A series of guides for those involved in the management, teaching and supervision of postgraduates

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RESEARCH SUPERVISORS AND THE SKILLS AGENDA: LEARNING NEEDS ANALYSIS AND PERSONAL DEVELOPMENT PROFILING    Martin Gough and Pam Denicolo    Series Two, Number One

The first part of this thought-provoking Guide outlines Learning Needs Analysis and Personal Development Profiling and provides suggestions for their implementation. The second summarises national policy developments and their implications.

In the third part, the authors develop positive arguments for embracing the skills agenda rather than merely complying with dictats from above. This Guide is aimed not only at supervisors, institutional managers and policy makers, but also at novice researchers themselves. By raising awareness of skills and personal development processes, common understandings between supervisors and novice researchers can be facilitated, to the benefit of the individual and the research.

A GUIDE FOR INTERNAL AND EXTERNAL DOCTORAL EXAMINERS    Carolyn Jackson and Penny Tinkler    Series Two, Number Two

‘This Guide provides a compact and intelligently prepared resource for all those involved in doctoral examinations. The first part handles preliminary questions while the next two parts take the reader through the process, including assessing the thesis, preparing for the viva, the viva itself and its aftermath. The work engages its subject with… authority, clarity, integrity and sensitivity in relation to all dimensions of the doctoral examination process… demonstrating a clear feel for the politics and realities of the event. Mindful of employing a wide range of disciplinary examples it also makes succinct yet highly relevant use of theory. This Guide will be of great value to all individuals, experienced and novice alike, who sit in the viva room.’

Dr Peter Stokes, Department of Strategy and Innovation, University of Central Lancashire

SUPERVISING DISABLED RESEARCH STUDENTS    Val Farrar and Richard Young    Series Two, Number Three

‘This very practical Guide takes you to the heart of the issue. It is written from the researcher perspective using actual case histories encountered by the authors during their HEFCE-funded Premia project to improve provision for disabled postgraduate researchers. The Guide takes you through each stage of the PhD research degree by asking practical questions. If you are working with a disabled researcher it will give you the understanding and the confidence to ensure that you can respond to their needs. If you are working with non-disabled researchers it will also give you food for thought: inclusive practice is good for all.’

Dr Janet Metcalfe, Chair & Head, Vitae

SUPERVISING INTERNATIONAL RESEARCH STUDENTS    Second Edition    Eunice Okorocha    Series Two, Number Four

‘This short Guide provides a level of awareness of intercultural matters, yet should appeal to a wide variety of people with relatively little time for exploring such matters in depth. It deftly points the reader away from easy stereotyping, by opening up opportunities for reflection on practice and creating an awareness of the potential for constructive solutions to communication problems in a university or college context. The Guide presents issues which have remained fairly constant through the decades of the existence of research degree programmes.’

Dr Martin Gough and Dr Françoise Carénas, Guide editors

THE SILENT MAJORITY: MEETING THE NEEDS OF PART-TIME RESEARCH STUDENTS    Alistair McCulloch and Peter Stokes    Series Two, Number Five

‘In this Guide, Alistair McCulloch and Peter Stokes break new ground in addressing and foregrounding the needs of part-time research students. Whereas many standard sources assume a full-time context for doctoral study, the authors highlight the situation of the part-time majority of mainly mature students pursuing research degrees…. McCulloch and Stokes point to the power relations encountered in the doctoral process, as between the student and the supervisor, department and institution; and as expressed in what they call the cultural web of doctoral learning and socialisation…. To better the conditions for part-time students is, they believe, a way of improving the experience of all research students.’

Professor Gareth Parry, School of Education, University of Sheffield

SUPERVISION TEAMS: MAKING THEM WORK    Anne Lee    Series Two, Number Six

‘This Guide provides a useful and very readable overview of teamwork in research degree supervision. Anne Lee draws on her own international research to alert the reader to a range of… issues which need to be considered and addressed for the supervisory team to work effectively. She gives some useful definitions of supervisory roles and responsibilities, and provides questionnaires to help participants to clarify their own expectations. A wealth of helpful advice is provided about addressing problems in team supervision and for supervisors’ personal development.’

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