

School of Psychology



University
of
St Andrews

Postgraduate Logbook 2010-2011

Name.....

Introduction

This Logbook is intended to be a personal record of your skills development. It is in two parts.

In the first part you will find:

- An outline of University policy regarding the development of generic skills for research students;
- Sections for you to create a record of your generic skills development, including records of courses taken.

In the second part you will find:

- School-specific information regarding your skills training and progress review.

You should:

- Familiarise yourself with the material in your Logbook;
- Follow School-specific instructions on your training and progress review;
- Keep the record of training that you have completed up to date.

This is your Logbook and it is designed for your benefit. If you use it effectively it should help to make your time as a St Andrews postgraduate research student more productive.

Skills Development

The University places great importance on providing research students with a stimulating learning environment within which you can improve the depth of knowledge of your chosen field, work to complete your degree successfully within the allocated time, and develop personal and professional generic skills to enhance your future employability and career development. The University's **GRADskills** programme provides a wide range of generic skills training courses and other opportunities specifically for research students that are complemented by subject-specific programmes within individual academic schools. In line with national Research Council recommendations, the University expects that each research student should spend approximately 10 days each year focusing on their generic skills development. Improving your level of competency in a range of generic skills is most likely to be achieved through a combination of these formal training courses followed by the practical application of the skills you have been taught. Your Supervisor and other staff will be able to advise you about opportunities available at St Andrews to help you enhance your skills as you progress through the different stages of your degree.

Individual Development Needs Analysis

Postgraduates start their doctoral degrees with widely differing levels of generic and research skills and so it is important that you review those skills with your Supervisor before drawing up a plan for your skills development. To help you achieve this goal, you should complete the Development Needs Analysis ("DNA") that has been sent to you with your welcome pack (and which is also available from http://www.st-andrews.ac.uk/gradskills/skills_analysis/development_analysis.php). Following the general and subject-area-specific induction sessions at the start of the semester, you will meet with your Supervisor to discuss this analysis and to formulate the most appropriate programme for your own personal development. This is likely to include elements drawn from courses provided by GRADskills and your School, and other courses as deemed necessary to help you complete of your degree. This programme will be approved by the Director of Postgraduates in Psychology.

Your development needs will be reviewed annually. The annual School report on your progress will indicate what training you have completed and identify future needs. You must confirm in your annual report to Faculty that you have completed the agreed programme and whether or not it is meeting your needs. You are required to maintain a record of the skills training that you have completed. This record must be shown to, and agreed by, your principal Supervisor and be available for inspection at your progress review meetings.

To help you keep track of your personal development programme, your Logbook contains sections for you to record your completion of each training course provided by the University and your School and any feedback.

In addition to these particular courses, you are required to attend and participate in internal courses, seminars, presentations, demonstrations, and teaching and discussion groups as agreed with your principal supervisor and your Director of Postgraduates. You are also expected, as appropriate, to attend and participate in external seminars, conferences and discussion forums. There are sections for you to record these in your Logbook.

Failure to meet your training requirements agreed with the School will be reported to the appropriate Pro Dean who may refer the matter to the Faculty Business Committee for action.

Please mark the appropriate box below and complete the Comments/Absence space

Title of Course: General Induction for Postgraduate Researchers		Date: Fri. 24/9/09
<input type="checkbox"/> present	What was learnt from the course:	
<input type="checkbox"/> absent	Reasons for absence:	

Title of Course: Subject-area-specific Induction		Date: Thurs. 23/09/10
<input type="checkbox"/> present	What was learnt from the course:	
<input type="checkbox"/> absent	Reasons for absence:	

Title of Course:	PGR Careers Induction	Date:
<input type="checkbox"/> present	What was learnt from the course:	
<input type="checkbox"/> absent	Reasons for absence:	

Please mark the appropriate box below and complete the Comments/Absence space

Title of Course: Introduction to Tutoring and Assessment (Science) Date:	
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course: Introduction to Tutoring and Assessment (Science) Date:	
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Please mark the appropriate box below and complete the Comments/Absence space

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Please mark the appropriate box below and complete the Comments/Absence space

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Please mark the appropriate box below and complete the Comments/Absence space

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Title of Course:	Date:
<input type="checkbox"/> present	What was learnt from the course:
<input type="checkbox"/> absent	Reasons for absence:

Other Training Activities

University Teaching Undertaken
Indicate Type of Teaching (e.g. Tutorials/Demonstrating), Duration, Module code etc.

Talks Given
Internally:
Externally:

Other Relevant Training Activities
Activity type, comments etc.

Part 2: School of Psychology Logbook

Section B: Year 1 skills assessment checklist

Name: _____

Please indicate your familiarity with each item listed below so that we have a better idea of your previous training. Please be aware that it is possible to have any combination of boxes checked.

Familiarity (please tick all that apply)		
I have used this statistic	I am comfortable interpreting this statistic	I am comfortable computing this statistic by hand or by computer

Summary statistics

Mean			
Median			
Mode			
Standard deviation			
Standard error			
Coefficient of variation			
Kurtosis			
Skew			
Confidence intervals			
Z-scores (standardized scores)			

Regression & correlation

Linear correlation			
Linear regression			
Curvilinear regression			
Multiple regression			
R-squared			
Semi-partial correlation			
Partial correlation			

Analysis of variance

t-test			
One-way ANOVA			
Factorial ANOVA			
Repeated measures ANOVA			
Analysis of covariance (ANCOVA)			
Post-hoc tests			
Measures of effect size			
Geisser-Greenhouse correction			
Huynh-Feldt correction			
Trend analysis			
Orthogonal planned comparisons			

Name: _____

Familiarity (please tick all that are appropriate)		
I have used this statistic	I am comfortable interpreting this statistic	I am comfortable computing this statistic by hand or by computer

Nonparametric tests

Sign test			
Mann-Whitney <i>U</i>			
Chi-squared test			
Kruskal-Wallis one-way ANOVA			
Spearman's rank-order correlation			
Log-linear analysis			
Kolmogorov-Smirnoff			
Phi coefficient			
Bootstrapping			
Permutation/randomization tests			

Multivariate procedures

Principal components analysis			
Factor analysis			
Discriminant analysis			
Cluster analysis			
Multidimensional scaling			
MANOVA			
Structural equation modeling			

Other procedures

Signal detection theory			
Information theory			

Qualitative analysis

	I have used this method myself	I am familiar with the use of this method
Grounded theory		
Discourse analysis		
Conversation analysis		

Name: _____

I have used this procedure or technique	I am comfortable computing this procedure or technique
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Word processing

Basic editing (typing, cutting, pasting, deleting text)		
Formatting text (bold, italic, underline, subscript etc.)		
using headings in an outline format		
Composing tables		
Composing mathematical formulae		
Incorporating charts or pictures into documents		
Using footnotes or endnotes		
Advanced editing (e.g., track changes tool)		
Placing "hyperlinks into a document (e.g., WWW link)		
Creating an index for a document		
creating table of contents for a document		
Converting a document into hypertext for the WWW		
Using a bibliographic manager (e.g., EndNote)		
Exporting documents to different formats		
Using a word processor's spellchecker		
Using a word processor's grammar checker		
Using a word processor's dictionary		
Using a word processor's thesaurus		

Using graphing packages

Composing simple charts		
Adding error bars		
Editing chart features (labels, grids, colours etc.)		
Using and saving chart templates		
Exporting charts to different graphic formats		
Composing advanced charts (e.g., with multiple axes)		

Using spreadsheets

Entering data		
Using formulae to perform calculations		
Navigating through large spreadsheets		
Sorting data		
Using "lists" or databases		
Using "pivot tables"		
Locking or protecting data in specific cells		
Exporting data to other programs (e.g., SPSS)		
Checking for data entry errors		
Composing and formatting tables		
Using a macro language to automate analysis		
Programming into a macro language		

Name: _____

I have used this procedure or technique	I am comfortable using this procedure or technique
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Using presentation packages

Composing slides		
Using templates or master slides or style sheets		
Creating handouts		
Adding graphs		
Creating automated presentations (e.g., for a kiosk)		
Adding pictures or figures		
Using animation		
Using sound		
Customizing slide transitions		
Creating photographic slides from digital presentations		
Exporting presentations to WWW format		

I have had training in this area

Understanding the process of research

History and philosophy of science	
The relationships among observation, laws, theories and hypotheses	
Use of observational, quasi-experimental and experimental designs	
Research ethics	
Documenting, cataloguing, archiving & safeguarding scientific data	
The process of peer review and scientific publishing	
Writing and applying for research grant funding	
Communication of science to the public	
Technology transfer and intellectual property rights	
Project planning and management	
Career planning	
Working in a team and networking	
Risk assessment and risk reduction	

Signature of Student: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Signature of Postgraduate Convenor: _____ Date: _____

Please submit the completed form, with all of the relevant signatures, to the Postgraduate Secretary.

Part 2: School of Psychology Logbook

Section C: Year 1 training plan for generic skills

Name: _____

A priority in your first year is to acquire as many generic research and professional skills as possible. The skills listed below are derived from the UK Research Council's joint statement on skills training. This statement specifies the basic skills and knowledge that all research students performing postgraduate study should acquire by the time they finish their degree.

The document below serves two purposes: First, it will make the plan of training that you have agreed with your supervisor (in light of your previous experience and needs as specified in Section 1 and Section 2A). Your progress at the end of the year will be judged in part by the degree to which you complete the training specified in the plan. Second, it provides you with the opportunity to document your prior training in skills that you feel you already have competence and therefore no further training is required.

Required generic skills	Proposed training Please note that it might be appropriate to select more than one source of training about a given topic
Bibliographic searching and management of bibliographic databases	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Technical writing with a word processor	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Presentation packages (e.g., PowerPoint)	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:

Use of Spreadsheets	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Database creation and management	<input type="checkbox"/> PS5003 (in Excel) <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Use of plotting/charting packages	<input type="checkbox"/> SS5104 <input type="checkbox"/> PS5005 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Research design	<input type="checkbox"/> audit PS3021, PS3022 (basic undergraduate course) <input type="checkbox"/> SS5103 <input type="checkbox"/> SS5104 <input type="checkbox"/> PS5005 <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Basic statistical analysis (N.B. Please be aware that help with mathematics is available at the University's Maths Support Centre)	<input type="checkbox"/> audit PS3021, PS3022 (basic undergraduate course) <input type="checkbox"/> SS5104 <input type="checkbox"/> Targeted tutorials with Postgraduate Statistics Tutor <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:

Advanced statistical analysis	<input type="checkbox"/> PS5005 <input type="checkbox"/> Targeted tutorials with Postgraduate Statistics Tutor <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Qualitative analysis	<input type="checkbox"/> SS5103 <input type="checkbox"/> PS5005 <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Research planning & management	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Research Ethics (N.B. knowledge of local ethical review process is required)	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training (including that regarding local procedures) is documented below:
Assessing and reducing risks (N.B. knowledge of safety policy and procedures is required)	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training (including that regarding local procedures) is documented below:

Awareness of technology transfer, commercial exploitation of research results and intellectual property rights	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Applying research funding	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Presentation skills (oral & poster presentations. N.B. All students are required to give one Psycholoqium talk and one poster each year)	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Communication of science to the public	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Career management	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Careers Advisory Service <input type="checkbox"/> UK GRAD programme <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:

Scientific publishing and peer review	<input type="checkbox"/> PS5003 <input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:
Teaching and mentoring in higher education (N.B. We now require all postgraduate students to attend the University's Introduction to Tutoring and Assessment course)	<input type="checkbox"/> University training session(s): give details below <input type="checkbox"/> Other: give details below <input type="checkbox"/> No additional training required. Previous training is documented below:

Part 2: School of Psychology Logbook

Section C: Years 1-3 training plan for discipline-specific skills (Please make additional copies as necessary)

Name: _____

At the beginning of each year you and your supervisor should assess any specialist skills that may be required for your research or for your career. Please list these on the form below, even if only to document that you have received previous training in these skills.

Required specialist skill	Proposed training
	<input type="checkbox"/> Training is required. Give details of planned training below. <input type="checkbox"/> No additional training required. Previous training is documented below:
	<input type="checkbox"/> Training is required. Give details of planned training below. <input type="checkbox"/> No additional training required. Previous training is documented below:
	<input type="checkbox"/> Training is required. Give details of planned training below. <input type="checkbox"/> No additional training required. Previous training is documented below:

Part 2: School of Psychology Logbook

Section F: Record of poster presentation & speaking at Psycholoquia

Name: _____

Date	Title
	<input type="checkbox"/> Poster <input type="checkbox"/> Psycholoqium talk
	<input type="checkbox"/> Poster <input type="checkbox"/> Psycholoqium talk
	<input type="checkbox"/> Poster <input type="checkbox"/> Psycholoqium talk
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