



UEA Online Training Series for PGRs (2022/23)



Introduction: Student Guide

The '**University of East Anglia (UEA) Online Training Series**' offers research and professional skills training for postgraduate research students (PGRs) in a 'live-taught' online format. Training sessions are delivered via a virtual classroom, mostly on weekday evenings between 7pm-9pm, but with some additional daytime sessions. The series is organised and administered by Dr Simon Watts (simon.d.watts@uea.ac.uk), PGR Training Coordinator for the Faculty of Social Sciences at UEA, who also teaches Modules 1 to 4. Module 5 is taught by Dr Kimberley Bartholomew from the School of Education at UEA.

The training has been organised into five modules, each focused on a specific area/topic. Students don't have to attend a whole module, however, and are free to sign up to individual sessions. The modules and individual sessions for 2022/23 are as follows:

Module 1: Academic Writing

1. What Should a Literature Review Do?
2. Writing Effectively
3. Academic Publishing
4. Writing & Structuring an Effective Thesis

Module 2: Qualitative Research Skills

1. A Comparison of Qualitative Methods
2. Qualitative Interviewing
3. Analysing Qualitative Data
4. Using NVivo for Qualitative Research

Module 3: Finishing your PhD

1. Preparing for your Viva
2. On the Job: Securing a First Academic Post
3. Preparing Impactful Research Proposals & Grant Applications

Module 4: Teaching Skills

1. Preparing & Delivering Seminars
2. Preparing & Delivering Lectures
3. Assessment, Feedback, & Module Design

Module 5: Quantitative Research Skills

1. Quantitative Research: A Basic Guide
2. An Introduction to Scale Development
3. An Introduction to Structural Equation Modelling

A full list of the scheduled sessions for 2022-23 appears on the next three pages. Individual session summaries and indicative student feedback can then be found on the pages that follow. **BOOKING INFORMATION FOR ALL SESSIONS CAN BE FOUND ON PAGE 24.**

Schedule of Sessions for 2022/23 Autumn Term (October – December 2022)

Date	Module	Name	Time	Page
Tues 4 th Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Wed 5 th Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Thurs 6 th Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Tues 11 th Oct	1. Writing	Writing Effectively	7pm-9pm	8
Wed 12 th Oct	1. Writing	Writing Effectively	7pm-9pm	8
Thurs 13 th Oct	1. Writing	Writing Effectively	7pm-9pm	8
Tues 18 th Oct	1. Writing	Academic Publishing	7pm-9pm	9
Weds 19 th Oct	1. Writing	Academic Publishing	7pm-9pm	9
Thurs 20 th Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Tues 25 th Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Thurs 27 th Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Tues 1 st Nov	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Thurs 3 rd Nov	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 8 th Nov	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Thurs 10 th Nov	2. Qual.	Using NVivo for Qualitative Research	7pm-9pm	14
Tues 15 th Nov	1. Writing	What Should a Literature Review Do?	10am-12pm	7
Tues 15 th Nov	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Weds 16 th Nov	1. Writing	Writing Effectively	10am-12pm	8
Thurs 17 th Nov	1. Writing	Academic Publishing	10am-12pm	9
Thurs 17 th Nov	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 22 nd Nov	1. Writing	Writing & Structuring an Effective Thesis	10am-12pm	9
Tues 22 nd Nov	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Thurs 24 th Nov	2. Qual.	Using NVivo to do Qualitative Research	7pm-9pm	14
Weds 30 th Nov	3. Finishing	Preparing for your Viva	7pm-9pm	15

Date	Module	Name	Time	Page
Thurs 1 st Dec	3. Finishing	On the Job: Securing a First Academic Post	7pm-9pm	16
Tues 6 th Dec	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	7pm-9pm	17
Weds 7 th Dec	4. Teaching	Preparing & Delivering Seminars	7pm-9pm	18
Tues 13 th Dec	4. Teaching	Preparing & Delivering Lectures	7pm-9pm	19
Weds 14 th Dec	4. Teaching	Assessment, Feedback, & Module Design	7pm-9pm	20

Spring Term (January – March 2023)

Date	Module	Name	Time	Page
Tues 10th Jan	2. Qual.	A Comparison of Qualitative Methods	10am-12pm	11
Tues 10th Jan	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Wed 11th Jan	2. Qual.	Qualitative Interviewing	10am-12pm	12
Tues 17th Jan	2. Qual.	Analysing Qualitative Data	10am-12pm	13
Tues 17th Jan	1. Writing	Writing Effectively	7pm-9pm	8
Wed 18th Jan	2. Qual.	Using NVivo to do Qualitative Research	10am-12pm	14
Tues 24th Jan	1. Writing	Academic Publishing	7pm-9pm	9
Tues 31st Jan	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Tues 7th Feb	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Tues 14th Feb	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 21st Feb	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Wed 22nd Feb	3. Finishing	Preparing for your Viva	7pm-9pm	15
Tues 28th Feb	2. Qual.	Using NVivo to do Qualitative Research	7pm-9pm	14
Weds 1st Mar	3. Finishing	On the Job: Securing a First Academic Post	7pm-9pm	16
Tues 7th Mar	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	7pm-9pm	17
Tues 14th Mar	1. Writing	What Should a Literature Review Do?	10am-12pm	7
Tues 14th Mar	4. Teaching	Preparing & Delivering Seminars	7pm-9pm	18
Wed 15th Mar	1. Writing	Writing Effectively	10am-12pm	8
Tues 21st Mar	1. Writing	Academic Publishing	10am-12pm	9
Tues 21st Mar	4. Teaching	Preparing & Delivering Lectures	7pm-9pm	19

Date	Module	Name	Time	Page
Wed 22nd Mar	1. Writing	Writing & Structuring an Effective Thesis	10am-12pm	10
Tues 28th Mar	3. Finishing	Preparing for your Viva	10am-12pm	15
Tues 28th Mar	4. Teaching	Assessment, Feedback, & Module Design	7pm-9pm	20
Wed 29th Mar	3. Finishing	On the Job: Securing a First Academic Post	10am-12pm	16
Wed 29th Mar	5. Quant	Quantitative Research: A Basic Guide	7pm-9pm	21

Summer Term (April – May 2023)

Date	Module	Name	Time	Page
Tues 18th Apr	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	10am-12pm	17
Tues 18th Apr	5. Quant	Introduction to Scale Development	7pm-9pm	22
Wed 19th Apr	5. Quant	Intro. to Structural Equation Modelling	7pm-9pm	23
Tues 25th Apr	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Wed 26th Apr	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 2nd May	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Weds 3rd May	2. Qual.	Using NVivo to do Qualitative Research	7pm-9pm	14
Tues 9th May	3. Finishing	Preparing for your Viva	7pm-9pm	15
Wed 10th May	5. Quant	Quantitative Research: A Basic Guide	7pm-9pm	21
Tues 16th May	5. Quant	Introduction to Scale Development	7pm-9pm	22
Wed 17th May	5. Quant	Intro. to Structural Equation Modelling	7pm-9pm	23

Indicative Student Feedback for the Online Training Series 2020-21

Thank you for the dedication, the passion and the insightful classes you organise for your students...I came across your classes by hazard, and from day one, I realised that I had discovered the Holy Grail for my PhD journey. I was in writing up stage of my PhD thesis and struggled to find the best structure for my interdisciplinary study. I was utterly lost and confused... Your practical courses and hands-on approach to teaching gave me the critical knowledge to complete my PhD journey and secure the best outcome possible: a viva [pass] without corrections... Thank you for the value you bring to future generations of PhDs (**Westminster**).

I wanted to take a moment to explain why I find your lectures so engaging. I am dyslexic. For me, this means that I have to work doubly hard to sustain concentration during lectures and academic work... However, I can sit through your lectures and engage effortlessly. I listen, I understand, I learn - no fatigue in sight... Before your lectures not only am I relaxed, but I am also excited because I am guaranteed to learn something new...You always begin with the main point you want us to take note of, you then explain why the point is important, [and] lastly, you apply how the point can be used in real life situations, by anecdotally referring to personal experiences (which also makes you relatable as a human). You also illustrate your explanations with visual demonstrations from your slide deck... Thank you very much for taking the time to make your lectures so accessible (**Queen's Belfast**).

Thank you for the session yesterday evening. I found the pace of the session to be perfect and your personality and enthusiasm to be quite engaging. I have recently come back from a two-year interruption...Coming back to my PhD after so much time away and [having] new responsibilities has been challenging to say the least. Your breakdown of a PhD with formulas and segmenting has really helped me to refocus on what I need to achieve. I feel so grateful to have attended yesterday and just want to send you my appreciation directly. Thank you for what you are doing, and I look forward to attending more sessions (**Canterbury Christchurch**).

Just wanted to say thank you so much for these brilliant sessions. I'm learning so much. As someone very much outside of academia, I find so many things completely mystifying! I love your straightforward and practical approach which is really helping to make things clear. I am feeling less daunted with each session and am sure I'm much better equipped (**Cardiff**).

I am writing to thank you for the training courses you have run... I have just finally been awarded my PhD and I am very much aware that the modules you offered made a huge contribution to structuring and writing my thesis... I know that your sessions helped me enormously with getting clarity... in the writing... In addition, the session on the viva itself, and being confident in your material, not being over defensive, helped me to tackle some quite challenging questions. So, I just really wanted to express my appreciation – and to let you know how effective I found the training you provided. Brilliant stuff (**Winchester**).

I just thought I'd touch base because...my cheeky husband was in the room for many of your teaching sessions and thinks you're as amazing as I do. Thanks to you I now have an AT contract and some really lovely teaching feedback in my profile, as well as some lovely written work, and he finished his college course with a distinction after initially just getting a pass - thanks to your sessions (**UEA**).

Your workshops are just brilliant. Honestly, myself and another student doing a Professional Doctorate, who I know, have remarked on how really boring a lot of training sessions are, but yours are just riveting (**UCLAN**).

I find your sessions easy to understand; they are full of information, relevant examples, and they are presented clearly. The way you check for our understanding is helpful as is your willingness to explain things in an alternative way. I also appreciate the time you take to answer any questions (**Portsmouth**).

I've attended a few of your sessions over the past few years - I'm completing my doctorate part time and find the sessions hugely helpful and a great reminder of process. I especially like your style of delivery which is relaxed and inclusive. I never feel as though I can't raise questions, however silly they may seem... Your sessions on thesis structure and [the] literature review last year were really helpful for me in visualising the road map to completing my doctorate, and I have used my own version of your topic map when describing and justifying my decisions to my supervisor (**Essex**).

I have now attended all the sessions...and wanted to say thank you so much. It must be so difficult running multiple sessions a day and I think very few people could do so effectively - there are very few people I think I could listen to attentively for two hours of an evening! I've come to my PhD from a non-academic background... Your sessions have really helped me... get to grips with what I'm doing, understand the process holistically, and have given me reassurance and confidence that I'm capable of meeting the challenges each stage brings... It's great to have all the resources... so I can refer back... and the sessions were well balanced with detail and practice, so weren't overwhelming but were very useful. I'm very grateful to have been able to attend these sessions, so thank you for all the time and effort that goes into them (**West of Scotland**).

I really look forward to all of your sessions and my colleagues also say that yours are the best PGR training they attend...and I completely agree with them (**Royal Holloway**).

Last night's session...was the last...for me, so this seems like an opportunity to thank you and Kimberley for what is an extraordinary training series. Obviously, your qualities as communicators and your experience as researchers are vital, but I think the key is the overall context. All the modules fit neatly together and provide that essential but often missing overview... Your recorded sessions are a repository of expertise and knowledge that have been, and will continue to be, regularly revisited (**Kent**).

I am in the second year of my PhD...and your courses have not only filled the gaps that I and my fellow students have been desperate to plug, but the knowledge and skills we've gained have far exceeded our expectations... Your sessions are excellent, not only for the content, but also in helping us to think about the role of a researcher and the stages that we must go through during the life of a PhD and beyond... Who'd have believed a two-hour evening session could be fun and fly by so quickly (**Kingston**).

Individual Session Summaries

What should a Literature Review Do?

(Academic Writing 1)

Tues 4th Oct; Weds 5th Oct; Thurs 6th Oct; Tues 15th Nov;
Tues 10th Jan; & Tues 14th Mar

Session Summary:

Every thesis must include a review of relevant literature. Indeed, conducting a literature review is often the first thing a PGR student is asked to do. This session discusses the purpose of this literature review and the importance of summarising, analysing and synthesising the arguments of others as a means of providing a context for your own research. It also considers some alternative models for writing and structuring a literature review chapter. Understanding your research 'field', and being able to guide your reader around it, are very important first steps on the road to doctoral success. This session is designed to facilitate that process.

Indicative Student Feedback for this Session:

Simon, this was the BEST lecture I have ever been to. Thank you so much (**Surrey**).

I just wanted to express how useful and inspiring I found your session. You gave a very clear overview and some fantastic tips, including your crib sheet and how to organise my reading and notes. It was also good to understand more deeply how to be critical, and I am hoping I can put all your insights into practice. Thank you also for sending all the additional material which I look forward to reading (**Winchester**).

Thanks for a most informative session. The two hours flew by, which is a great sign. I have an MRes - I achieved a merit and the feedback said I missed out narrowly on a distinction because of some deficiencies in my literature review. After your session, I can now see very clearly where my review fell short... I'd go so far as to say your session should be compulsory for all postgraduate researchers (**Southampton**).

I loved the pace of it, [you] covered a hell a lot in a short amount of time. I particularly enjoyed the words of wisdom... that helped you and other PhD students. I liked how a lot of the content was framed almost as ways to 'beat' the examiners (**Sussex**).

That was so good, thanks ever so much... I honestly think this has had more 'golden nuggets' to take away than any session I've ever attended. Legend (**Staffordshire**).

You have an incredible skill for making this critical element of a PhD thesis much easier to approach... The examples you presented will help me focus, organize, and present my literature review 'journey' in a way that should engage and inform the reader (**City**).

Writing Effectively

(Academic Writing 2)

Tues 11th Oct; Weds 12th Oct; Thurs 13th Oct; Weds 16th Nov;
Tues 17th Jan; & Weds 15th Mar

Session Summary:

This session will consider the basic elements of effective academic writing and how they can be combined to ensure the best chance of success. Issues covered will include preparation (targeted literature reviewing, taking a 'position' as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, and guiding the reader), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or 'take-home' message. Approaches to editing will also be considered. This session represents almost two decades of academic writing experience packed into two hours, so come along and take advantage!

Indicative Student Feedback for this Session:

I have attended a few other sessions on writing for PGR students, but this was by far the most useful and encouraging. Others have, if anything, been too simple, or stressed certain small points so... they... failed to get more useful information across... Going into these things in the kind of depth that you did... and getting an idea of others' thoughts and writing styles...helps me see where I am going right, or not (**Highlands & Islands**).

Thank you for last night's training session on writing effectively. As a new PGR student, I found it particularly useful to remove some of the 'fear' that I had regarding writing at PhD level, and I feel much more confident with the structure you suggested (**Glyndwr**).

That was great! I'm still a bit terrified, but not nearly as much as I was. It helps so much to have little real-life stories and incidents to illustrate your points, and I love the structure of your writing system - makes it seem more manageable, rather than just sitting down staring at the screen trying to write a million words (**UCLAN**).

With some trepidation, I handed in my first piece of written work... last week...My supervisors commented that my writing was a 'pleasure to read', 'in no need of editing for style or clarity' and that it clearly and concisely got my argument across. This is in no small part due to focussing on... making an iterative plan and then carrying out repeated edits [as you suggested]. Thank you for preparing and running such a helpful session (**UEA**).

Thank you so much. I have been feeling that I cannot write anything at the moment and this session made it clear that I need to... be clear on my goals and outcomes first. Furthermore, the section on... linear planning was very clear and useful... Wish I knew this during my MSc and undergraduate degrees (**Sussex**).

Academic Publishing

(Academic Writing 3)

Tues 18th Oct; Weds 19th Oct; Thurs 17th Nov;

Tues 24th Jan; & Tues 21st Mar

Session Summary:

This session will introduce and discuss the practicalities of academic journal publishing. Various means for choosing a target journal will be considered, as will the mechanics of writing an effective paper (including a summary of the aims of each section of an academic report). Strategies for dealing with reviewer comments will also be considered at some length and opportunity will be provided to look at the response-to-reviewer letters of experienced academics. Time will also be made available for questions.

Indicative Student Feedback for this Session:

Thanks again for last night's workshop...When submitting my next publication, I will certainly be conducting myself in a manner more befitting the context. If I recall, my response to the many, MANY, reviewers' comments went something like this... 'yeah okay, no bother, I'll make all those changes and send it back, thanks'. I realise now that the factors I considered when selecting a journal were all wrong and I'm certain that it will rarely, if ever, reach my target audience... It's reassuring to know that next time, things will be done very differently (**Ulster**).

This was the best session I've ever attended explaining the mechanics of academic publishing. One can read the books and the journal articles about writing and publishing an article in a peer-reviewed journal, but your seminar was straight to the point. Thanks ever so much (**Chichester**).

Thank you so much for such a great session. As a novice researcher the information on co-authorship has been great. Also, the examples of responding to reviews is a secret skill I am now becoming much clearer about, thanks to your insight (**Liverpool**).

This has been incredibly helpful. The breakdown on strategies specifically for early researchers, regarding which journals to target by impact factor, and your considerations on open access were great, especially since I'm at the final year of my PhD and no one has ever bothered to explain this! Excellent and practical as ever (**Sussex**).

Thank you very much for the session about academic publishing...I am astonished to receive news that my article abstract is accepted in its submitted form. I attribute...this to everything I learned from your resources...I applied my learning to my written work, altering its structure... refining it, and transforming a 'mish-mash' of text into something coherent (**Canterbury Christchurch**).

I used some of your advice from previous sessions and had a paper accepted with positive comments made about my writing (**Southampton**).

Writing & Structuring an Effective Thesis

(Academic Writing 4)

Thurs 20th Oct; Tues 25th Oct; Thurs 27th Oct; Tues 22nd Nov;
Tues 31st Jan; & Weds 22nd March

Session Summary:

This session, as the name suggests, will focus on the writing - style, structure and presentation - of an effective PhD thesis. Issues covered will include the overall chapter structure, the aims and presentation of specific chapters (including the introduction, literature review, theoretical/methodological chapters, study chapters, and general discussion), and the manner in which they should be combined to create an effective and impactful thesis. The need to create a single 'golden thread' or 'guiding narrative' for the thesis will also be emphasised. Writing an 80-100000 word document is very difficult indeed and this session is designed to help break the task into manageable chunks.

Indicative Student Feedback for this Session:

Thanks for the excellent session tonight. The whole two hours have provided me with much needed direction and have made the prospect of actually writing a thesis somewhat less daunting...Your breakdown of each chapter has helped me to start thinking about how I should structure my own thesis. I will make sure to sign up to your other sessions as I am sure they will be... as invaluable as this one - would be silly not to! Many thanks once again for a superb session - keep up the great work (**Kent**).

Thank you so much for a fantastic workshop yesterday - so many lightbulbs popped up in my head. For the past few months, it has been like walking through mud as I tried to figure out how to structure my thesis. Books purporting to show you how to structure and write a PhD thesis have been next to useless. At last, I know how, thanks to you. I am fired-up for writing and I will be following your templates (**UCLAN**).

My viva... took place in December and I passed with minor corrections. The examiners said that 'overall the document submitted is well-written and clearly structured', thanks to your thesis writing course...I will make the amendments within two weeks and then will probably seek to publish all the study chapters of my thesis. As each [study] chapter is clearly structured like a paper [as your session suggested], I do not think it will take me that long to get that done. Thank you for all the great support (**Royal Holloway**).

Thank you for an outstanding session today. Your training has at last made the whole thesis writing process clear to me. I can now see a way through the remaining 18 months and cannot wait to get back to the chapters I have written so far to improve them. Comments that I have received from my supervisors... now make sense... I will be following your advice, as I can see how they will result in a far more coherent thesis (**Kingston**).

A Comparison of Qualitative Methods

(Qualitative Research Skills 1)

Tues 1st Nov; Tues 15th Nov; Tues 10th Jan; Tues 7th Feb; & Tues
25th Apr

Session Summary:

This session will compare and contrast the aims, data collection preferences, analytic style, limitations and appropriate usage of four different qualitative methods - grounded theory, thematic analysis, interpretative phenomenological analysis and narrative analysis – in order to identify the types of research questions to which each method is best suited. The possibility of conducting by-person or case analyses using qualitative data will also be considered.

Indicative Student Feedback for this Session:

I attended the comparison of qualitative methods last week and wanted to say that it was brilliant – after doing so much reading and feeling very lost, I felt it made so much sense and many things fell into place for me. I came away questioning the methodology I had previously identified, but with a new understanding of why I...felt... it wasn't quite the right 'fit' and an ability to justify this. I have learned so much... and I am sure this will come in useful as I face more challenges during my PhD journey (**Staffordshire**).

Extremely helpful, thank you. It was far clearer than any textbook I have used (**Ulster**).

I'm new to qualitative analysis and this has provided me with practical examples and ideas for which approach I might adopt in my own research (**Sussex**).

Another inspiring, informative session. It has changed the way I am planning to carry out my qualitative research (**UEA**).

The 'Comparison of Qualitative Methods' session made me question the decisions that I have made to date. Thankfully, I realised that I have made the right choices, but now I am confident in these decisions. I can answer why I'm using the methods, how they'll be implemented, and I am clear on why the alternative methods are not appropriate (**Kingston**).

Thank you - now I can confidently talk about the method I have decided to use for my research. This is worth listening to again and again (**Greenwich**).

Fab session - has helped clarify a lot of questions for me and has made me much more certain about my methodology (**Portsmouth**).

Another wonderful session that has helped me consider how I do and don't want to proceed. I am off to read more now based on a stimulated thought process created in the session (**Newman**).

Qualitative Interviewing

(Qualitative Research Skills 2)

Thurs 3rd Nov; Thurs 17th Nov; Weds 11th Jan; Tues 14th Feb; & Weds 26th Apr

Session Summary:

This session will consider three different types of interviewing (structured, semi-structured and unstructured), but with a particular focus on semi-structured or 'qualitative' interviewing. Other issues covered will include the nature of interview questions, the design and structure of an effective interview schedule and the mechanics of conducting a successful interview (with different people and to deliver on our research aims). The idea is to share experiences, knowledge and potential 'tricks-of-the-trade'. Time will be allowed for raising questions and/or issues pertinent to your own PhD studies.

Indicative Student Feedback for this Session:

Really practical advice underpinned by theory - you are open to the group asking questions and also not having fully formulated plans. This is refreshing and allows a positive approach to learning rather than feeling that I need to have all... the... details planned. A perfect level... for me at the design phase which I am at (**Chichester**).

Thank you, this has been hugely, hugely useful as I begin my fieldwork... This has helped me realise more clearly some areas in my interview technique that I knew I needed to work on but wasn't sure how. This has been a massive help (**Bath Spa**).

I have thoroughly enjoyed your session on 'Qualitative Interviewing'. As a person with no experience of qualitative methods, I definitely feel that your explanations gave me a much better idea of how to construct and conduct semi-structured interviews (**Surrey**).

I took on a Research Assistant role...for a funded project. My job is to interview professionals about their experience of working with older victims... I've never really interviewed anyone before, but I used your training slides to prepare, and to help me

in prompting, and I've had really positive feedback from the research lead, and from participants, which is great considering my inexperience. Anyway, I just wanted to say thank you because I'm not sure it would have gone as well if I hadn't attended your training (**Winchester**).

It... helped me realise that paying attention to the participants and drawing on what you can learn from them is pretty key, rather than getting hung up on what you think you ought to do. A great reminder also of focusing on your research questions and... how you will get that information... This session was very affirming for me and exploded myths around interviewing. Thank you so much (**Newman**).

As ever, your ability to cut through the academic fog, and make things seem more straightforward, makes the PhD task so much less daunting, just as I am getting very bogged down in my own muddled thoughts... Thank you for calling a spade a spade - it is practically and mentally invaluable (**Kent**).

Analyzing Qualitative Data

(Qualitative Research Skills 3)

Tues 8th Nov; Tues 22nd Nov; Tues 17th Jan; Tues 21st Feb; & Tues
2nd May

Session Summary:

This session will consider and discuss a range of issues relative to the micro-analysis of qualitative data. Using example data throughout, issues covered will include the analyst's perspective (the aims and nature of their engagement with the data), coding systems, how to choose extracts for analysis in a systematic fashion, the meaning and importance of interpretation, generalizing from qualitative findings and various write-up issues, including the relationship between the analysis and discussion sections of a qualitative report and the creation of impact.

Indicative Student Feedback for this Session:

I wish to congratulate you for your amazing presentation on analysing qualitative data... From today onwards, undoubtedly, to analyse qualitative data, my mantra-like commitment will be to 'unpack, draw out and amplify' (**King's College London**).

Before this session, I knew little about analysing qualitative data and was overwhelmed with how to report and present them. With your teaching and advice, I can analyse my data systematically and report them without biases. I now have more confidence and find that my interview analysis is the most interesting part of my thesis (**Goldsmiths**).

Every one of these [qualitative] sessions I've been to has not only clarified a certain topic but has left me really energised and excited for qualitative research in general, and how I can apply it to my PhD. Can't wait for the next one (**Bath Spa**).

An absolutely excellent session...showing powerfully, through examples, how to systematically conduct qualitative analysis. The details on...levels of coding...building themes, [choosing and analysing] extracts, and the discussion were excellent (**Sussex**).

Thank you so much...You have clarified the meaning of important concepts. The length of extracts was a great point too! You explain in a clear, concise way and verify we are following along. It is a fabulous teaching method (**Queen's Belfast**).

You have helped me to see how my stance, research questions, method, interview process, and analysis will be linked together. I am looking forward to discussing my project with my supervisors and feel prepared to justify the approach I would like to take. Thank you (**West of Scotland**).

Thank you so much Simon - that was absolutely incredible. Your passion came through so well and your analogies are outstanding at helping me to visualise [what is required], your purpose was so clear (**Southampton**).

An absolutely brilliant session that's made me really excited to get into my research (**Cardiff**).

Using NVivo for Qualitative Research

(Qualitative Research Skills 4)

Thurs 10th Nov; Thurs 24th Nov; Weds 18th Jan; Tues 28th Feb; &
Weds 3rd May

Session Summary:

This session will introduce students to the NVivo software package, which is designed to help in the organisation, management and analysis of qualitative data. All the basic functions of NVivo will be covered, including the importation, storage, and organisation of various data sources, the potential for transcription, the creation of cases and nodes, classifications and attributes, and the meanings of these terms will be explained. The process of coding and data analysis will be demonstrated and the use of 'queries' explored as a 'top down' means of data access. The pros and cons of using software to conduct qualitative research will also be considered.

Indicative Student Feedback for this Session:

Thank you... for an engaging session. You have no idea how many NVivo sessions I have attended... and your session is the first time I've thought to myself, 'wow, this is what it does'. I am currently... doing my analysis, so your session... couldn't have come at a better time. I'm feeling super motivated and engaged in my research, so thank you for helping me see more clearly through... muddy waters (**Canterbury Christchurch**).

Thank you so much for a fascinating session on NVivo. I listen to any of your sessions I can because you make it all so straightforward and interesting and I know as a teacher myself that this is not easy (**Sussex**).

Thanks Simon, great session... I particularly liked the logical walk-through and the explanation of the terminology... The other thing I like is more about your teaching style - the 'matter of fact' statements... really land well with me because, as silly as it sounds, it adds a confidence boost and a 'yes, I can do that'. I'm definitely going to start using the system as a sort of organiser for my PhD (**Staffordshire**).

The NVivo demo... was excellent, you have obviously prepared that to a T! I can just imagine how many hours went into preparing your slides... Your commentary and examples on how you have used NVivo were so useful and made all the difference to demoing the software. And I liked that you also included some of the controversies in the field. That is important. Very useful also to have - from your 'analysing' session - some examples of published articles, including some of your own (**UEA**).

This has been a helpful session because it has a different perspective than the other 'how to use NVivo' training. The 'researcher perspective' [you used] really adds a different dimension and makes the software much more understandable and useable (**West of Scotland**).

Preparing for your Viva

(Finishing Up 1)

Weds 30th Nov; Weds 22nd Feb; Tues 28th Mar; & Tues 9th May

Session Summary:

The session aims to increase PGR students' understanding of the oral examination process, to understand how an examiner will assess their thesis, to provide practical advice on how to prepare effectively and to build confidence in the student's ability to perform well at the viva. The session may be of most benefit to students who are within a few months of being examined, but it can also help to increase the knowledge and confidence of students at earlier stages of their PhD journey.

Indicative Student Feedback for this Session:

I passed my viva successfully. Thank you again for sending me the very helpful [top 40 thesis) questions. They asked me almost half of them (**Southampton**).

Thanks again Simon. I'm only in my first year and any talk about the viva has been puzzling to say the least. This session has helped me understand the process clearly (**Glyndwr**).

Really helpful in developing a positive mindset and attitude. It's far in advance at this stage, but I know it's not something I need to fear in the future (**West of Scotland**).

This is fantastic! Thank you for the helpful tips especially on choice of examiners. I obviously will keep it very much in mind (**Kent**).

Many thanks as always for investing in PGR students. The session was very useful, answered all my questions including aspects I did not consider. I feel better about the viva and have a clearer understanding about how to prepare, thank you. I have not submitted my thesis yet but am planning to finish this academic year. You would be informed of the outcome as soon as it is done (**Greenwich**).

Thank you for the materials and for another valuable training session. All being well it will be about five years until I undertake the viva, but the information that you gave us last night has helped me to feel a little less frightened, by giving an examiner's view of how it works and how the student can influence the process to some extent (**UCLAN**).

Just to update you with the news that I passed the viva with minor corrections...Many thanks for your viva preparation resources (**Royal Holloway**).

Amazing session, thanks so much – has completely changed my mindset going into the viva (**Southampton**).

Struck a perfect balance between honesty/realism and encouragement (**Canterbury Christchurch**).

On the Job: Securing a First Academic Post

(Finishing Up 2)

Thurs 1st Dec; Weds 1st Mar; & Weds 29th Mar

Session Summary:

In a highly competitive world, securing any academic post is difficult. Getting a foot on the ladder in this context can seem especially daunting. Excellent subject knowledge, research and teaching skills are a good place to start, but a lack of know-how and experience in the application process often leads to 'all being lost' in the paperwork. Followed carefully, the advice given in this session will stop that happening. Delivered by an academic of 20 years standing - eight of which were spent (very successfully) advising PGT/R relative to academic job applications - the session will focus on a number of relevant issues, including the need to establish an academic identity, how to recognise a 'gettable' post, and particularly the generation of effective and job-tailored application paperwork (including CV's, personal statements, and covering letters). The structure and nature of academic interviews will also be discussed. Will attending this session secure you a first academic post? No. But it should improve your chances of being interviewed, and that's a very big step in the right direction.

Indicative Student Feedback for this Session:

Very useful, thank you Simon. I currently work in FE and will be looking to take that next step into HE, alongside my PhD studies, and this has been incredibly informative for how I approach my search (**Portsmouth**).

That was really great Simon, I feel I should apply for a job right away as I am in the zone! Very useful advice, thank you (**Southampton**).

A fantastic presentation, thank you. Your breakdown of the research/teaching/admin dynamic was most helpful for me and something that I hadn't considered. Will be looking out for more of your seminars in the future. Thanks again (**Manchester**).

Thank you very much! Great session and loads of really helpful resources and examples to use now and in the near future (**Sussex**).

Thank you that was really great - I liked the discussion of the application as a systematic process and discussing it from the employer's side. I also thought that I would struggle to focus for two hours, but you are very engaging (**Southampton**).

This has been such a helpful and confidence building session, thank you! The breakdown of personal statement/CV was great. And thank you for being so generous with all your resources (**Chichester**).

This session has given me a realistic, yet empathetic view... of trying to obtain a job in the academic world. I feel I now know how I can myself the most effective applicant I can be (**Cardiff**).

Preparing Impactful Research Proposals & Grant Applications (Finishing Up 3)

Tues 6th Dec; Tues 7th March; & Tues 18th Apr

Session Summary:

This session will consider the writing of effective research proposals and the best ways to create a compelling 'case for support'. Coverage will include the generation of a clear rationale, the statement of a defined and delimited set of research aims and questions, the proposal of a study (or series of studies) - as well as appropriate methods and analyses - that will clearly deliver on the stated research aims.

Emphasis will be placed throughout on the overriding importance of articulating a relevant and impactful list of outcomes and contributions for the proposed research. The relationship of the basic research proposal or case for support with other sections/elements of a grant application, of the type usually demanded by major funders, will also be considered.

Indicative Student Feedback for this Session:

Thank you - really useful to see the checklists and get some pointers on how to explicitly show impact and the capabilities of the research team (**Lancaster**).

Thank you very much Simon, all the information on impact was particularly useful as I had no idea about this. I have attended two other of your sessions this week and they have all been really, really helpful (**Surrey**).

It made me realise I have A LOT of work to do for an application I'm writing (**Southampton**).

This was very helpful for my upcoming Doctoral Fellowship application. Thank you (**UCLAN**).

Thanks Simon, really helped in breaking down the process and giving honest practical insights into each section (**UEA**).

Excellent, thank you Simon, what was particularly well expressed was how funders define impact (**Goldsmiths**).

Thank you so much! This is the clearest information on this process I have ever experienced (**Ulster**).

Thank you for today's session. As always - very thorough, enlightening, and entertaining. I have attended a few of your other sessions - each time learning something new and insightful. Today's session was relevant when it comes to my PhD but was also useful for my... related proposals and applications...I learnt a few extra tips today and look forward to putting them in practice (**Portsmouth**).

Preparing & Delivering Seminars

(Teaching 1)

Weds 7th Dec & Tues 14th Mar

Session Summary:

Seminars are often the first thing a PGR student is asked to teach, yet they are not the 'easy teaching' that many in higher education seem to want them to be. This session will respond by providing coverage relative to both the preparation and delivery of excellent seminars. This will include the importance of being better prepared and more knowledgeable than the students (whatever the topic), laying out the ground rules for interaction, stressing the importance of engagement and discussion, appreciating the intellectual, social, and affective needs of the students, rendering the discussion concrete, and strategies for integrating student responses. Some generic example exercises/activities for use in seminars will also be provided and discussed. Teaching seminars is difficult and this session is designed to help!

Indicative Student Feedback for this Session:

Thank you, I've struggled with some students' engagement in seminars and there's been loads of useful advice and tasks here that I can take with me to future sessions (**UEA**).

A really, really helpful session thanks! Having all these things that are often left implicit explicated, and suggestions made, really helps to think about it and feel more comfortable about teaching (**Cardiff**).

Amazing session! Thank you, Simon! Very to the point as always, great practical advice. I wish the seminars back in university were given by somebody who has seen your sessions (**Westminster**).

Thank you so much for an interesting session - an abundance of excellent practice steps to build and run seminar. I really enjoyed the Dewey quotes (**Canterbury Christchurch**).

Thanks! Definitely brought up some issues I had with seminars/lectures during my own undergraduate degree and gave me some good ideas to take forward into my seminar teaching in the future (**Sussex**).

I have had other training which...focused more on the practical aspects of 'what to do' in a seminar, but was quite prescriptive... [Your] approach started from the realities of where students are at and worked towards...actual strategies...Your session doesn't necessarily answer the 'how', but I now feel in a good place to...do that thinking for my own groups...Basically, [this has] left me feeling excited about teaching again (Southampton).

Preparing & Delivering Lectures

(Teaching 2)

Weds 13th Dec & Tues 21st Mar

Session Summary:

It has become commonplace for the lecture to be derided as an outmoded and inefficient vehicle for teaching/delivering information. More often than not, however, it is the lecturer, rather than the lecture, that is the cause of the problem. Lectures require careful preparation and a premium is placed on effective and dynamic delivery. This session will consider the main functions of a lecture and what makes a lecture excellent, before providing a step-by-step guide to preparation and delivery, including slide preparation and style, the commentary style and its relationship to the slides, and preparing the lecture theatre to maximise your impact.

Indicative Student Feedback for this Session:

Thanks so much for your session about delivering and preparing lectures. As with all your sessions I've attended, it was really engaging and full of useful advice. I now feel much better equipped to deliver my first upcoming lecture (**Southampton**).

I absolutely love this approach - this will make a big difference to me - thank you (**UEA**).

I like this point - 'your lecturing style should be a formalised extension of everyday you' (**Greenwich**).

Thank you. The session has made me think, especially about activities and changing my focus from the slides to me as a lecturer - I've always focused on the slides. Great session, thank you (**Portsmouth**).

Thank you for a great session - much to take away and apply. In particular, I will explain my responsibilities to students in a different way now, giving more detail whilst being concise. I think it is likely to improve engagement/communication (**Canterbury Christchurch**).

You have just added a lot of value to my lecture preparation and delivery skills. This session is a simple, straightforward, and clear one. I am a lecturer back home and currently 2nd year PhD student. Very interesting indeed - thanks so much (**UEA**).

As usual, nice clear practical advice - thank you - the examples you give help so much too, when I am trying to grasp something new (**Southampton**).

Thank you, these are invaluable insights for me as I am so inexperienced and learning from your experience is so valuable (**West of Scotland**).

Assessment, Feedback, & Module Design

(Teaching 3)

Weds 14th Dec & Tues 28th Mar

Session Summary:

Typically, when a PGR student takes on the role of 'teacher', they are also asked to assess, mark, and provide feedback to students, often with comparatively little guidance or preparation. This session is designed to provide that guidance. It will first consider the act of marking and the writing and delivery of feedback, along with consideration of how best to discuss and justify comments made and marks awarded. It will then move on to the more advanced issue of setting assessments – the different types and what each can/might achieve – before concluding with a discussion of the basics of module design, how to go about it, and what is generally required to design a strong module that is both interesting and intellectually challenging for the students.

Indicative Student Feedback for this Session:

As a qualified secondary school teacher, it was interesting to see the similarities and differences between secondary school and university... High expectations are important for a teacher, and I was glad to see you repeatedly encouraged us to provide the students with clear expectations. I also liked the advice about feedback. As a part-time PhD student and part-time teaching associate, I do lots of marking and always find giving feedback difficult (and it takes more time than the marking), so this advice will be applied often...Again, thank you for your sessions. I have attended a few and always find them informative (**Cardiff**).

Thank you! Your teaching sessions have been incredibly valuable and have certainly improved the quality of my teaching (**Staffordshire**).

This module really enhances the sessions on seminars and lectures. What was worrying me about assessment and feedback was how I would do it effectively, but I now realise I need to look at it from the perspective of how to contribute to the quality of the student's learning and plan from there. So many great points to help with

creating a good learning process, providing feedback effectively and in an enhancing manner, as well as how to look at design and consider outcomes. Thanks Simon (**Queen's Belfast**).

Thank you very much for this lecture, Simon! Coming from an East European academic environment, it is the first time someone has talked on this topic in details. Combined with your other courses on teaching, it completely changes my attitude towards teaching. Absolutely priceless (**Southampton**).

Thanks so much for these [teaching] sessions. They have been absolutely brilliant; I was not looking forward to sitting in front of my computer to listen to someone talk for two hours, but you have been so informative, engaging, and a healthy mix of cynical, realistic, and positive about the state of academia (**Chichester**).

Quantitative Research: A Basic Guide

(Quantitative Research Skills 1)
Weds 29th Mar & Weds 10th May

Session Summary:

This session will provide a conceptual and methodological introduction to quantitative research, which may be of particular use to PGR students considering quantitative methods and analyses for the first time, or who feel in need of a 'friendly' and straightforward refresher session. Important quantitative concepts such as variables, hypotheses, probability (and p values), reliability, validity, and Type 1 and 2 errors will be defined and a tour will subsequently be taken through a range of statistical tests that can be used to examine both significant associations (correlation and regression) and significant differences (including the t-test, ANOVA, ANCOVA, and MANOVA) in your data set. Each statistical test will be mapped against the kind of research questions/hypotheses it is designed to answer and attendees will be shown how to run each test in principle, to interpret their results/output and to report the findings of each test in an appropriate format. If you're intending to employ quantitative research techniques in your thesis, but currently feel uncertain about the correct procedure or method of data analysis, this session comes highly recommended.

Indicative Student Feedback for this Session:

A superb statistics class thank you tonight...the most useful thing for me was that you showed us how to present the SPSS findings as well as interpreting them - something that I found very difficult (**Queen's Belfast**).

It was really useful to have all the different tests explained side by side to really pull out their strengths and weaknesses. Very useful for planning the next stages of my project (**Chichester**).

This has been such a clear yet thorough overview and has been so helpful. You've explained things so well that I've had no questions as we've worked through, which is pretty amazing. Thank you (**Sussex**).

For the first time in years, I had several lightbulb moments (**Ulster**).

I found this so useful and was able to apply my own data to the examples. I have a much clearer idea of what type of tests I will need to run and more importantly WHY I need to run those tests. I will be looking back at the recording to get the bits I missed. Thank you so much. Looking forward to further sessions (**Queen's Belfast**).

This was an amazing session thank you so much, I have heard of, and even used a lot of these tests before, but hearing them explained from the beginning to the end means they now actually make sense to me! It has also been so helpful in helping me think about my research questions and hypotheses, ensuring that they are testable and will produce interesting and valid results. Thank you (**Sussex**).

An Introduction to Scale Development

(Quantitative Research Skills 2)

Tues 18th Apr & Tues 16th May

Session Summary:

This session will introduce students to the procedures used to develop reliable and valid scales, allowing them to accurately measure a variety of personal and social variables which would otherwise not be directly observable. Led by a tutor well-known for her scale development work in the context of self-determination theory – having designed and implemented both 'The Controlling Coach Behaviour Scale' (cited 663 times since 2010) and 'The Psychological Need Thwarting Scale' (cited 843 times since 2011) - the session will explore the scale development process from start to finish, beginning with item generation, and moving on to the piloting of items, through data collection, and concluding with a guide to various data analytic techniques, including exploratory and confirmatory factor analyses, as well as appropriate tests of reliability and validity.

Indicative Student Feedback for this Session:

Thank you so much for the lecture...I have been trying to learn everything I needed from watching 'YouTube' videos and reading articles and books and your lectures have definitely helped pull a lot of that together... I have been going round in circles trying to work things out and you've cut straight to the crux of the matter (**Ulster**).

Thank you so much - I really enjoyed the step-by-step approach. It was really pragmatic. These sessions are invaluable as a first year PhD student (**Southampton**).

This was very thorough and helped me to understand all the steps that I need to undertake for scale development without all the jargon used in most textbooks (**Royal Holloway**).

Thank you so much. The training was clear and very thorough and has given me loads to think about in the planning stages of my research (**Chichester**).

Thank you, Kim, for giving us such a comprehensive explanation of scale development and walking us through the process in detail - it was beneficial to have this illustrated with your own experience...The 'seven step process' is a helpful way to break this down and I will definitely refer to this in the future - much appreciated (**Queen's Belfast**).

Thank you, Kim! I've spent months never quite understanding what I needed to do and you've just explained it so clearly, it's helped so much (**Huddersfield**).

Thank you - everything [was] explained really clearly and gave me much more confidence and knowledge on how to work on scale development (**Kent**).

An Introduction to Structural Equation Modelling

(Quantitative Research Skills 3)
Weds 19th Apr & Weds 17th May

Session Summary:

Structural Equation Modelling (SEM) is a powerful multivariate statistical technique which enables researchers to examine several regression equations simultaneously. This session will introduce the key concepts involved in SEM, including latent, exogenous, and endogenous variables and their graphical notation. Students will also be introduced to the concepts of both the measurement and structural model, before being taken on a step-by-step journey through the process of data analysis, stopping off on the way to consider issues of model specification, data collection, model estimation, model evaluation, and model modification. The session will conclude with a demonstration of how to interpret the output of an SEM analysis and to report the findings/revealed model correctly using both text and appropriate diagrams/figures.

Indicative Student Feedback for this Session:

Thank you That was brilliant and very clear - I'm new to this as an EdD student and the more I read the more confused I get (**Portsmouth**).

Thank you! I loved your energetic style throughout (**Southampton**).

Thank you for making a topic that seemed beyond me reachable. I now have confidence in...pursuing it further (**Huddersfield**).

Thank you - very clear, good pace, well-balanced amount of information with no fluff. I feel confident about attempting an SEM (**Essex**).

You have clarified SEM and given so much more understanding of it. Although I've been reading up on it, you have connected so many dots for me. I believe I will also understand even better the analyses aspects of the papers I read. Thank you so much (**UEA**).

An excellent introduction, thank you so much - really clear explanations of a complex topic (**Southampton**).

I found this an excellent introduction to SEM. It was very helpful to start with the run through of terminology and it was extremely useful to see the model diagram and how it then translated into the equations. The six-step process was detailed, well related to the example, and I will definitely use it. Thank you so much Kim...all the modules have been so informative (**Queen's Belfast**).

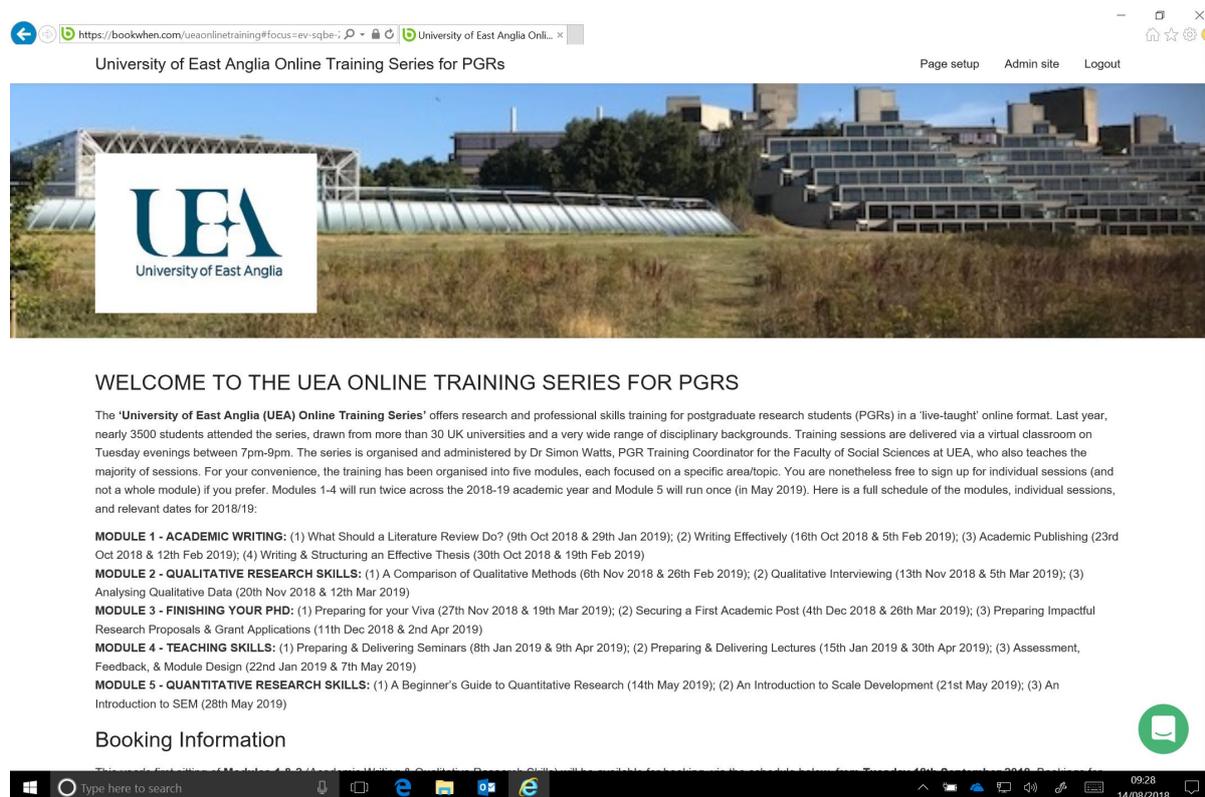
Booking information 2022-23

The training series uses an automated booking system called '[Bookwhen](#)'. Our Bookwhen website can be found at: <https://bookwhen.com/ueaonlinetraining>.

The landing page on this site provides information about how to book, waiting lists, the possible addition of extra sessions, how to access and set up the Electa-Live virtual classroom software, which is used to host the sessions, and how to cancel a booking should that become necessary.

Please visit the booking website and read all the information provided.

If you have any problems, you want to ask a question, or there is anything you don't understand, please feel free to e-mail simon.d.watts@uea.ac.uk and/or ssf.advancedtraining@uea.ac.uk and we will do our best to help.



University of East Anglia Online Training Series for PGRs

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WELCOME TO THE UEA ONLINE TRAINING SERIES FOR PGRS

The 'University of East Anglia (UEA) Online Training Series' offers research and professional skills training for postgraduate research students (PGRs) in a 'live-taught' online format. Last year, nearly 3500 students attended the series, drawn from more than 30 UK universities and a very wide range of disciplinary backgrounds. Training sessions are delivered via a virtual classroom on Tuesday evenings between 7pm-9pm. The series is organised and administered by Dr Simon Watts, PGR Training Coordinator for the Faculty of Social Sciences at UEA, who also teaches the majority of sessions. For your convenience, the training has been organised into five modules, each focused on a specific area/topic. You are nonetheless free to sign up for individual sessions (and not a whole module) if you prefer. Modules 1-4 will run twice across the 2018-19 academic year and Module 5 will run once (in May 2019). Here is a full schedule of the modules, individual sessions, and relevant dates for 2018/19:

MODULE 1 - ACADEMIC WRITING: (1) What Should a Literature Review Do? (9th Oct 2018 & 29th Jan 2019); (2) Writing Effectively (16th Oct 2018 & 5th Feb 2019); (3) Academic Publishing (23rd Oct 2018 & 12th Feb 2019); (4) Writing & Structuring an Effective Thesis (30th Oct 2018 & 19th Feb 2019)

MODULE 2 - QUALITATIVE RESEARCH SKILLS: (1) A Comparison of Qualitative Methods (6th Nov 2018 & 26th Feb 2019); (2) Qualitative Interviewing (13th Nov 2018 & 5th Mar 2019); (3) Analysing Qualitative Data (20th Nov 2018 & 12th Mar 2019)

MODULE 3 - FINISHING YOUR PHD: (1) Preparing for your Viva (27th Nov 2018 & 19th Mar 2019); (2) Securing a First Academic Post (4th Dec 2018 & 26th Mar 2019); (3) Preparing Impactful Research Proposals & Grant Applications (11th Dec 2018 & 2nd Apr 2019)

MODULE 4 - TEACHING SKILLS: (1) Preparing & Delivering Seminars (8th Jan 2019 & 9th Apr 2019); (2) Preparing & Delivering Lectures (15th Jan 2019 & 30th Apr 2019); (3) Assessment, Feedback, & Module Design (22nd Jan 2019 & 7th May 2019)

MODULE 5 - QUANTITATIVE RESEARCH SKILLS: (1) A Beginner's Guide to Quantitative Research (14th May 2019); (2) An Introduction to Scale Development (21st May 2019); (3) An Introduction to SEM (28th May 2019)

Booking Information

In the 2022-23 academic year all sessions will open for booking **THREE WEEKS BEFORE THEY ARE DUE TO RUN** at **12pm**. The opening session, for example, is due to run on Tues 4th Oct 2022. Therefore, it will open for booking on **Tues 13th**

Sept 2022 at 12pm. The next session is due to run on Weds 5th Oct 2022, so it will open for booking on **Weds 14th Sept 2022 at 12pm**, and so on, throughout the year.

If you wish to attend, therefore, you will have to be 'clued in', access the booking website regularly, and generally be prepared! This little extra effort will, however, mean that places are open and available for everyone to book all year round. I'm also hoping it will mean that a greater percentage of booked places actually get used!

Booking is always competitive – over 30000 places have been filled on the online training series over the last 2.5 years – so make sure you book nice and early to avoid disappointment. **PLEASE DO NOT BOOK AND FAIL TO ATTEND - #SIGN UP/TURN UP!**

Waiting lists will operate for sessions that are full (see the website for details) and additional sessions may be added to the schedule where there is sufficient demand. Session recordings can also be ordered by mailing: ssf.advancedtraining@uea.ac.uk (again, see the website for details).

That's it I think, other than to add that we very much hope that you will enjoy and benefit from the online training sessions across the 2022-23 academic year. Looking forward to seeing/hearing from you all.

Best wishes,

Simon

Dr Simon Watts, PGR Training Coordinator & Deputy Director of the Graduate School, Faculty of Social Sciences, University of East Anglia.

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