UEA
University of East Anglia

POSTGRADUATE RESEARCH SERVICE

TRAINING PATHWAY SPECIFICATION

Pathway name	Course code (where applicable)	Year
Psychology	**N/A**	**2017**

NOTE: Whilst the University will make every effort to offer the training pathway as detailed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of sabbatical leave.

TP1	TRAINING PATHWAY SUMMARY		
TP1.1	a	SCHOOL(S) OF STUDY	**Psychology**
	b	FACULTY or FACULTIES	**Faculty of Social Sciences (SSF)**
	c	NAME OF TRAINING PATHWAY LEAD	**Martin Doherty**
TP1.2 *Note 1*	a	PATHWAY TITLE	**Psychology**
	b	COURSE CODE (where applicable)	**N/A**
	c	FULL/PART-TIME (please specify)	**FT/PT (1+3/+3)**
	d	LOCATION (UEA Norwich, Distance Learning)	**UEA Norwich**
	e	AVAILABLE FROM (date)	**October 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 training pathway has been designed in collaboration with the South East Network for Social Sciences (SeNSS) Doctoral Training Partnership and is informed by the Economic and Social Research Council's (ESRC) 'Postgraduate Training & Development Guidelines (2nd Edition) 2015'.		
TP1.4	FURTHER INFORMATION (web link to further information)	Further information about SeNSS can be found at: http://senss-dtp.ac.uk/. The ESRC PGR Training Guidelines 2015 can be found at: http://www.esrc.ac.uk/skills-and-careers/studentships/doctoral-training-centres/postgraduate-training-guidelines/.	
TP1.5	AVAILABILITY BY AWARD (please tick all that apply)		

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

TP1.6	**MANDATORY ELEMENTS OF TRAINING**
	All students registered on the pathway will be required to attend their designated UEA induction session (and SeNSS induction where applicable). The UEA induction programme for social scientists currently includes an introductory training session focused on student and supervisor expectations of the supervision process, a PPD/Training overview session, and additional training sessions covering project management of the PhD and research ethics.
	Students on the pathway MUST have attended training sessions covering research ethics, copyright, freedom of information, and data protection during their first year of registration, and attendance at a training session dealing with plagiarism, collusion, and referencing issues is also strongly recommended for students who have not previously studied in a UK higher education institution.

TP2 PATHWAY LEARNING OUTCOMES

TP2.1 Learning OUTCOMES

PGR students graduating from this pathway must be able to demonstrate, through completion of relevant Masters training, PhD training, practical experience and/or completion and submission of their thesis, that they have satisfied ALL the learning outcomes, stipulated by the ESRC, and listed below.

Research Methods Training

At graduation, pathway students should:

Have a competent understanding of the principles of quantitative research design and strategy in the social sciences

Have a competent understanding of sampling approaches, sampling error and the problems of missing data in quantitative research, and how these issues relate to the concepts of random and systematic error, generalisability, validity and reliability

Have a competent understanding of the basics of probability, the hypothetico-deductive scientific method, and the nature of reflexivity

Have a competent understanding of a broad range of quantitative methods/techniques of analysis which are used in social science research

Have the ability to handle, manipulate and analyse of quantitative research data, using a computer assisted data analysis package

Have a competent understanding of the principles of qualitative research design and strategy

Have a competent understanding of approaches to sampling, transcription, data handling, coding, data interpretation, and data presentation typically used in qualitative research

Have a competent understanding of a broad range of qualitative methods/techniques of analysis which are used in social science research

Have the ability to handle, manipulate and analyse qualitative research data, using a computer assisted data analysis package

Have a competent understanding of the principles of mixed method research design and strategy

Have a competent understanding of the alternative epistemological positions/research philosophies which provide the context for theory construction, research design, and the selection of appropriate analytical techniques in the context of social science research and be appreciative and respectful of the research techniques employed by other social scientists

Researcher Development & Transferable Skills Training

At graduation, pathway students should:

Have a competent understanding of the basic principles of research governance (including data management, freedom of information, open access, copyright and intellectual property rights), and an ability to manage, conduct, and disseminate research in a ways are characteristic of an experienced and highly effective researcher

Have a competent understanding of good ethical practice and an ability to apply those principles across the entire research process

Appreciate the importance of teamwork, leadership, relationship management and networking both within and outside of academia

Appreciate the potential benefits, beneficiaries and target audiences for their research, both within and beyond academia, throughout the lifecycle of their research projects

Be able to engage and communicate effectively with users at all points in the research process and communicate research findings effectively in a range of formats (including oral and poster presentations and social media) and to a wide range of audiences (both academic and non-academic)

Be conversant with procedures for the evaluation and publication of research, including the submission of journal articles and/or book proposals, peer reviewing and the preparation of book reviews

Have engaged with their local careers service, be aware of possible career options, and be able to deliver effective job applications and interviews (including CV's, covering letters, and personal statements)

Have a competent understanding of the role and importance of entrepreneurship, public engagement, impact and enterprise in modern academia and external organisations

Have a competent understanding of a range of computer software appropriate to their chosen field of study, including bibliographic, research/database management, and word processing software

Have a competent understanding of the importance of equality and diversity in the research environment

Have a competent understanding of the basic principles of teaching in Higher Education, including lecture and seminar teaching, assessment, feedback, and module and course design.

Subject-Specific Training

At graduation, pathway students should:

Have a competent understanding of the main debates, theory, concepts, topics and issues which characterise their chosen discipline and appreciate the bases on which this knowledge has been derived

Have a competent understanding of recent developments in their discipline and an ability to undertake further independent research at the frontier of the chosen field of enquiry, or to take up employment in policy or practice communities which exploit such knowledge

TP2.2 How will these learning outcomes be reviewed?

Progress towards meeting the stated learning outcomes will initially be assessed at the point of PhD registration and post-Masters study. This initial training needs analysis (TNA) will form the basis of the student's personal development/training plan (PDP) and ongoing progress, across the period of registration, will be reviewed yearly as part of the Annual Progress Review. The TNA process is designed to be a collaborative but nonetheless student-led process which is undertaken to prepare pathway students for employment. It will involve the students presenting relevant evidence in a dedicated TNA document - which demonstrates their competence relative to the stated learning outcomes. The TNA document or 'record of achievement and reflection' will be maintained on SITS.

In order to ensure that pathway students stay on task, and to support the Annual Review process, reminder emails will automatically be sent to any student who hasn't updated their TNA document for

a period of six months. The SSF Training Coordinator will also be checking every student's TNA document at the beginning of their final year of registration in order to highlight any obvious gaps in the student's training profile and to point out where further evidence might need submitting/presenting in their final year. The SSF Training Coordinator will also be responsible for checking the TNA documents at the point of thesis submission.

TP2.3 Training Structure

The ESRC's 'Postgraduate Training & Development Guidelines (2nd Edition) 2015' stipulate that PGR students in the social sciences should receive high quality core training in three main areas: **(1) Research Methods**; **(2) Researcher Development and Transferable Skills**; and **(3) Subject-Specific and/or Relevant Theoretical Issues**. This core provision, which is reflected in the learning outcomes outlined in Section TP2.1 above, should be supplemented by relevant **advanced training** in areas appropriate to the specialist and continuing needs of the individual student. This training structure also allows pathway students to engage and learn with a variety of different disciplinary, interdisciplinary, cross-faculty, and cross-university cohorts.

Research Methods: Students registering for this pathway will typically complete/have completed a Masters programme which includes a substantial social science research methods component (see course admission criteria). Additional research methods training is nonetheless available to pathway students via both the SSF 'Researcher Development & Transferable Skills (PPD) Training Programme' and its 'Advanced Training' (AT) programme. This may be supplemented, in some cases, by attendance at relevant Masters modules/provision. Some research methods content, specific to this pathway, will also be made available in the student's home school as 'subject-specific' provision (see below).

Researcher Development and Transferable Skills (RDTS): The SSF PPD training programme delivers approximately 80 training events per annum and its various sessions and overall curriculum have been designed such that PGR students on this pathway might potentially satisfy all the ESRC's RDTS learning outcomes via appropriate and strategic attendance. 85% of the sessions are taught by a dedicated academic tutor, employed for the purpose, or by one of the universities excellent support services (including the Learning Enhancement, Careers, Library, and FOI teams). The SSF PPD training programme is a very well attended and highly interdisciplinary forum, attracting cohorts of students from across all seven SSF schools and 35% of its regular attendees from pathways in other faculties. The 'UEA/SeNSS Online Training Series for PGR's' offers a further 20 RDTS focused training sessions per annum, in a live-taught online format. Students on this pathway can also access relevant RDTS training elsewhere, in other faculties for example, via in-house sessions run by the university's support services, or at other institutions. The RDTS programmes of the following institutions are open to PGR students on this pathway as a function of UEA's membership of the SeNSS DTP consortium: Essex, Kent, Surrey, Sussex, Reading, Goldsmiths, Royal Holloway, Roehampton, and City University.

Subject-Specific and/or Relevant Theoretical Issues: The School of Psychology offers PGR students a variety of in-house, subject-specific forums. These include a weekly 'Seminar Series' featuring presentations by internal and external faculty members, weekly **'**Research Group Meetings' (for each of the three school-based research groups, focused respectively on 'Cognition, Action, and Perception; 'Developmental Science'; and 'Social Cognition')**,** regular 'Technical/Programming Focused Training Sessions and Workshops' (led by academics or invited software suppliers, including Matlab, Python, and E-prime), and an annual 'Topic-Led Conference' which in recent years has been focused respectively on vision and action, autobiographical memory, and repetition, novelty, and the brain. A **'**Research Support Group Programme' is also provided, covering topics like job applications, research with clinical populations, power calculations, preparing for the REF, and so on. Information about the 'Research Support Group Programme' can be found at: https://www.uea.ac.uk/psychology/research-degrees/research-support-group

Advanced Training: SSF additionally provides an Advanced Training programme for the benefit of PGR students across UEA, the SeNSS DTP consortium, and which is open at a small fee to PGR students or early-career researchers worldwide. The programme generally features between 20-25 training sessions per annum, with a minimum one-day duration, which focus on a variety of methodological, theoretical, and substantive topics, all taught at an advanced level. The AT programme sessions are organised and delivered by world class researchers drawn from across the faculty's seven different schools and contributions are also made by colleagues in the School of Environmental Science in the Faculty of Science, the School of Politics, Philosophy, Language and Communication in the Faculty of Arts & Humanities (HUM), and the School of Health Science in the Faculty of Medicine and Health Science (FMH).

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?

Students on this pathway will be reminded that at least 10 days of training/development activities should be completed per annum. All research methods learning outcomes should ideally have been met by the end of the first year of PhD study and this will be identified as an initial training aim for pathway students. Students will also, by graduation, be able to demonstrate that relevant advanced training has been undertaken and advanced knowledge/skills developed in areas appropriate to their own specialist and continuing needs. This advanced training will have to be evidenced/demonstrated by each student in their TNA document.

Otherwise, pathway students will be trained according to personal/individual need. This means the manner in which their learning outcomes are achieved is expected to vary for different subject areas and disciplines and for students with varying levels of prior knowledge and experience. It is nonetheless likely that progression on the pathway will involve a gradual shift from a focus on research methods, research skills, and subject-specific training in the first year/18 months of a full-time programme toward a greater emphasis on transferable skills and advanced training in the last two years/18 months. UEA training programmes in the social sciences are designed to allow this progression (and SSF RDTS training sessions in particular are labelled as such), but the exact pattern of engagement with non-mandatory training will ultimately be at the discretion of individual students and their supervisory team.

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?

The faculty Graduate School Executive, PGR student forum, supervisors training sessions, and school level PGR meetings/committees, as well as student feedback collected across the SSF training programmes, will be used to facilitate discussion and to support the relevance, efficacy, and effectiveness of the training provided and of the overall pathway. SSF reviews all its training provision each year in April – which incorporates feedback from PGR Directors, supervisors, and students - with the aim of ensuring that our programmes are comprehensive and coherent in their coverage and that they will satisfy the majority of student training needs across the coming academic year.

TP3.3 Employability

How is employability embedded into the pathway?

All students registered on this pathway will receive an introduction to the university careers service (and to the many opportunities/services they offer), including an opportunity to meet their designated PGR Careers Advisor, at their PhD induction session. The importance of being widely employable in the current job market and the concomitant need to satisfy all the ESRC's stipulated learning outcomes is also highlighted at induction in a dedicated PPD/Training Overview session.

Thereafter, numerous training sessions are run on the RDTS (PPD) training programme by the careers team are available to pathway students, including sessions on preparing successful applications and achieving interview success in both academic and non-academic contexts, how to use the 'My Career Central' software effectively, and a 'PGR Opportunities Fair' runs each May as a means of highlighting the importance of successful career planning at PhD level. The 'UEA/SeNSS Online Training Series' also features a training session focused exclusively on applying for a first academic post, which is led by an academic with over 10 years of experience in advising postgraduate students relative to academic job and postgraduate course applications.

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.