

# HYMS Personal Development and Research Training Handbook



THE HYMS POSTGRADUATE TRAINING SCHEME (PGTS):  
A GUIDE FOR RESEARCH STUDENTS

# Personal Development and Research Training Handbook

A guide for research students

## Contents

<b>Welcome</b>	2
Contacts	2
<b>The structure of the HYMS PGTS:</b>	3
<b>Table 1:</b> The number of HYMS PGTS credits needed for each HYMS research degree	3
HYMS PGTS: aims and learning outcomes	4
Personal development planning (PDP) and Progress Files	4
<b>Getting started:</b>	
Your Training Needs Analysis	5
Choosing your modules	5
Registering for your modules	6
Modules included in the HYMS PGTS	6
Useful web pages	6
<b>Table 2:</b> Generic/transferable skills modules at a glance	7
<b>Table 3:</b> Specialist skills modules at a glance	9
<b>Table 4:</b> Training elsewhere and Yorkshire Deanery PG Training portfolio at a glance	11
<b>Appendix 1</b> – relevant regulations and codes of practice	12
<b>Appendix 2</b> – HYMS PGTS learning outcomes	13
<b>Table 5:</b> HYMS PGTS Learning Outcomes and Module Mapping	13
<b>Appendix 3</b> – The reflective account: guidelines	18
<b>Appendix 4</b> – Information about the Yorkshire Deanery PG training portfolio	19
<b>Appendix 5</b> – HYMS PGTS module specifications	20
– Specialist skills modules	28
<b>Appendix 6</b> - HYMS PGTS Administrative Process Flow	38

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

### Academic Lead for Postgraduate Training

Roger Sturmeay                      E: roger.sturmeay@hyms.ac.uk                      T: 01482 466422

---

### Project Officer

Kit Fan                                      E: kit.fan@hyms.ac.uk                                      T: 01904 321360

---

### Postgraduate Administrators

Victoria Hill                              E: victoria.hill@hyms.ac.uk                              T: 01904 321360  
Elaine Brookes                              E: elaine.brookes@hyms.ac.uk                              T: 01482 464123

---

# 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

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. On the recommendation of your supervisor, and subject to

approval by HYMS you may count accredited prior learning ('APL') towards your PGTS. A maximum of 10 credits for an MSc by Thesis, 20 credits for an MPhil and 40 credits for a PhD may be achieved in this way.

If you gain 60 credits (40 of which must be from level 7 modules) on the HYMS PGTS, you will be eligible for a Certificate in Research Training, a formally recognised qualification. 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.

**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			



## 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.

## Personal Development Planning (PDP) and Progress Files

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 supervisions 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 supervisions, 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.

# Getting Started

## 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 3-4. 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. On the recommendation of your supervisor, and subject to approval by HYMS, you may also count prior learning ('APL') towards your PGTS, provided you have not already counted this toward a separate award. Table 1 lists the number of APL credits you can count towards your HYMS PGTS.

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 area of HYMS Blackboard). You must inform Victoria Hill ([postgraduate@hyms.ac.uk](mailto:postgraduate@hyms.ac.uk)) when you have done this. HYMS will then register you for your chosen modules and track your progress.

You will need to contact the module leader directly to ensure that there are spaces available on the module. A list of these can be found on the postgraduate area of HYMS Blackboard. 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.

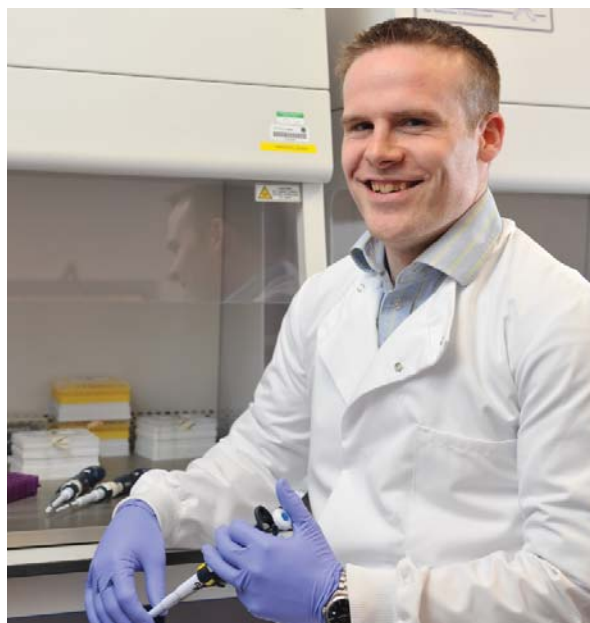
If you require further information on how to register for the HYMS PGTS, please E: [postgraduate@hyms.ac.uk](mailto:postgraduate@hyms.ac.uk)

## Modules included in the HYMS PGTS

You may 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. If you require viva voce training, you should opt for the module 'Research Management for PhD students'. 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.



## Useful web pages

- 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](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>

Table 2: Generic/transferable skills modules 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	05001	Graduate School	Managing the Research Process	20	7	10	2	HYMS: Research management for PhD students
Hull	05002	Graduate School	Basic Communication Skills	20	7	5	2	HYMS Communicating effectively (verbal); HYMS Communicating effectively (written)
Hull	05014	Graduate School	Research Ethics	20	7	20	1 continuing to 2	
Hull	05015	Graduate School	Practical Demonstration Skills	20	7	5	Any	
Hull	05016	Graduate School	Library and Information Research Skills by Independent Study	21	7	10	1 & 2	
Hull	05018	Graduate School	For Chairing Conference Organisation	21	7	10	Any	
Hull	05019	Graduate School	For Assisting with Organisation of Conference	21	7	5	Any	
Hull	05051	Graduate School	Researcher in Residence	21	7	10	2	
Hull	05023	Graduate School	Booster Sessions for Local Pupils	21	7	5	2	
Hull	05024	Graduate School	Career Management Skills for Research Students	22	7	20	2	HYMS: Researching your career
Hull	05025	Graduate School	Project Managing Your Research Degree	22	7	10	2	HYMS Research management for PhD students
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	Departmental Presentation (presentation module)*	22	7	5	Any	
Hull	05043	Graduate School	Departmental Poster (presentation module)*	23	7	5	Any	
Hull	05044	Graduate School	Conference Presentation (presentation module)*	23	7	10	Any	
Hull	05045	Graduate School	Conference Poster (presentation module)*	23	7	10	Any	
Hull	05006	Graduate School	Managing the Research Process (Easter School)	23	7	5	Easter School	HYMS Research management for PhD students
Hull	05027	Graduate School	Basic Communication Skills (Easter School)	24	7	5	Easter School	
Hull	05013	Graduate School	Research Design and the Practicalities of Research (Easter School)	24	7	5	Easter School	HYMS Research management for PhD students
Hull	05010	Graduate School	An Introduction to Quantitative Methods (Easter School)	24	7	10	Easter School	

Campus	Code	Host department/school/faculty	Course title	Page Number (Appendix 5)	Module Level	Credits available	Semester/Term	Can't be taken with
Hull	05011	Graduate School	An Introduction to Qualitative Methods (Easter School)	24	7	10	Easter School	
Hull	05033	Graduate School	Practical Entrepreneurship and Business Plan Development (Summer School)	24	7	10	Summer School	
Hull	05028	Graduate School	An Introduction to Quantitative Methods (Summer School)	25	7	10	Summer School	
Hull	05029	Graduate School	An Introduction to Qualitative Methods (Summer School)	25	7	10	Summer School	
York	TBC	HYMS	Communicating Effectively (verbal)* (presentation module)	25	7	10 TBC	Spring	Hull 05002 Basic Communication Skills
York	TBC	HYMS	Communicating Effectively (written)	25	7	10 TBC	Spring	Hull 05002 Communication Skills
York	TBC	HYMS	Research Management for PhD Students**	26	7	10 TBC	Over two academic years	Hull 05001 Managing the Research Process and Hull 05025 Project Managing your Research Degree.
York	TBC	HYMS	Researching Your Career	26	7	10 TBC	Summer	Hull 05024 Career Management Skills for Research Student
York	TBC	HYMS	Personal Effectiveness	26	7	10 TBC	Over one academic year	
York	TBC	HYMS	Facilitating Learning: An Introduction for Postgraduates who Teach	27	7	10 TBC	Either Spring or Summer, depending on teaching opportunity	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.

\* 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 Number (Appendix 5)	Module Level	Credits available	Semester/ Term	Can't be taken with
York	0980004	HYMS	Geometric Morphometrics	28	7	10	Autumn	
York	0330110	Chemistry	Analytical and Forensic Chemistry	28	6	10	Spring	
York		Health Sciences	Applied Biostatistics	28	7	10	Spring	
York		Health Sciences	Biostatistics in Research Practice	28	7	10	Summer	
York		Health Sciences	Cancer Epidemiology and Biology	28	7	10	Spring	
York		Health Sciences	Children's and Young Person's Diabetes Care	29	7	10	Spring, Summer	
York		Health Sciences	Clinical Biostatistics*	29	7	10	Summer	
York		Health Sciences	Epidemiology	29	7	10	Autumn	
York		Health Sciences	Research Methods	29	7	10	Autumn	
York		Health Sciences	Global Public Health	29	7	10	Autumn	
York		Health Sciences	Health and Human Rights: Applied Perspectives	29	7	10	Spring	
York		Health Sciences	Health and Human Rights	29	7	10	Spring	
York		Health Sciences	Health Economics	29	7	10	Spring	
York		Health Sciences	Health Inequalities: Theory, Policy and Practice	29	7	10	Summer	
York		Health Sciences	Health Policy: Principles, Practice and the Evidence Base	29		10	Autumn	
York		Health Sciences	Health Psychology	29	7	10	Autumn	
York		Health Sciences	International Health 1	30	7	10	Autumn	
York		Health Sciences	International Health 2	30	7	10	Summer	
York		Health Sciences	Measurement in Health and Disease*	30	7	10	Summer	
York		Health Sciences	Medical Sociology	30	7	10	Summer	
York		Health Sciences	Public Health and Ethics	30	7	10	Spring	
York		Health Sciences	Public Health Information in Practice	30	7	10	Summer	
York		Health Sciences	Qualitative Methods Applied to Health Research	30	7	10	Spring	
York		Health Sciences	Randomised Controlled Trials	30	7	10	Autumn	
York		Health Sciences	Decision Making and Judgement in Healthcare	30	7	10	Summer	
York		Health Sciences	Systematic Reviews	31	7	10	Spring	
Hull		Modern Languages	Passport Course in Modern Languages	31	7	20	Depends on language	
Hull	36939	Social Sciences	Philosophical Issues in Social Research	31	7	10	1	
Hull	35702	Social Sciences	The Research Interview	31	7	10	1	
Hull	35703	Social Sciences	Survey Methods and Questionnaire Design	31	7	10	1	
Hull	35704	Social Sciences	Quantitative Data Analysis - must be taken with 35705	31	7	10	2	
Hull	35705	Social Sciences	Computing with SPSS - must be taken with 35704	31	7	10	2	

\* Modules can be taken entirely via VLE.

Campus	Code	Host department/ school/faculty	Course title	Page Number (Appendix 5)	Module Level	Credits available	Semester/ Term	Can't be taken with
Hull	36945	Social Sciences	Central Issues in Applied Social Research	31	7	10	2	
Hull	35953	Social Sciences	Explorations of Qualitative Research	32	7	10	2	
Hull	08960	Computer Science	C++ Programming and Design	32	7	20	1	
Hull	57481	Engineering	Finite Element Analysis	32	6	10	1	
Hull	58309	Biological Sciences	Applied Molecular Biology Regulation of Gene	32	6	20	1	
Hull	58313	Biological Sciences	Cellular Pathology	32	6	20	1	
Hull	58314	Biological Sciences	Clinical Chemistry	32	6	20	1	
Hull	58315	Biological Sciences	Haematology	32	6	20	1	
Hull	58316	Biological Sciences	Medical Microbiology	32	6	20	1	
Hull	58318	Biological Sciences	Muscle – Fitness and Failure	32	6	20	2	
Hull	58319	Biological Sciences	Infection Control	33	6	20	2	
Hull	58329	Biological Sciences	Field Studies	33	6	20	1 continuing to 2	
Hull	58331	Biological Sciences	Reviews in Biology and Biomedical Science	33	6	20	1 continuing to 2	
Hull	58374	Biological Sciences	Molecular and Medical Parasitology	33	6	20	1	
Hull	06710	Chemistry	Topics in Organic and Organometallic Chemistry	33	6	20	1	
Hull	06712	Chemistry	Topics in Organic and Inorganic Chemistry	33	6	20	1	
Hull	06714	Chemistry	Topics in Organic and Bioinorganic Chemistry	33	6	20	1	
Hull	06724	Chemistry	Topics in Analytical Chemistry and Forensic Science	33	6	20	1	
Hull	06742	Chemistry	Biopolymers, Toxicology and Separation Science	34	6	20	2	
Hull	06744	Chemistry	Biomolecules, Toxicology and Separation Science	34	6	20	2	
Hull	06740	Chemistry	Biological Macromolecules	34	7	20	2	
Hull	06731	Chemistry	Drugs: From Design to Delivery	34	7	20	1	
Hull	06763	Chemistry	Advanced Topics in Molecular Medicine	34	7	20	2	
Hull	16409	Geography	GIS and Remote Sensing	34	7	20	2	

Table 3: Specialist skills modules 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	16455	Geography	Introduction to Programming for Environmental Modellers	35	7	20	1	
Hull	16453	Geography	Global Environmental Change	35	7	20	1	
Hull	16458	Geography	Principles of GIS	35	7	20	1	
Hull	56198	Business School	Multivariate Analysis	35	7	10	2	
Hull	12040	Education	Educational Technology: Issues in Implementation	35	7	20	1	Seek advice if the PGCME, PGCHE, YCAP or York: Facilitating Learning 5-credit or York: Preparing Future Academics 20-credit modules are being taken
Hull	12042	Education	Research Methods in Education Contexts	35	7	20	2	Seek advice if PGCME, PGCHE, YCAP or York: Facilitating Learning 5-credit or York: Preparing Future Academics 20-credit modules are being taken
Hull	12106	Education	E-learning Foundations- Principles and Practice of Online and Digital Learning	36	7	20	1&2	Seek advice if PGCME, PGCHE, YCAP or York: Facilitating Learning 5-credit or the York: Preparing Future Academics 20-credit modules are being taken

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	36	7	5 to 30	All year	Other modules with similar content

## 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

### 8.0 Postgraduate training

- 8.1 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.
- 8.2 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.
- 8.3 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.
- 8.4 Each research student and supervisor, in effect, put together an individually tailored programme of training from the PGTS manuals and other sources.
- 8.5 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.
- 8.6 Students should note that unless they have been granted exemptions, the submission of their thesis is not permitted until they have accumulated sufficient credits.
- 8.7 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).
- 8.8 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.
- 8.9 Further details of the training scheme are described in the Personnel Development and Research Training Handbook which is sent to research students on their arrival at HYMS.

## Appendix 2 – HYMS PGTS learning outcomes

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/transferrable) outcome	Other means of demonstrating
<b>A. RESEARCH SKILLS AND TECHNIQUES</b>		
1. Show an understanding of relevant research methodologies and techniques and their appropriate application	Hull – The Research Interview (S)	Thesis
	Hull – Survey Methods and Questionnaire Data (S)	
	Hull – Quantitative Data Analysis (S)	
	Hull – Computing with SPSS (S)	
	Hull – Central Issues in Applied Social Research (S)	
	Hull – Explorations of Qualitative Research (S)	
	Hull – The Yorkshire Deanery Training Portfolio (S & G)	
	Hull – C++ programming (S)	
	Hull – Finite Element Analysis (S)	
	Hull – Field Studies (S)	
	Hull – GIS and Remote Sensing (S)	
	Hull – Introduction to Programming for Environmental Modellers (S)	
	Hull – Multivariate Analysis (S)	
	Hull – Research Methods in Education Contexts (S)	
	Hull – Safety in Research in Science and Engineering (S)	
	Hull – Research Design and the Practicalities of Research (G)	
	Hull – Introduction to Quantitative Methods (S)	
	Hull – Introduction to Qualitative Methods (S)	
	York – Applied Biostatistics (S)	
	York – Biostatistics in Research Practice (S)	
	York – Clinical Biostatistics (S)	
	York – Epidemiology (S)	
	York – Evidence Based Policy and Practice (S)	
	York – Measurement in Health and Disease (S)	
	York – Qualitative Methods Applied to Health Research (S)	
	York – Randomised Controlled Trials (S)	
	York – Systematic Reviews (S)	

Table 5: HYMS PGTS Learning Outcomes and Modules Mapping

Scheme Learning Outcome	Appropriate HYMS PGTS modules (S = specific; G = generic/transferrable) 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 – Cellular Pathology (S) Hull – Clinical Chemistry (S) Hull – Haematology (S) Hull – Medical Microbiology (S) Hull – Applications of Biomedical Science to the Treatment of Disease (S) Hull – Infection Control (S) Hull – Reviews in Biology and Biomedical Science (S) Hull – Molecular and Medical Parasitology (S) Hull – Advanced Anti-microbial Agents (S) Hull – Biological Basis of Disease (S) Hull – Modern Organic Chemistry (S) Hull – Modern Inorganic Chemistry (S) Hull – Advanced Analytical and Pharmaceutical Chemistry (S) Hull – Biological Macromolecules (S) Hull – Analytical Science and Toxicology (S) Hull – Advanced Topics Molecular Medicine (S) Hull – Topics in Organic Chemistry (S) Hull – Global Environmental Change (S) Hull – Principles of GIS (S) Hull – Philosophical Issues in Social Research (S) Hull – Central Issues in Applied Social Research (S) Hull – E-learning, Context, Management and Implementation (S) Hull - Foundations of Online Learning and Teaching (S) Hull – Curriculum Development and Management (S) Hull – Educational Technology: Digital Media for Learning (S) York – Cancer Epidemiology and Biology (S) York – Children's and Young Person's Diabetes Care (S) York – Global Public Health (S) York – Health and Human Rights: Applied Perspectives (S) York – Health and Human Rights (S) York – Health Economics (S) York – Health Inequalities: Theory, Policy and Tractice (S) York – Health Policy: Principles, Practice and the Evidence Base (S) York – Health Psychology (S) York – International Health 1 (S) York – International Health 2 (S) York – Medical Sociology (S) York – Public Health and Ethics (S) York – Public Health Information in Practice (S) York – Decision making and judgement in healthcare	Thesis
3. Show an ability to summarise, document, report and reflect progress	Hull – Career Management Skills for Research Students (G) Hull – Managing the Research Process (G) York – Research Management for PhD Students (G) York – Researching Your Career (G)	Progress file, PDR, thesis

Table 5: HYMS PGTS Learning Outcomes and Modules Mapping

Scheme Learning Outcome	Appropriate HYMS PGTS modules (S = specific; G = generic/transerable) outcome	Other means of demonstrating
<b>B. RESEARCH ENVIRONMENT</b>		
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)	Hull – Research Ethics (S) York – Public Health and Ethics (S)	Thesis, Progress file
2. Demonstrate appreciation of standards of good research practice	Hull – Research Ethics (S) Hull – Safety in Research in Science and Engineering (S)	Thesis, Progress file
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 – Published Research Paper (G)	Progress file, PDP
5. Demonstrate an understanding of the process of academic or commercial exploitation of research results	Hull – Practical Entrepreneurship and Business Plan Development (G) Hull – Knowledge Transfer Partnership Associate Development Course (G) York – Introducing Research Implementation and Knowledge Transfer in Health Services (S)	Progress file, PDP
<b>C. RESEARCH MANAGEMENT</b>		
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 – Managing the Research Process (G) York – Research Management for PhD Students (G) York – Researching Your Career (G)	Progress file, PDP, thesis
2. Show that you can identify and access appropriate bibliographic resources, archives and other sources of relevant information	Hull – Library and Information Research Skills by Independent Study (G)	Thesis
3. Show that you can use information technology appropriately for database management, recording and presenting information	TBC	
<b>D. PERSONAL EFFECTIVENESS</b>		
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 (G) Hull – Managing the research process (G) York – Researching your career (G) York – Research management for PhD students (G) York – Personal effectiveness (G)	Thesis, progress file, PDP
3. Show that you can recognise boundaries and draw upon/use sources of support as appropriate	Hull – Career management skills for research students (G) Hull – Managing the research process (G) York – Researching your career (G) York – Personal effectiveness (G)	Progress file, PDP

Table 5: HYMS PGTS Learning Outcomes and Modules Mapping

Scheme Learning Outcome	Appropriate HYMS PGTS modules (S = specific; G = generic/transerable) outcome	Other means of demonstrating
<b>E. COMMUNICATION SKILLS</b>		
1. Demonstrate that you can write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis	Hull – Basic Communication Skills (G) Hull – Published Research Paper (G) York - Communicating Effectively (verbal) (G) York – Communicating Effectively (written) (G)	Thesis
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 – Basic Communication Skills (G) Hull – Published Research Paper (G) Hull – Departmental Presentation (G) Hull – Departmental Poster (G) Hull – Conference Presentation (G) Hull – Conference Poster (G) Hull – Researcher in Residence (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 – Departmental Presentation (G) Hull – Departmental Poster (G) Hull – Conference Presentation (G) Hull – Conference Poster (G) York - Communicating Effectively (verbal) (G) York – Research Management for PhD Students (G)	Viva voce examination
4. Demonstrate that you can contribute to promoting the public understanding of one's own research field	Hull – Researcher in Residence (G) Hull – Booster Sessions for Local Pupils (G) York – Introducing Research Implementation and Knowledge Transfer in Health Services (S) York – Public Health Information in Practice (S) York – Strategies for Clinical Decision Making (S)	PDP
5. Show that you can effectively support the learning of others when involved in teaching, mentoring and support activities	Hull – Researcher in Residence (G) Hull – Booster Sessions for Local Pupils (G) Hull – Practical Demonstration Skills (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/transferrable) outcome	Other means of demonstrating
<b>F. NETWORKING AND TEAMWORKING</b>		
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 – For Chairing Conference Organisation (G) Hull – For Assisting the Organisation of Conference (G) Hull – Practical Demonstration Skills (G) York – Personal Effectiveness (G)	Thesis, progress file, PDP
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 – For Chairing the Conference Organisation (G) Hull – For Assisting the Organisation of Conference (G) York – Personal Effectiveness (G)	Thesis, progress file, PDP
3. Show that you can listen, give and receive feedback and respond perceptively to others	Hull – Practical Demonstration Skills (G) York – Personal Effectiveness (G) York – Facilitating Learning: An Introduction for Postgraduates who Teach (G)	Thesis, progress file, PDP
<b>G. CAREER MANAGEMENT</b>		
1. Show an appreciation of the need for and show commitment to continued professional development	Hull – Career Management Skills for Research Students (G) York – Researching your Career (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 sSkills for Research Students (G) York – Researching your Career (G)	Progress file, PDP
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) York – Researching your Career (G)	Progress file, PDP
4. Show that you can present your skills, personal attributes and experiences through effective CVs, applications and interviews	Hull – Career Management Skills for Research Students (G) York – Researching your Career (G)	Progress file, PDP

## 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?**

#### **What did you do?**

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

### Taken from the University of Hull Graduate School

#### Rationale:

Medical students based within the PGMI or 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

### Hull Graduate School 05001:

#### Managing the Research Process (10 Credits; semester 2)

Coordinator: [gs@hull.ac.uk](mailto:gs@hull.ac.uk)

Contact Time: Eight 2-hour sessions.

Assessment: Coursework.

Content and Aims: The roles, contexts, problems and skills involved in being a postgraduate research student. This module offers a clear framework for analysing the research process and opportunities for discussion with others. It is suitable for both UK and overseas students.

### Hull Graduate School 05002:

#### Basic Communication Skills (5 Credits, semester 2)

Coordinator: The Graduate School, T6844

E: [gs@hull.ac.uk](mailto: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 05014:

#### Research Ethics (20 Credits; semester 1 continuing into 2)

Coordinator: Dr A Hatzistavrou, T5662

E: [a.hatzistavrou@hull.ac.uk](mailto:a.hatzistavrou@hull.ac.uk)

Assessment: Two pieces of coursework (50% each; 2,500 words each).

Contact time: Monthly 3-hour sessions (combination of lectures and seminars).

Content and Aims: Research Ethics is a rapidly developing area of research at the intersection of applied ethics and social epistemology. It deals with issues concerning the relation between society and science (including arts and humanities). The module will focus on questions like the following: 'How do social factors influence the development of scientific knowledge?', 'Does science aim at truth or is it simply a social construction?', 'Are scientists epistemic authorities and how can novices discern epistemic authorities?', 'Are there conflicts between scientific interests and moral duties and how can they be resolved?', 'How should a scientist behave as a proper moral subject?' These questions will be discussed by reference to the relevant philosophical literature and case studies relevant to the specific research interests of the students.

### 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 05016:

#### Library and Information Research Skills by Independent Study (10 Credits; Semester 1 & 2)

Coordinator: Academic Services

Academic Services Library Collection Development Team

E: [infoskills@hull.ac.uk](mailto:infoskills@hull.ac.uk)

Assessment: 7 assignments.

Content and Aims: The module aims to ensure that students are aware of the electronic and printed information resources appropriate to their subject area and accessible in the University that will enable them to find good quality information, and that they can search these effectively and evaluate what they find. It also aims to give awareness of the services and help available in the University's Libraries. The module is designed for independent study and thus aims to be suitable for all research students, on or off-campus, full or part-time. Although students can undertake the module at any time, it is suggested that they do so at an early stage in their programme. On completing this module, students will be able to:

- recognise that what are the most appropriate sources of information will vary depending on their subject and their needs.
- select the most appropriate information resources for topics in their research area, with regard to their subject and their needs.
- formulate a search for information, Identifying relevant keywords and combining these in an effective search strategy.
- apply well-formulated search strategies effectively and appropriately to different kinds of information resources, including indexes to theses, indexes to periodical articles, full-text electronic journal services, library catalogues, web search engines, and subject gateways of evaluated web resources.
- critically evaluate the results of a search for information in

terms of a range of criteria.

- reference accurately a range of different kinds of information, using an appropriate format.
- make effective use of the services and help available in the University's Libraries.

The module is designed for use entirely by independent study, and the materials are available online via the University's eBridge virtual learning environment. Support and advice are available individually on request, and group support sessions are publicised to students from time to time.

**Hull Graduate School 05018:  
For Chairing the Conference Organisation**  
(10 Credits; available anytime)

Contact Time: To be negotiated with the supervisor.

Assessment: Reports and records.

Content and Aims: To encourage your 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 05051  
Researcher in Residence** (10 credits; any)

Coordinator: Graduate school

E: [gs@hull.ac.uk](mailto:gs@hull.ac.uk)

Constraints: Cannot be combined with 05023. Open to research council and welcome trust funded students only.

Assessment: A reflective account written in accordance with the Graduate School guidelines and marked by the student's supervisor. Reports and Records. Feedback from pupils.

Content and Aims: To take part in this module a student will need register with the national Researchers in Residence scheme at [www.researchersinresidence.ac.uk](http://www.researchersinresidence.ac.uk) and will be matched with a school wanting help in their discipline area. They will need to attend a one-day training course, and be CRB checked (CRB and travel costs are covered by the scheme). The content of the placement can include project work, provision of lessons, helping with subject area clubs and career guidance. The scheme provides ongoing support, advice and guidance to help with the student's placement. Researchers in residence is only open to those whose research is funded by one of the seven research councils or the Wellcome Trust. The module will consist of between 14 and 24 hours contact time with local schools, scheduled flexibility in agreement with the school, plus an induction. By the end of the module, students should be able to:

- Understand and gain experience of what it would be like to

teach

- Build their confidence and enhance their CV through public engagement and communication skills.
- Summarise and communicate their research in a way that can be understood by schoolchildren.

**Hull Graduate School 05023:  
Booster Sessions for Local Pupils** (5 credits; semester 2)

Coordinator: Academic Supervisor.

Constraints: Can not 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 Merlin)

Coordinator: Julia Goodhall and Tony Taylor, careers and Appointments 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.

**Hull Graduate School 05025:  
Project Managing your Research Degree**  
(10 Credits; semester 2)

Coordinator: Dr Nigel Shaw, The Graduate School, T6822

E: [n.a.shaw@hull.ac.uk](mailto:n.a.shaw@hull.ac.uk)

Assessment: Students will be required to summarise each session and what they learnt from it within their learning log as well as analyse other learning events weekly by means of the learning log. Students will be required to hand in a copy of their Development Plan at the end of the module which should show evidence of reflection and a process of refinement.

Content and Aims: The students will build up a development plan over the sessions and review it in the last session. They will also complete a learning log to identify events they have learned from. They will analyse their learning log to see how they learn effectively, which skills or advice they are applying and to help them make realistic development plans for the future. As a result of this module participants should:

- Increase their awareness of their current situation in the context of research.

- Gain some techniques for planning and recording their development.
- Acquire some techniques for communicating more effectively.
- Develop project management skills.
- Be able to set meaningful objectives for work and in a wider life context.
- Be able to define the responsibilities of students and supervisors.

**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 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: [I.s.hirschfeld@hull.ac.uk](mailto:I.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:  
Departmental 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 an 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:  
Departmental Poster** (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 an ability to:

- Increase their awareness of their current situation in the context of preparing 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 an 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 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 an 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 05006:  
Managing the Research Process**  
(Abridged 5 Credits; Easter School)

Coordinator: [gs@hull.ac.uk](mailto:gs@hull.ac.uk)

Contact Time: Two and a half days during the Easter school week.

Assessment: Coursework.

Content and Aims: As for 05001, with reduced content.

**Hull Graduate School 05027:  
Basic Communication Skills** (5 Credits; Easter School)

Coordinator: The Graduate School, T6844

E: [gs@hull.ac.uk](mailto: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 05013:  
Research Design and the Practicalities of Research**  
(5 Credits; Easter School)

Coordinator: The Graduate School, T6844

E: [gs@hull.ac.uk](mailto:gs@hull.ac.uk)

Assessment: You will be asked to prepare a research proposal of 1000 words in length as your assessment for this module.

Content and Aims: This module aims to help you to understand the methods used in (social) research; to develop the ability to formulate researchable questions; to design a piece of research while taking account of the implications of research choices.

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

Coordinator: The Graduate School, T6844

E: [gs@hull.ac.uk](mailto: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; Easter School)

Coordinator: The Graduate School, T6844  
E: [gs@hull.ac.uk](mailto: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 05033:**  
**Practical Entrepreneurship and Business Plan Development**  
(10 Credits; Summer School)

Coordinator: Dr Nigel Shaw, The Graduate School, T6822  
E: [n.a.shaw@hull.ac.uk](mailto:n.a.shaw@hull.ac.uk)

Content and Aims: Please note that this is not a business start up module. The development of a successful project will be used as a case study to develop skills in the areas of:

- Business Planning.
- Project Management, including advertising, promotion, fundraising, grant application writing, sale of advertising and development of income streams for an event.

Students will put themselves in the place of the Project Manager and research how to obtain the resources in cash and in kind to put on an event in a major venue and in the process develop entrepreneurial and business skills. The scope of the project will be defined in the first session, on day one, and students guided to use the information in the study packs and the internet to research what resources are needed for such a project, what costs are involved and to develop a Business Plan. Advice will be available for 2 hours each of the five days, but mostly students will be working in small groups. On day 5 all students will give a PowerPoint (or equivalent) presentation of their findings and their Business plan to the whole class.

**Hull Graduate School 05028:**  
**An Introduction to Quantitative Methods**  
(10 Credits; Summer School)

Coordinator: The Graduate School, T6844  
E: [gs@hull.ac.uk](mailto: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 05029:**  
**An Introduction to Qualitative Research**  
(10 Credits; Summer School)

Coordinator: The Graduate School, T6844  
E: [gs@hull.ac.uk](mailto: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.

**HYMS (Module Code TBC):**  
**Communicating Effectively (verbal)**  
(10 credits TBC, available Spring Term)

Coordinator: Roger Sturmeay  
E: [roger.sturmeay@hyms.ac.uk](mailto:roger.sturmeay@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 the following Research Development Team courses as CORE content for this module:

- Poster Presentations
- Advanced Oral Presentation Skills – The Secrets of Great Presenters
- Basic Presentation Skills
- Communicating Your Research to a Lay Audience Part 1 and 2
- Filmed Presentations

Plus they must select ONE additional course from the following ELECTIVES list:

- Making The Most of Your Voice
- Making a Pitch Part 1 and 2
- PowerPoint – Further

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 (Module Code TBC):**

#### **Communicating Effectively (written)**

(10 credits TBC, available Spring Term)

Coordinator: Roger Sturmeay

E: [roger.sturmeay@hyms.ac.uk](mailto:roger.sturmeay@hyms.ac.uk)

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

- Academic: (e.g. short piece of publishable standard work, application for funding, book review).
- New media: (e.g. research profile web page, VLE entry, blog or Wiki).
- 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 the following GTU courses as CORE content for this module:

- Getting work published in the Social Sciences and Sciences
- How to write a thesis – native speakers /How to write a thesis – non native speakers
- Enhancing your online reputation

They will also attend the classes for the HYMS undergraduate course (CORE content).

Medicine and the Media

- Attend two HYMS-run graduate seminars (CORE content).
- Writing effectively 1: evaluating a range of published work
- Writing effectively 2: peer review of your portfolio pieces  
And have one individual tutorial Attendance at sessions is compulsory. GTU courses will be recorded via Skills Forge and an attendance sheet will be circulated at other sessions. Participants can also select supplementary courses from the following OPTIONS list, depending on their needs and interests (not counted in breakdown of module workload).
- Creating your thesis in MS Word, Parts 1 and 2
- Endnote

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

### **HYMS (Module code TBC):**

#### **Research Management for PhD Students**

(10 credits TBC; over two academic years)

Coordinator: Roger Sturmeay

E: [roger.sturmeay@hyms.ac.uk](mailto:roger.sturmeay@hyms.ac.uk)

Assessment: Training Needs Analysis (through Skills Forge); Project Plan including timeline (through Skills Forge); Mock viva; and Analytic guide: advice guide for a new PhD student (100%).

Content and Aims: This module will introduce students to research project management, covering the whole PhD cycle from starting to completion. Along the way, students will be able to enhance their project management and time management skills in a range of contexts. By its nature, this module is weighted more towards acquisition and enhancement of skills rather than acquisition of 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 research management.
- Reflect upon how they partition their time as self-directed, supervised and team-based researchers in a complex

environment.

- Identify both time wasting activities and good practice in their own behaviours.
- Show they appreciate the links between effective research management and research outcomes.
- Analyse key research management tools and demonstrate how others may employ these in their own research project.

This module links to the Researcher Development Framework 'Research Organisation and Governance' and 'Personal Effectiveness' domains. It is designed not only to support PhD students through their degree but allow them to develop essential transferable skills related to management of complex tasks and time management.

Participants will be required to undertake the following GTU courses as CORE content for this module:

- Starting your PhD
- Preparing for transfer
- Time management
- Managing your research project
- Completing your PhD

OR for part-time students:

- All-in-one PhD training
- Time management

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

#### **HYMS (module code TBC):**

**Researching Your Career** (10 credits TBC; available Summer Term)

Coordinator: Roger Sturmeay

E: [roger.sturmeay@hyms.ac.uk](mailto:roger.sturmeay@hyms.ac.uk)

Assessment: Mock application, interview CV construction (50%) and reflective review (50%).

Content and Aims: This module helps participants to develop awareness of their skills and experience through a 'needs analysis' (i.e. through defining their experience levels and skills, and the development of these for attainment of future goals). It enables participants to acquire the knowledge, guidance and information about the possible career options open to them. It also provides participants with a supportive environment and opportunities in which to develop confidence in relation to job applications and interview performance.

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 (see details below). By the end of this module participants should be able to:

- Identify best practice in job applications and interviews.
- Evaluate the range of skills necessary for successful applications and interviews.
- Develop a personal career action plan outlining what they are going to do to address the gaps in experience, skills and knowledge identified through the training needs analysis.
- Construct a CV and job application(s).
- Communicate to non research specialists in writing and speech the skills, experience, knowledge and interpersonal

qualities they possess.

- Reflect on their interview performance and identify areas of improvement.

Participants will be required to undertake the following Research Development Team courses as CORE content for this module:

- Academic careers: interviews
- Career planning for Researchers
- Academic CVs and applications
- Non Academic careers: CVs and applications OR
- Interview Skills for Researchers OR
- Researching career options

Plus they must select at least ONE additional course from the following ELECTIVES list:

- Non academic CVs and applications OR
- Interview skills for Researcher

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

#### **HYMS-(module code TBC):**

**Personal Effectiveness** (10 credits TBC; available over the year)

Coordinator: Roger Sturmeay

E: [roger.sturmeay@hyms.ac.uk](mailto:roger.sturmeay@hyms.ac.uk)

Assessment: 1. Team project (50%). Participants will work in a team (typically comprising 3-5 people) to identify a strategic idea to support researcher development. This will be researched, costed and pitched through an hour-long presentation (comprising 30 minutes of formal presentation and 30 minutes of follow up questions) to a panel of experts including NHS and external stakeholders. It will be assessed in terms of originality/innovation, feasibility, whether it meets a real need and overall presentation skills. A single mark will be awarded for the group. 2. Case Study Report (50%) (2500 words).

Content and Aims: This module helps participants become more aware of their own strengths and how they can use these to best effect, maximising their performance as a researcher and to advance their career. It allows students to engage with concepts of personal effectiveness, including team and individual working and learning styles. It provides a safe environment in which researchers can push themselves and try new approaches to working. It also provides a range of challenging activities designed to enable researchers to identify areas of personal development in areas such as assertiveness, team work, and overcoming nerves.

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:

- Identify their strengths and weaknesses and preferred learning styles in relation to team working and individual project work.
- Recognise basic theories of teamwork and discuss these in relation to their own work.
- Experienced a range of challenging group and individual activities.
- Demonstrate that they can work effectively in a team to meet specific objectives.
- Explore their own strengths and weaknesses within teamwork, set individual goals and review these with the

support of a facilitator.

Participants will be required to undertake the following GTU courses as CORE content for this module:

- Working in Teams
- Maximising your training potential
- Working Collaboratively
- Creativity and Problem solving
- Assertiveness for postgraduate researchers Part 1 and 2

Attendance at sessions is compulsory and will be recorded via Skills Forge. Participants will spend the rest of the time preparing, researching and delivering their strategic researcher development idea, as well as working on their essay with tutor support.

### **HYMS (Module Code TBC):**

**Facilitating Learning: An Introduction for Postgraduates who Teach** (10 credits TBC; either Spring or Summer Term, depending on student's teaching opportunities)

Coordinator: Roger Sturme

E: [roger.sturme@hyms.ac.uk](mailto:roger.sturme@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 the following GTU courses as CORE content for this module:

- Introduction to teaching and learning
- Giving feedback on student work
- Plagiarism and academic misconduct

Plus they must select at least TWO additional courses from the following ELECTIVES:

- Structuring and designing courses
- Evaluation and quality enhancement
- Planning assessment methods for student work
- Effective lecturing
- Introduction to pedagogical literature

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

## Specialist skills modules

### HYMS:

#### **Geometric Morpho Metrics (Module Code 0980004)**

(10 credits, available Autumn Term)

Coordinator: Prof. Paul O'Higgins

E: [Paul.Ohiggins@hyms.ac.uk](mailto: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 morpho metrics 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:

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

### **York Chemistry: 0330110**

#### **Analytical and Forensic Chemistry**

(10 credits; available spring team)

Coordinator: Dr K E H Penkman

E: [kirsty.penkman@york.ac.uk](mailto: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](mailto:chemgrad@york.ac.uk)) if you are interested in taking this course.

### **York Health Sciences:**

#### **Applied Biostatistics (10 credits; available spring term)**

Coordinator: Carrie Taylor Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module provides a basic understanding of, and skills in, descriptive and inferential statistics. You will be able to describe data and carry out simple inferential estimation and testing, using the statistical software package SPSS.

### **York Health Sciences:**

#### **Biostatistics in Research Practice**

(10 credits; available summer term)

Coordinator: Carrie Taylor Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module follows from Applied Biostatistics. You will be guided through practical statistical analysis using parametric and non-parametric techniques by means of lectures and hands-on analysis of data from health-related studies using the statistical software packages STATA and SPSS. These techniques include multiple, logistic and Cox regression and Bootstrapping. We pay special attention to the conditions under which techniques may or not may be applied.

### **York Health Sciences: Cancer Epidemiology and Biology**

(10 credits; available summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module uses an integrated approach to the understanding of the principles and methods used in

cancer epidemiology. You will learn about the major causes of cancer and how to interpret epidemiological observations in the light of the biological processes involved in cancer initiation and progression.

**York Health Sciences:**  
**Children and Young Persons Diabetes Care**  
(10 credits; available spring term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: A multi-disciplinary masters level module for practitioners working with children and young people with diabetes. It is a progressive module, embracing advanced clinical practice and the latest technology. The aim is to enhance decision making and problem solving skills in diabetes care. You will also explore the tensions and barriers to implementing new clinical approaches and develop an appreciation of psychological health in diabetes care during childhood and young persons diabetes care. This has been designed with the active involvement and collaboration of multi-disciplinary health care professionals from Leeds and York.

**York Health Sciences:**  
**Clinical Biostatistics** (10 credits; available summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module you will focus on the interpretation and correctness of statistics in published healthcare research. The module covers statistical techniques from frequency distributions through t and chi-squared methods to multiple, logistic, and Cox regression. We concentrate on critical reading of the health care literature.

**York Health Sciences:**  
**Epidemiology** (10 credits; available Autumn term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: Epidemiology is the study of the distribution and determinants of health and disease in populations. In this module we introduce you to the calculation of epidemiological measures, features of study design, and issues related to the validity of epidemiological studies.

**York Health Sciences:**  
**Research Methods**  
(10 credits; available Autumn term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module you will learn the basic principles and practice of a range of research designs used in health and social sciences. You will be able to identify the most appropriate designs for different research questions, design a study to answer a specific research question and critically appraise the work of others. This module is the foundation for more in-depth modules later in the course.

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

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module provides an introduction to a range of public health problems that have a major impact on health worldwide. In it you will examine the social, environmental and political factors that influence public health, with a global focus rather than restricted to the relatively narrow concerns of a single population or health system.

**York Health Science:**  
**Health and Human Rights: Applied Perspectives**  
(10 credits; available Spring term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module introduces the application of a human rights framework in the field of public health and offers an insight into the structures and processes by which human rights can influence public health objectives. The themes of the module are addressing poverty and inequalities in health; the interface between a population approach in public health and a focus on the individual; and the importance of both physical and mental health.

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

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module introduces the discipline of economics and its applications into health services research. The main focus is on economic evaluation techniques but we provide a brief overview of other areas of health economics.

**York Health Sciences:**  
**Health Inequalities: Theory, Policy and Practice**  
(10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module will provide you with an introduction to a range of contemporary issues relating to patterns of health inequality. The course is taught by lecturers with a range of different expertise who will draw on a variety of social scientific perspectives to explain the causes and policy responses to health inequalities.

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

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310  
E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module you will apply scientific methods to health policy, focusing on quantitative evaluation of various historic and current health policy interventions, in the UK

and other health care systems. The principles of health care delivery and reform will be discussed, and a brief introductory history of the NHS will be described.

#### **York Health Sciences**

##### **Health Psychology** (10 credits; available Autumn term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module you will gain an understanding of the main theories, concepts and measurement issues in health psychology across varied health and illness settings. You will learn how to critique research from a health psychology perspective and to apply such perspectives in your own research.

#### **York Health Sciences:**

##### **International Health (Module 1)**

(10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module you will explore major issues in public health, with an emphasis on the most important causes of disease world wide. Aspects of the biology, epidemiology and prevention of both chronic and communicable diseases will be covered. This module covers many of the major chronic disease and parasitic infections. If taken as part of the MSc in Health Sciences (International Health), then you must also attend the International Health module 2, which primarily covers issues relating to global burden of major infectious diseases.

#### **York Health Sciences:**

##### **International Health and Health Policy (Module 2)**

(10 credits; available Autumn term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module will explore major issues in global public health with an emphasis on the most important causes of disease world wide. Aspects of the biology, epidemiology and prevention of both chronic and communicable diseases will be covered. This module covers many of the major infectious diseases and vaccinology. If taken as part of the MSc in Health Sciences (International Health) then you must also attend the International Health module 1, which primarily covers issues relating to global burden of chronic diseases and parasitic infections.

#### **York Health Sciences:**

##### **Measurement in Health and Disease**

(10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: The module will cover techniques used in the development, interpretation and validation of different types of measurement methods, including physical, psychological and health economic measures. We will emphasise establishing

reliability, validity and responsiveness, together with the critical appraisal of reports of the properties of measurement methods.

#### **York Health Sciences:**

##### **Medical Sociology** (10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module, by using a mix of theoretically informed discussions and practical examples, will apply the principles of medical sociology to health service research. This includes offering critical insights in to how people, and the societies in which they live, interpret and respond to illness. Another key theme is exploring the process and delivery of health care policy and practice, in a way that reflects on their legitimacy.

#### **York Health Sciences:**

##### **Public Health and Ethics** (10 credits; available Spring term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module will address the ethical aspects of public health provision, introducing you to ethical theory and frameworks. You will explore the ethical issues general to public health provision, and pursue contemporary ethical dilemmas through case studies.

#### **York Health Sciences:**

##### **Public Health Information in Practice**

(10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module will help you to identify the sources and uses of data about a population's health status and health and social care needs. The module will increase your ability to use these data appropriately to define public health priorities and inform decision making.

#### **York Health Sciences :**

##### **Qualitative Methods Applied to Health Research**

(10 credits; available Spring term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: This module, by focusing on the philosophical origins of qualitative research and its appropriateness in answering different types of research questions, offers a framework in which to assess validity and credibility in qualitative research design. There is a particular emphasis on using reflexive understanding as a means of generating theoretically informed and practically grounded qualitative research.

#### **York Health Sciences:**

##### **Randomised Controlled Trials**

(10 credits; available Autumn term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904

321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: In this module we introduce you to experimental and quasi-experimental methods of evaluation. This includes the advantages and disadvantages of different trial designs. You will gain experience of designing your own randomised trial.

#### York Health Sciences:

##### Decision Making and Judgement in Healthcare

(10 credits; available Summer term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: "1 in 10 patients suffers some kind of adverse event as a result of consuming healthcare - this module is how to avoid compounding this statistic by learning about how to make better clinical decisions and judgments. This is a 10 credit Masters (level 7) module aimed at encouraging students to understand the theory and practice of decision making and clinical judgement in healthcare. Students will visit the major theories describing, explaining and predicting clinical decisions and judgements and "landmark" research studies of how doctors, nurses and others make choices and evaluate clinical, social and research information. Skills such as handling probabilities, Bayesian reasoning in diagnostic decision making and decision analysis for simplifying complexity and synthesizing the probabilities and preferences of health outcomes will be taught. We will look at areas such as clinical uncertainty, errors in reasoning and the theory and practice of shared decision making. The module is supported by a VLE site which includes discussion fora and workbook based learning.

Assessment: The assessment is the production of an evidence based decision analysis for a real clinical decision you anticipate facing or have faced.

#### York Health Sciences:

##### Systematic Reviews (10 credits; available Spring term)

Coordinator: Carrie Taylor, Health Sciences, York; 01904 321310

E: [ct14@york.ac.uk](mailto:ct14@york.ac.uk)

Content and Aims: High quality health care implies practice that is consistent with the best evidence. Systematic review refers to a process of assembling, critically appraising, and synthesising the results of primary investigations, in order to evaluate and interpret all available evidence relevant to a particular scientific question. In this module you will learn how to conduct and appraise systematic reviews.

#### Hull Modern Languages:

##### Passport Courses in Modern Languages (20 Credits)

The Department of Modern Languages provides 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 (cassettes, videos, satellite TV, computers, DVD's etc). All levels are assessed by coursework (semesters 1 & 2) and a written examination (semester 2 only). For more details, please visit <http://www2.hull.ac.uk/student/graduateschool/>

[researchstudents/postgraduatetrainingscheme.aspx](http://researchstudents/postgraduatetrainingscheme.aspx)

#### Hull Social Sciences 36939:

##### Philosophical Issues in Social Research

(10 credits; semester 1)

Coordinator: Dr Vassos Argyrou, T6305

E: [v.argyrou@hull.ac.uk](mailto:v.argyrou@hull.ac.uk)

Assessment: 3000 word essay.

Content and Aims: This module aims to introduce students to some of the major philosophical issues and debates within social science research. It addresses the epistemological status of social research, claims about 'truth' and 'validity' and the relationship between 'theory' and 'practice'.

#### Hull Social Sciences 35702:

##### The Research Interview (10 credits; semester 1)

Coordinator: Dr Julie Seymour, T5741

E: [j.d.seymour@hull.ac.uk](mailto:j.d.seymour@hull.ac.uk)

Assessment: 2500 word reflexive account of two of three practical exercises carried out in class.

Content and Aims: This module will introduce the research interview as a means of data collection. It will distinguish between interviews with greater or lesser degrees of structure and will identify the skills needed to carry out both forms successfully. It will also briefly discuss how to analyse qualitative interview data. The course will consist of a mixture of lectures, guest talks by researchers and practical sessions.

#### Hull Social Sciences 35703:

##### Survey Methods and Questionnaire Design

(10 credits; semester 1)

Coordinator: Dr RE Butler

E: [r.e.butler@hull.ac.uk](mailto:r.e.butler@hull.ac.uk)

Assessment: One piece of coursework – 2500 words.

Content and Aims: The module aims to introduce students to the theoretical and practical issues involved in the designs of questionnaires and the successful execution of survey work. As well as giving them increased research skills in line with many disciplinary benchmarks it also provides transferable skills of communication (both verbal and written).

#### Hull Social Sciences 35704:

##### Quantitative Data Analysis

(10 credits; semester 2; must be taken with 35705)

Coordinator: Dr RE Butler

E: [r.e.butler@hull.ac.uk](mailto:r.e.butler@hull.ac.uk)

Assessment: One 2500 word essay.

Content and Aims: This module aims to develop the ability to use, present and interpret numerical data in order to communicate aspects of social life to others in an effective and informative way. In this way it improves students' transferable skills in the areas of communication and analysis meeting many disciplines benchmarking criteria.

#### Hull Social Sciences 35705:

##### Computing with SPSS

(10 credits; semester 2; must be taken with 35704)

Coordinator: Dr RE Butler

E: [r.e.butler@hull.ac.uk](mailto:r.e.butler@hull.ac.uk)

Assessment: Production of computer output, making use

of all the SPSS univariate and bivariate functions covered in the modules, to analysis the patters in a data set (2,500 words).

Content and Aims: The module aims to enable students to use the Statistical Package for the Social Sciences (SPSS) on personal computers, in the user friendly environment of Windows in order to successfully record data and carry out univariate and bivariate analysis upon it.

**Hull Social Sciences 36945:  
Central Issues in Applied Social Research**  
(10 credits; semester 2)

Coordinator: [gs@hull.ac.uk](mailto:gs@hull.ac.uk)

Assessment: 1x 3000 word written assignment.

Contents and Aims: This module is open in content to enable students from a diverse range of backgrounds with research interests across a wide spectrum to negotiate relevant issues to be addressed, within a basic framework. This follows the basic premise that social research is a practical activity which cannot be elevated into disciplinary form. It uses the research process to define the content by students' active selection of relevant issues through investigation and discussion. The module is divided into three sections to accommodate this process: discussion of what social research is and of why, how and under what conditions it is undertaken, followed by discussion of selected issues in inquisition and exploration, and finally of issues in interpretation and analysis.

**Hull Social Sciences 35953:  
Explorations of Qualitative Research**  
(10 credits; semester 2)

Coordinator: Dr RE Butler

E: [r.e.butler@hull.ac.uk](mailto:r.e.butler@hull.ac.uk)

Assessment: One 2500 word piece of coursework.

**Hull Computing Science 08960:  
C++ Programming and Design** (20 credits)

Coordinator: Warren Viant

E: [W.J.Viant@hull.ac.uk](mailto:W.J.Viant@hull.ac.uk)

Contents and Aims: This module is designed to give students an in-depth knowledge of C++ programming. It is assumed that all students on the module are already capable of programming in an object oriented language (C#, Java or C++), and typically have a BSc Computer Science. 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 Computing Science 57481:  
Finite Element Analysis** (10 credits)

Coordinator: Anna Norris

E: [A.Norris@hull.ac.uk](mailto:A.Norris@hull.ac.uk)

Assessment: 2 hour examination (50%); 3 x FEA assignments (10%, 20%, 20%, due in wks 5, 8,11).

Contents and Aims: The aims of this module are to study complex stressing problems, to apply advanced stress analysis technique to real world problems, and to introduce the theory and practice of finite element analysis. The learning outcomes of the module are:

1. Apply advanced engineering stress analysis techniques to practical problems.
2. Apply appropriate mathematical methods for modelling and assessing engineering problems.

3. Understand general principles of design for strength and characteristics of engineering problems.
4. Represent engineering problems using assumptions and limiting conditions to facilitate problem resolution.
5. Understand the mathematical principles underpinning finite element analysis.
6. Use ANSYS for the analysis of a range of engineering problems.

**Hull Biological Science 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](mailto: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:

- a) to the strategies that can be used to clone genes.
- b) to how specific genes are regulated with particular reference to eukaryotic systems.
- c) to in vitro generic techniques for studying the expression of cloned genes and the production of tailored protein.

**Hull Biological Sciences 58313:  
Cellular Pathology** (20 Credits; semester 1)

Coordinator: Dr Rebecca Hill

E: [r.e.hill@hull.ac.uk](mailto:r.e.hill@hull.ac.uk)

Assessment: A mid-semester test (10%); a 2000-word essay (40%); 2-hour exam (50%).

Contents and Aims: This module aims to provide in-depth information on histological and cytological abnormalities of cells and tissues that are associated with different diseases by relating pathological changes to normal tissue structure.

**Hull Biological Sciences 58314:  
Clinical Chemistry** (20 Credits; semester 1)

Coordinator: Dr Anne-Marie Seymour, T5517

E: [a.m.seymour@hull.ac.uk](mailto:a.m.seymour@hull.ac.uk)

Assessment: A mid-semester test (10%); 3-hour unseen written examination (67%); a 2500 word essay (33%).

Contents and Aims: This module aims to develop the understanding of Clinical Chemistry as a specialised aspect of Pathology and to provide an in-depth and current description of biochemical abnormalities that occur in disease. Of particular importance is the relationship between current understanding of disease from a research perspective to the development and application of future laboratory analyses.

**Hull Biological Sciences 58315:  
Haematology** (20 Credits; semester 1)

Coordinator: Dr Camille Ettelaie, T5528

E: [c.ettelaie@hull.ac.uk](mailto:c.ettelaie@hull.ac.uk)

Assessment: Four practical write ups (answered within the booklet) (30%); two-hour exam (40%) MCQ 1 hour (30%).

Contents and Aims: This module aims to develop knowledge of haematological controls in the context of the importance of these in clinical conditions in humans. Familiarization with relevant aspects encountered in hospital laboratories is also included.

**Hull Biological Sciences 58316:  
Medical Microbiology** (20 Credits; semester 1)

Coordinator: Mrs Christine Murphy, T6524  
E: [c.murphy@hull.ac.uk](mailto:c.murphy@hull.ac.uk)

Assessment: 2-hour examination (50%); practical laboratory report (2500 words) (50%).

Contents and Aims: This module aims to provide the students with an in depth knowledge of the aetiology of a range of infectious diseases and the importance of immune function in the control of infection is highlighted. Students will also study the importance of the environment as a source and route of transmission of infectious diseases.

**Hull Biological Sciences 58318:  
Muscle – Fitness and Failure** (20 credits; semester 2)

Coordinator: Dr Anne-Marie Seymour, T5517  
E: [a.m.seymour@hull.ac.uk](mailto:a.m.seymour@hull.ac.uk)

Assessment: A 2500 word review/essay, relating to a cardiovascular or muscular disease state or the practical session (50%); 2 hour exam question per area of biomedical science (50%).

Contents and Aims: Research in biomedical science underpins our understanding of many human diseases, and provides insight into their effective management and treatment. This module covers three distinct areas of human biomedical science: skeletal muscle function, reproductive function, and cardiovascular aspects. The aim in each is to outline the underlying physiology at the cellular and biochemical level, and to go on to explore how current research informs new developments in clinical practice.

**Hull Biological Sciences 58319:  
Infection Control** (20 Credits; semester 2)

Coordinator: Mrs Christine Murphy, T6524  
E: [c.murphy@hull.ac.uk](mailto: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 through to. 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 Biological Sciences 58329:  
Field Studies** (20 Credits; semester 1 continuing to 2)

Coordinator: Dr Cock van Oosterhout, T5505  
E: [c.van-oosterhout@hull.ac.uk](mailto:c.van-oosterhout@hull.ac.uk)

Assessment: Summary of aims and definition of scope with key references submitted at end of week 6 semester 1 (500 words) (10%); Detailed layout and structure, with more references, submitted by end of week 12, semester 1 (1000-2000 words) (10%); Draft (3000-4000 words) of full review, submitted by end of week 6, semester 2. To be assessed on structure and layout of text and references but not on content (10%); Final review (4000 words), submitted by week 10, semester, marked by review supervisor (35%); Final review marked by second marker (35%).

Contents and Aims: The module aims to give experience of

the study of plants and/or animals in the field and to introduce concepts of environmental management. Field work may be supplemented by extensive laboratory work on the physiology of organisms.

**Hull Biological Sciences 58331:  
Reviews in Biology and Biomedical Science**  
(20 Credits; semester 1 continuing to 2)

Coordinator: Dr Bernd Hänfling, T5804  
E: [b.haenfling@hull.ac.uk](mailto:b.haenfling@hull.ac.uk)

Assessment: Final review submitted by week 10 of semester 2 (3000 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 (3000 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 Biological Sciences 58374:  
Molecular and Medical Parasitology** (20 credits; semester 1)

Coordinator: Dr Frank Voncken, T6543  
E: [F.Voncken@hull.ac.uk](mailto: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 Chemistry 06710:  
Topics in Organic and Organometallic Chemistry**  
(20 Credits; semester 1)

Coordinator: A.N. Boa  
Assessment: 2 hour exam (75%); Mid-semester tests (25%).

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 further knowledge and understanding of organometallic chemistry and appreciate its relevance to heterogeneous catalysis.

**Hull Chemistry 06712:  
Topics in Organic and Inorganic Chemistry**  
(20 credits; semester 1)

Coordinator: A.N. Boa  
Assessment: A 2 hour exam (75%), a 1 hour Mid semester test (25%).

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 Chemistry 06714**  
**Topics in Organic and Bioinorganic Chemistry**

(20 credits; semester 1)

Coordinator: A.N. Boa

Assessment: 2 hour examination (75%) and a 1 hour Mid-Semester Test (25%)

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 Chemistry 06724:**  
**Topics in Analytical Chemistry and Forensic Science**

(20 credits; semester 1)

Coordinator: Dr K J Welham, T6900

E: [k.j.welham@hull.ac.uk](mailto:k.j.welham@hull.ac.uk)

Assessment: 2 hour examination (75%) and a Forensic Assignment (25%)

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 Chemistry 06740:**  
**Biological Macromolecules** (20 credits; semester 2)

Coordinator: Dr R W Boyle, T6353

E: [r.w.boyle@hull.ac.uk](mailto:r.w.boyle@hull.ac.uk)

Assessment: 2-hour examination (75%);

Four mid-semester tests (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 micro organisms.

**Hull Chemistry 06763**  
**Advanced Topics in Molecular Medicine**

(20 credits; semester 2)

Coordinator: Dr G Mackenzie, T5479

E: [g.mackenzie@hull.ac.uk](mailto: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 Chemistry 06742**  
**Biopolymers, Toxicology and Separation Science**

(20 credits; semester 2)

Coordinator: R W Boyle

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 Chemistry 06744:**  
**Biomolecules, Toxicology and Separation Science**

(20 credits; semester 2)

Coordinator: Dr R W Boyle

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 Chemistry 06731:**  
**Drugs: From Design to Delivery**

(20 credits; semester 1)

Coordinator: Dr K J Welham, T6900

E: [k.j.welham@hull.ac.uk](mailto:k.j.welham@hull.ac.uk)

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

Contents and Aims: This module 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 Geography 16409:  
GIS and Remote Sensing** (20 credits; semester 2)

Coordinator: Dr. Tim Bellerby, T6063  
E: [t.j.bellerby@hull.ac.uk](mailto:t.j.bellerby@hull.ac.uk)

Assessment: 50% written examination; 50% 2 x 1500 words individual projects.

Content and aims: This module introduces the theory and practice of remote sensing and then proceeds to discuss the GIS based methodologies that may be used to process remote sensing data. The final section of the course demonstrates GIS techniques that may be used to integrate diverse environmental datasets that may include mixtures of remotely sensed data and in-situ point measurements. You will learn how to evaluate the characteristics of a remote sensing dataset in environmental applications; how to apply a range of image processing techniques to remotely sensed data; and how to utilise a range of spatial analysis procedures to environmental datasets.

**Hull Geography 16455:  
Introduction to Programming for Environmental Modellers**  
(20 credits; semester 1)

Coordinator: Dr Tim Bellerby, T6063  
E: [t.j.bellerby@hull.ac.uk](mailto:t.j.bellerby@hull.ac.uk)

Assessment: Writing a computer program in C#, accompanied by not more than 2000 words of documentation (LOs 1-2).

Content and Aims: This module provides an introduction to computer programming as a tool for implementing numerical environmental models and manipulating environmental datasets. It assumes no prior knowledge of the subject and adopts a 'hands on' approach in which a series of practical classes take the student, step by step, through the fundamentals of programming in the C# language.

**Hull Geography 16453:  
Global Environmental Change** (20 credits; semester 1)

Coordinator: Dr M J Bunting, T6068  
E: [m.j.bunting@hull.ac.uk](mailto:m.j.bunting@hull.ac.uk)

Assessment: 100% Assessed coursework (composed of 25% critical analysis essay, 25% mock grant application, and 50% State of the Art essay).

Content and Aims: This module covers a wide range of methodologies and approaches to reconstructing landscape and ecosystem dynamics. The content focuses on late-glacial and Holocene dynamics of temperate landscape systems. There is a strong practical element that includes the collection of field samples and their laboratory analysis. Emphasis is also placed upon the interpretation and synthesis of the information in the context of published environmental change studies.

**Hull Geography 16458:  
Principles of GIS** (20 credits; semester 1)

Coordinators: Dr Graham Ferrier, T6060  
E: [g.ferrier@hull.ac.uk](mailto:g.ferrier@hull.ac.uk)

Assessment: Exam (50%), Assessed project (3000 words) (50%)

Content and Aims: This module provides an introduction to the theory, methods and use of geographical information systems (GIS) and their applications to real-world issues and problems. The student will gain a practical understanding of spatial data sources, processing methodologies and advanced spatial analysis techniques. The module also includes an assessed

practical component.

**Hull Business School 56198:  
Multivariate Analysis** (10 credits; semester 2)

Coordinator: Dr Ashish Dwivedi

Assessment: Students should select three published articles, which may be in the field of your research, that use different multivariate analysis techniques and assess the following:

- The meaning of the results of the statistical tests published in the papers, for example, measures of goodness of fit, significance, and support for the hypotheses.
- A critique of the statistical technique(s) used, for example the operationalisation of the conceptual definitions of the variables, the measurement of the variables, the defence of the selected statistical technique(s).
- An indication of other technique(s) that could have been used that might have been more appropriate.
- The assignment must be no more than 3000 words.
- Material about the data used or technical material about the statistical test(s) may be put in appendices. The appendices do not count for the word limit.

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 for their research. The module is suitable for students with a good grasp of basic quantitative methods, for example, students that have completed module, or a module that covers the type of material in that module.

**Hull Education12040:  
Educational Technology – Issues in Implementation**  
(20 credits; semester 1)

Coordinator: Ms Shirley Bennett  
E: [s.bennett@hull.ac.uk](mailto:s.bennett@hull.ac.uk)

Assessment: A proposal for an individual paper (500 words), a critique and evaluation of the first draft of a colleagues paper (500 words) and a individual paper and E-dossier (4500 words).

Content and Aims: This module aims to explore, compare and critically examine various technologies deployed in education worldwide to support learning, with reference to their application and appropriateness for learning and teaching. You will critically examine practical, legal and ethical issues associated with the use of existing and emerging technologies. The module involves a series of online seminars based around a problem-based-learning approach and aims to equip participants with the knowledge, understanding and critical thinking skills which will enable them to undertake informed-enquiry in the evaluation of further technological developments in the future.

**Hull Education 12042:  
Research Methods in Education Contexts**  
(20 credits; semester 2)

Coordinator: Ms Shirley Bennett  
E: [s.bennett@hull.ac.uk](mailto:s.bennett@hull.ac.uk)

Assessment: Learning Journal and research plan, both

developed online.

**Content and Aims:** This module aims to introduce the learner to the principles and practice of education research, and lead them through the steps involved in preparing for an education research project, the selection of methods of data collection and the interpretation of evidence and reporting of findings. It promote high quality learning through the linking of research and teaching and the promotion of critical analysis and problem solving. It equips the learner with the skills and the understanding necessary for successful completion of a research project at Masters level; Research Methods in Education Contexts will be delivered part-time, entirely online, using the eBridge VLE and other tools such as Skype in a process involving both individual and collaborative work.

**Hull Education 12106:  
eLearning Foundations- Principles and Practice of Online  
and Digital Learning**

(20 credits; online semester 1 & 2)

Coordinator: Ms Shirley Bennett

E: [s.bennett@hull.ac.uk](mailto:s.bennett@hull.ac.uk)

**Assessment:** Collaborative Project (25%) and e-Portfolio (75%) comprising critical reflections, workplace tasks etc.

**Content and Aims:** This module aims to provide an exploration of key issues in effective learning and teaching online and in integrated approaches to digital literacy. Participants will explore some of the theoretical issues and processes involved in the practice of learning and teaching online, consider the online learning experience in relation to learner motivation to learn online, examine learning theory, the impact of digital literacy and its application to the online and blended learning contexts and the implications for supporting online learning.

**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 the PGMI or 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 – HYMS PGTS Administrative Process Flow

As the HYMS PGTS brings together modules from different departments at Hull and York, the administrative process is complex. 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.

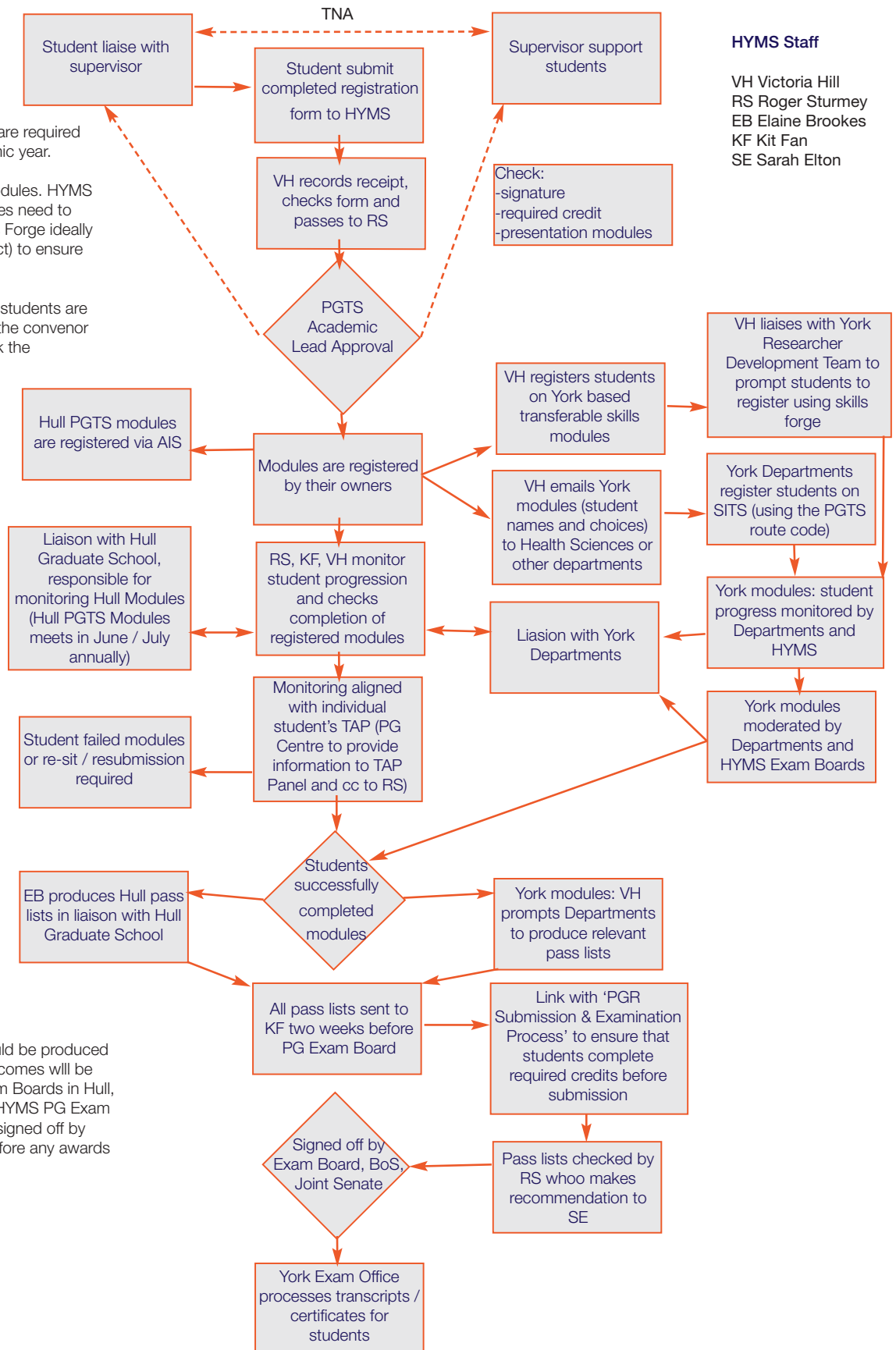
HYMS is responsible for ensuring students are registered for the modules. RS is the convenor of these six modules and will track the student's academic progress.

## 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 BoS and Joint Senate, before any awards can be issued.



### HYMS Staff

VH Victoria Hill  
RS Roger Sturmeay  
EB Elaine Brookes  
KF Kit Fan  
SE Sarah Elton

**University of Hull**

Hertford Building University of Hull Hull HU6 7RX  
T: 01482 464123 E: [postgraduate@hyms.ac.uk](mailto:postgraduate@hyms.ac.uk)

**University of York**

John Hughlings Jackson Building  
University of York Heslington York YO10 5DD  
T: 01904 321360 E: [postgraduate@hyms.ac.uk](mailto:postgraduate@hyms.ac.uk)

