
Research Training, Research Development and Assessment

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Postgraduate Research Training and Researcher Development Programme

■ Rationale

- Economies of scale
- Develop inter-disciplinary research training programme, exploiting expertise around large Faculty

■ Key developmental drivers

- Research Council training requirements (ESRC since 1996; AHRC Block Grant Partnership Scheme 2009)
 - University restructuring (2003)
 - Amalgamation of Arts and Humanities and Social Science training programmes for PhD students
 - Roberts Skills Development Agenda (2004)
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Postgraduate Research Training Programme: Module summary

Year 1

- Managing a PhD
 - Information Skills
 - Nature of Explanation and Enquiry
 - Introduction to Qualitative Approaches and Critical Enquiry
 - Introduction to Quantitative Methods
 - Multi-disciplinary conference (oral presentations)
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Postgraduate Research Training Programme: Module summary

Year 2

Research in the Wider Context

Progressing your PhD

2nd year conference (Poster presentations)

Years 2 & 3

Research Ethics

European Research

ESRC Researcher Development Initiative (Writing up Qualitative Data)

Roberts Generic Skills Sessions

Year 3

The Final Stages of a PhD

Handbooks available here: <http://www.ncl.ac.uk/hss/postgrad/training/>

Postgraduate Certificate in Research Training (2009)

- Information Skills (10 credits)
 - Nature of Explanation and Enquiry (10 credits)
 - Introduction to Qualitative Methods and Critical Enquiry (20 credits)
 - Introduction to Quantitative Methods (20 credits)

 - Has Board of Studies, Exam Board and External Examiner
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Examples of Assessments

- **Managing a PhD**
 - Draft of Project Approval Form
 - Marked by supervisors
 - **Information Skills**
 - Bibliography
 - Critical review of search strategy
 - **'Imagined Example'**
 - Designed for arts and humanities students on Qualitative Approaches and Critical Enquiry module
 - Essay and assessed presentation
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Assessments of generic skills incorporated into a research training programme

■ Advantages

- Can be tied more into disciplinary perspectives
- Help meet Research Council training requirements

■ Disadvantages

- Rely on narrow range of 'hard working' assessments
 - Some generic skills don't 'fit' easily
 - Danger of Roberts skills being subsumed, rather than integrated
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Concluding question

How can generic skills be assessed if not part of a wider/cohesive programme?
