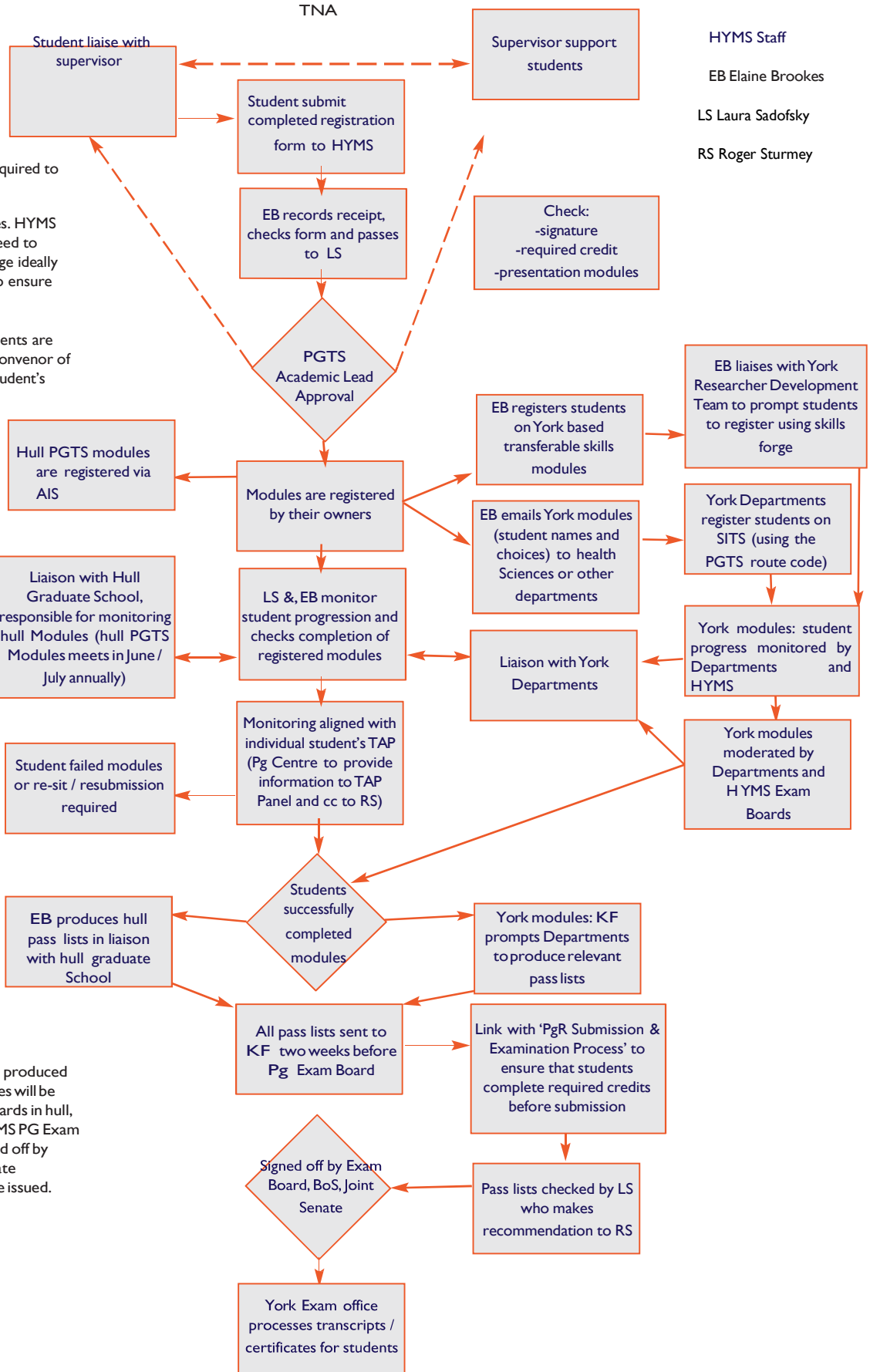
This tool is designed for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It describes the knowledge, skills, behaviours and personal qualities of researchers and encourages them to aspire to excellence through achieving higher levels of development.

for more information about the framework, please visit: http://www.vitae.ac.uk/researchers/428241/Researcher-Development-framework.html



Appendix 7 – HYMS PGTS Administrative Process flow

As the HYMS PGTS brings together modules from different departments at hull and York, the administrative process is complex. for your information, the following flowchart outlines key administrative processes, such as registration, progress and monitoring and completion and approval of your PGTS modules.



Registration

This is an annual cycle. Students are required to re-register in each new academic year.

HYMS owns six York Campus modules. HYMS students interested in York modules need to register the core courses via Skills forge ideally before the new academic year (oct) to ensure places.

HYMS is responsible for ensuring students are registered for the modules. RS is the convenor of these six modules and will track the student's academic progress.

Progression and Monitoring

This is aligned with individual student's TAP. Students are required to complete the modules that they have registered for. Academic oversight is required.

Completion and Approval

Pass lists from hull and York should be produced indicating student outcomes. Outcomes will be moderated and approved by Exam Boards in hull, York Departments as well as the HYMS PG Exam Board. The pass lists need to be signed off by HYMS Board of Studies and Joint Senate Committee, before any awards can be issued.

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