

POSTGRADUATE RESEARCH SERVICE

TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
MEDICINE AND HEALTH SCIENCES Incorporating: FMH MD Pathway; FMH Masters by Research Pathway; FMH PhD Pathway; FMH PhD by Publication Pathway	N/A	2017-18

NOTE: Whilst the University will make every effort to offer the training pathway as detailed, changes may sometimes have to

TP1 TRAINING PATHWAY SUMMARY

TP1.1	a	SCHOOL(S) OF STUDY	NORWICH MEDICAL SCHOOL HEALTH SCIENCES
	b	FACULTY or FACULTIES	FACULTY OF MEDICINE AND HEALTH SCIENCES
	c	NAME OF TRAINING PATHWAY LEAD	Dr Gill Price (Training Coordinator); Prof Alex MacGregor; Dr Jan McAllister; Dr Penny Powell; Prof Alastair Watson (PGR Directors)
TP1.2 <i>Note 1</i>	a	PATHWAY TITLE	FMH PGR TRAINING PATHWAY
	b	COURSE CODE (where applicable)	N/A
	c	FULL/PART-TIME (please specify)	FULL OR PART-TIME: MD: FT/PT MScR: FT/PT; PhD: FT/PT; PhDP: FT/PT
	d	LOCATION (UEA Norwich, Distance Learning)	UEA NORWICH
	e	AVAILABLE FROM (date)	OCT 2017
TP1.3	EXTERNAL INPUT (please list here the input from external organisations e.g. employers, partner institutions into the development of this pathway)		
	This Pathway was designed by reference to the following sources: <ul style="list-style-type: none"> RDS – Researcher Development Statement by Vitae (2010). https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-statement-rds-vitae.pdf/view RCUK – Research Councils UK Statement of Expectations for Postgraduate Training (2016). http://www.rcuk.ac.uk/skills/frameworks/ UEA - UEA Research Degree Education Strategy (2015) 		
TP1.4	FURTHER INFORMATION (web link to further information)	https://www.uea.ac.uk/medicine-health-sciences/graduate-school (from autumn 2017)	
TP1.5	AVAILABILITY BY AWARD (please tick all that apply)		

Masters Degrees by Research	X	Master of Philosophy	
PhD (3-year)	X	PhD Integrated Studies (4-year)	
PhD by Publication	X	Doctorate in Clinical Psychology	
Doctor of Education / Master of Education		Doctor of Medicine	X

TP1.6	MANDATORY ELEMENTS OF TRAINING
	<p>All research degree candidates will be required to attend training to enable them to achieve the following Developmental/Learning Objectives in the first year of their course (see TP 2.1 below for the full set of objectives). Most of this training will be provided at induction, but some will need to be undergone later on in the year. Several elements covered in induction will be addressed in greater depth in elective training sessions offered during the year.</p> <p><i>C1. Explain the legal, ethical and professional principles of 'good research conduct' in your field/s, and how your research has complied with these.</i></p> <p><i>C2. Show your appreciation of and respect for the contributions of others in your research environment.</i></p> <p><i>B3. Develop ways to maintain enthusiasm for your work in the face of change and setbacks, and maintain a work-life balance and mental and physical health.</i></p> <p>The mandatory training will cover (in parenthesis is the label of the relevant Development/Learning Objective – see TP2.1):</p> <ul style="list-style-type: none"> • Ethics in research (C1) • Avoiding plagiarism and collusion (C2) • Health & Safety (general, and specific to project type, including Good Clinical/Laboratory Practice) (C1) • Information security and management (online) (C1) • Data Protection (online) (C1) • Equality & Diversity (online) (C1) • Copyright, IPR & e-Thesis (C1) • Information skills at UEA (A2) • Methodological support arrangements for project, including design of data collection (discuss with supervisors) (A4) • Career options awareness (B4) • Well-being & resilience (B3) • Planning a thesis (D1) • Preparing for probation review (A3 B1) • Working in a team, including with supervisors (D6)

TP2 PATHWAY LEARNING OBJECTIVES
TP2.1 Learning Objectives (arranged in sections using the classification system in the Vitae RDS) [any expectations relating to completion]
A. Knowledge, Intellectual abilities and techniques needed for research
A1. Demonstrate knowledge of recent advances within your own research area and in related areas, and areas of uncertainty [by end of Yr1].
A2. Use appropriate methods to find, manage and evaluate published (and unpublished) research already done or ongoing in the area/s of the project [by end of Yr1].

A3. Explain the theoretical framework/s in which the research project is based, and justify choice of methodologies to achieve the research aims.
A4. Use appropriate methods, including operation of equipment and techniques of analysis, to advance knowledge in your field.
A5. Explain the reliability/reproducibility and robustness of your research and its susceptibility to bias.
A6. Apply original, creative and independent thought processes to develop your research.
B. Personal qualities and self- and career-management skills
B1. Practise the time-management and organisational skills needed to deliver an extended, multi-faceted project according to agreed timelines alongside other activities in personal or professional life.
B2. Develop relationships and networks within and outside academia to help sustain and stimulate your research and career.
B3. Develop ways to maintain enthusiasm for your work in the face of change and setbacks, and maintain a work-life balance and mental and physical health.
B4. Explore ways in which to extend and apply your knowledge and skills in a variety of sectors. <i>[desirable but not essential for MD, PhD by publication, Masters by Research]</i>
C. Expected standards, requirements and professionalism
C1. Explain the legal, ethical and professional principles of 'good research conduct' in your field/s, and how your research has complied with these. [mandatory; by end of Yr1]
C2. Show your appreciation of and respect for the contributions of others in your research environment. [mandatory; by end of Yr1]
C3. Develop an awareness of potential funders of research in your area, and explain the processes of securing research funding. <i>[desirable not essential for MD, PhD by publication, Masters by Research]</i>
D. Communication, influence, public engagement and impact
D1. Write about your research appropriately for different audiences, e.g. academic specialist, academic non-specialist, lay.
D2. Compare and contrast how you approach oral communication of research in different contexts, e.g. in teaching vs. speaking at an academic conference or to members of the general public.
D3. Describe to non-specialists how your research may impact society and environment at different levels, how it expands the knowledge base upon which society draws, and any potential for commercial development.
D4. Describe responses from member/s of the public or other disciplines to the research in which you are engaged.
D5. Practise giving and receiving peer-review.
D6. Describe your role/s in teams of various types, how these have evolved during the period of your degree course, and how you would like your role/s to evolve in the future.

TP2.2 How will these learning objectives be reviewed?

Towards the end of each year of the course and before probation review, the candidate self-certifies their degree of achievement of these objectives, citing evidence including training and experience, which can be partial and building up during the course. Progress towards achieving the objectives should be discussed at the probation review and each Annual Progress Review meeting with the supervisory team. The supervisory team will be expected to check and possibly rate the student's engagement with the training programme and this will be reviewed by PGR Directors, the Training Coordinator and the Associate Dean PGR.

TP2.3 Training Structure

The accompanying document (Part II; Training Scheme) is arranged by stage of the course. It suggests how the training might be taken during the degree course for different degrees and types of project, after the Mandatory training which must be completed within the first year. This training scheme shows a typical mixture of training in core research and transferable skills and broader development aspects during each stage, and progression over the duration of the course. There is flexibility in the Pathway for a candidate to do their training in different configurations from that suggested in the Scheme, apart from Mandatory training.

TP3 PATHWAY COHERENCE AND EMPLOYABILITY

TP3.1 Learning Progression

How will progression in terms of skills, knowledge and understanding be reflected in the pathway between activities/courses in any one year and across the years as research degree candidates make progress through their course of study?

The Training structure suggested in Part II: Training Scheme shows progression from basic concepts and frameworks in induction, through learning essential skills for research (identifying and evaluating previous research and choosing methodology) in Year 1 to later execution of research and analysis of data, with communication of various types becoming an important feature. In the third stage/year the Scheme adds depth (more advanced techniques) and breadth (broader engagement, interaction and exploration of other career options for researchers) to the likely intensification of the reporting stage.

The PDP will be reviewed, evidence added of progress with Development Objectives (DOs) and training needs and plans for the following year revised/drawn up, at each successive Annual Progress Review. By the final review the expectation would be that each candidate can show evidence of achievement of all the Developmental Objectives.

TP3.2 Feedback Cycle

Please explain how feedback from supervisors and others will support the coherence of the programme. How will this feedback impact on subsequent activities/courses?

Progress towards achieving the objectives should be discussed at the probation review and each Annual Progress Review meeting with the supervisory team. The supervisory team will be expected to check and comment upon the candidate's engagement with the training programme and make clear recommendations to the student for any changes needed to their future plans. The PDP and supervisory comments will be reviewed by PGR Directors, the Training Coordinator and the AD PGR and further feedback given where appropriate to the candidate and the supervisory team.

TP3.3 Employability

How is employability embedded into the pathway?

Employability is explicitly embedded into the pathway by reference to stakeholder strategy documents which underpinned the design of the Developmental Objectives.

Notes

1. Pathways may correspond to a particular degree programme within a School (e.g. Doctorate in Clinical Psychology) or to programmes within a particular Faculty or other Graduate School, or to cross-institutional programmes within a Doctoral Training Partnership.
2. Pathways may choose to specify learning outcomes to be achieved in individual years of the programme or to be achieved by the end of the programme.