# THE DART LAB MANUAL

# a handbook of useful, quick-reference information for lab members

## Contents

[The DART Code of Conduct 5](#_Toc49787457)

[Language Guide 6](#_Toc49787458)

[Admin and Computing 7](#_Toc49787459)

[How to download SPSS / get a new license key 7](#_Toc49787460)

[How to connect to the Virtual Private Network (VPN) 7](#_Toc49787461)

[How to set up/update a personal web profile (staff and PG students) 7](#_Toc49787462)

[How to use the cloud printer 9](#_Toc49787463)

[How to book rooms, and which rooms are the best 9](#_Toc49787464)

[Making temporary wifi accounts for non eduroam visitors (including participants) 9](#_Toc49787465)

[What is Worktribe and do I need to use it? 10](#_Toc49787466)

[IT support: where to get it 10](#_Toc49787467)

[How to get a staff or student card 10](#_Toc49787468)

[Media Hopper: posting videos online and captioning them 10](#_Toc49787469)

[Community & Outreach 12](#_Toc49787470)

[Working with a study advisory board 12](#_Toc49787471)

[Working with a community advisor 12](#_Toc49787472)

[Open access: Getting your papers made available to everyone 12](#_Toc49787473)

[A list of relevant conferences and their deadlines 12](#_Toc49787474)

[Poster printing 14](#_Toc49787475)

[Contacts 15](#_Toc49787476)

[Useful contacts for work: HR, Finance, postgraduate office etc. 15](#_Toc49787477)

[Useful mailing lists / journal clubs you might want to join 15](#_Toc49787478)

[Understanding research groupings at the University 15](#_Toc49787479)

[Key people who work in Kennedy Tower 16](#_Toc49787480)

[A list of nice places to go nearby 16](#_Toc49787481)

[Useful contractors 17](#_Toc49787482)

[Graphic Design 17](#_Toc49787483)

[Transcription 17](#_Toc49787484)

[Data, Stats and Open Science 18](#_Toc49787485)

[Data storage systems and definitions 18](#_Toc49787486)

[Shared Drives on the University Server 18](#_Toc49787487)

[*Further information*: 18](#_Toc49787488)

[Data Management & how to password protect and encrypt a file. 19](#_Toc49787489)

[Data Management: file types 19](#_Toc49787490)

[*Rules for good data management*: 19](#_Toc49787491)

[*To password protect a file in Excel*: 19](#_Toc49787492)

[*To encrypt a file using Veracrypt*: 19](#_Toc49787493)

[How to share project information with collaborators 20](#_Toc49787494)

[GDPR – what is it and how does it affect me? 20](#_Toc49787495)

[Responsible Analysis 21](#_Toc49787496)

[Statistics resources 21](#_Toc49787497)

[Open Science Resources 22](#_Toc49787498)

[Ethics 23](#_Toc49787499)

[R&D, Sponsorship, and Ethics: definitions and process 23](#_Toc49787500)

[Things to think about when writing an ethics proposal 23](#_Toc49787501)

[Your data management plan: collecting, transporting, storing and accessing your data during the study 24](#_Toc49787502)

[Your data management plan: publishing, sharing and archiving your data after the study 24](#_Toc49787503)

[Making information accessible to people with a learning disability 24](#_Toc49787504)

[A short guide to various ethics forms 24](#_Toc49787505)

[*PPLS Ethics* 24](#_Toc49787506)

[*NHS Ethics, ACCORD, all that jazz* 24](#_Toc49787507)

[Finance 25](#_Toc49787508)

[Finance helpline 25](#_Toc49787509)

[General information about financial transactions within CCBS 25](#_Toc49787510)

[Specific transaction types within CCBS 26](#_Toc49787511)

[How to use WebFirst 26](#_Toc49787512)

[How to make an expense claim through e-expenses 26](#_Toc49787513)

[Definitions of UoE expenses terminology and systems 27](#_Toc49787514)

[Finance Codes 27](#_Toc49787515)

[Grant costing terminology 28](#_Toc49787516)

[Other Terminology 28](#_Toc49787517)

[Systems 28](#_Toc49787518)

[Using petty cash 29](#_Toc49787519)

[How to pay participants 29](#_Toc49787520)

[How to pay external consultants / providers 29](#_Toc49787521)

[How to pay UoE employees or students for work or overtime 30](#_Toc49787522)

[Booking travel through the University 30](#_Toc49787523)

[Key Travel 30](#_Toc49787524)

[Booking AirBnBs 30](#_Toc49787525)

[Ordering consumables and equipment through the University 31](#_Toc49787526)

[How to create a grant budget 31](#_Toc49787527)

[Funding 32](#_Toc49787528)

[University of Edinburgh PhD Funding 32](#_Toc49787529)

[A list of funders for PhD research 32](#_Toc49787530)

[A list of funders for general project funding, including post-doc research 34](#_Toc49787531)

[A database of funders for public engagement projects 35](#_Toc49787532)

[Writing a grant – how to get it costed 36](#_Toc49787533)

[HR 37](#_Toc49787534)

[People & Money 37](#_Toc49787535)

[HR forms 37](#_Toc49787536)

[The Voucher Reward Scheme 37](#_Toc49787537)

[Things to think about when recruiting an intern 37](#_Toc49787538)

[Volunteer RAs - things to think about when recruiting a VRA 38](#_Toc49787539)

[Recruiting and Hiring a new staff member 38](#_Toc49787540)

[Writing a reference 39](#_Toc49787541)

[What is the talent register and why should you care? 39](#_Toc49787542)

[What to expect from your Performance & Development Review (PandDR) 39](#_Toc49787543)

[What to expect from your first year PhD review 40](#_Toc49787544)

[Induction at DART 42](#_Toc49787545)

[Getting started working at DART 42](#_Toc49787546)

[Induction checklist 42](#_Toc49787547)

[Essential training for new staff 43](#_Toc49787548)

[How to request annual leave 43](#_Toc49787549)

[General Information about Annual Leave 44](#_Toc49787550)

[Reporting sick leave 44](#_Toc49787551)

[How to get a Research Passport (and what it is for) 44](#_Toc49787552)

[How to get a mentor (and why) 45](#_Toc49787553)

[Resources 46](#_Toc49787554)

[Logos 46](#_Toc49787555)

[Headed paper 46](#_Toc49787556)

[Ordering catering 46](#_Toc49787557)

[Free photos 47](#_Toc49787558)

[A register of assessments available to the DART group 47](#_Toc49787559)

[A register of technology available to the DART group 47](#_Toc49787560)

[Logins for online services: Infogram, Survey Monkey etc. 47](#_Toc49787561)

[Video Camera Protocol (aka don’t be a jerk) 48](#_Toc49787562)

[Support & Accessibility 49](#_Toc49787563)

[Making materials accessible to people with cognitive and learning disabilities 49](#_Toc49787564)

[Respect at Edinburgh 49](#_Toc49787565)

[University services including counselling, disability service etc. 49](#_Toc49787566)

[Lone working - what is it and how to do it safely 49](#_Toc49787567)

[Things to think about when collecting data internationally 50](#_Toc49787568)

[Local services for families with autistic children 51](#_Toc49787569)

[Teaching and student project supervision 51](#_Toc49787570)

[UoE Postgraduate Processes 51](#_Toc49787571)

[Ideas about student supervision 51](#_Toc49787572)

[Useful links to teaching resources online 51](#_Toc49787573)

[Learning about development 51](#_Toc49787574)

[Stats and methods 51](#_Toc49787575)

[Community & stakeholder perspectives 51](#_Toc49787576)

[Public Engagement and Science Communication 52](#_Toc49787577)

[Writing 52](#_Toc49787578)

# The DART Code of Conduct

**The DART Code of Conduct**

***principles for a happy workplace***

1. Be kind

*At the DART lab we value camaraderie. Be generous to each other, and to everyone we encounter in our work.*

1. Be inclusive

*Educate yourself to recognise and accept differences between people. Try not to rush to judgement, make assumptions or impose your personal norms.*

1. Ask for help

*Our workplace is a safe space to be vulnerable, and to learn new things. Be attentive to what other people need from you.*

1. Share

*Share your knowledge - explain things to each other patiently. Take care of our shared spaces and resources.*

1. It’s OK to say no

*Try to make your requests reasonable, and don’t trespass on others’ goodwill. Feel free to say No when you need to focus on your own work, your family & friends, or yourself.*

# Language Guide

Language guide for talking about neurodiversity, and neurodivergent people.

*By Sue FW and reviewed by Kabie Brook*

|  |  |  |
| --- | --- | --- |
| **Preferred options** | **Other options** | **Disliked / not okay** |
| People on the autism spectrum / autistic spectrum  Autistic people | People with autism | Autistics |
| intellectual disability (ID)  learning disability (LD) |  | Mental retardation  Mental handicap |
| Autism with / without LD | Requires support  Has additional needs | High-functioning  Low-functioning |
| Has an autism diagnosis | Has autism | Suffers from autism |
| (neuro)diversity  differences | Challenges  Difficulties  Features (diagnostic features) | Impairments  Problems  Symptoms\*  Disease\* |
| Support  facilitate | intervene | Cure\* Treat\*  Tackle\* beat\* |
| Supports  tools | Interventions  therapies | treatments |

\**obviously, these terms are OK for a clear ‘disease’ such as epilepsy or dementia*

Notes on language:

* Imagine reading your text out loud to an autistic colleague at the University – would you feel comfortable?
* There are big differences of opinion between disabled people and no form of language is universally preferred
* When speaking with an individual, or writing / talking about them (with their permission) you should always ask about their preferred language form and use this.
* Person first (e.g. person with autism) was historically preferred and came out of an early disability rights movement – the goal is to put the person first, before the disability. Many parents of younger children and practitioners may expect this form of language.
* However, identity-first language (autistic person) is now very popular and increasing in popularity, especially among neurodivergent people themselves

# Admin and Computing

## How to download SPSS / get a new license key

*By Sue FW*

You can [download SPSS from this page](https://uoe-my.sharepoint.com/personal/ssds_ed_ac_uk/_layouts/15/onedrive.aspx).

The licenses are updated every September, at which point you will need a new authorisation code. You can apply to be sent the codes [using this online form](https://www.edweb.ed.ac.uk/information-services/computing/desktop-personal/software/main-software-deals/spss/licensing-spss/spss-codes-request-form).

There’s more information about SPSS licensing and access at UoE [on this page](https://www.edweb.ed.ac.uk/information-services/computing/desktop-personal/software/main-software-deals/spss).

## How to connect to the Virtual Private Network (VPN)

*By Sue FW*

The Virtual Private Network is a way for University staff and student to log in to their desktop remotely – for example, from their personal laptop.

The system gives you access to all your University folders including DataStore, without you needing to copy anything onto your laptop hard drive. It is normally the only way that you should access data or anything else secure from outside UoE premises.

NB: If you are accessing data from home remember to be aware of who else is in the room – you shouldn’t allow anyone else to see identifiable data over your shoulder, for example.

There’s a [step by step guide at this page](https://www.ed.ac.uk/information-services/computing/desktop-personal/vpn/vpn-service-introduction). Before you access VPN remotely for the first time you will need to:

1. [Register for the service here](https://www.ed.ac.uk/information-services/computing/desktop-personal/vpn/vpn-service-registration)
2. Make sure your UoE desktop is set up to be ‘woken’ remotely
3. Download and install [a VPN Client](https://www.ed.ac.uk/information-services/computing/desktop-personal/vpn/vpn-service-using)

Therefore make sure you take the time to set-up and check VPN before the first time you need to use it for real.

## How to set up/update a personal web profile (staff and PG students)

*By Sue D*

**No training / specialist IT skills required**

We encourage everyone to generate a profile – it only takes a few minutes and there is no training, specialist skills or permissions required. If you’re not likely to update it very often, please keep it very generic and don’t include information that goes quickly out of date, e.g. lab members, current grants.

**Why create a profile?**

You can add it to your email sign-off and CV, and it will give richer results if someone searches for you on the UoE website.

Also, if you have a presence in several different areas of UoE (for example, joint affiliation with another Centre) all the different Edweb sites can link to your single profile page, and they will therefore all be updated whenever you make a change.

**Profile photos - consent**

It is now necessary to obtain consent to display profile photos of individuals on websites, intranet sites or notice boards. Because you are in charge of your own profile, please remove your profile photo if you do not consent for it to be shown.

**If you leave UoE**

Please remember to unpublish your profile when you leave (in the ‘moderation’ menu) as this does not happen automatically.

**Creating / updating your profile**

**Academics**

1. **Edweb**

PIs should already have an Edweb profile.

If you don’t have one, or if you haven’t updated it for a while, you can log into it by clicking on the tiny “CMS login” button that appears at the bottom right of every UoE webpage. There are further instructions at <http://edin.ac/edweb-profile>

Please include Centre for Clinical Brain Sciences in the ‘tag profiles for overview tables’ field so that you will appear on the automatically generated table at <https://www.ed.ac.uk/clinical-brain-sciences/people/ccbs-staff-listing>

There are sometimes issues with the publication feed from PURE; if yours doesn’t display correctly please contact [website.support@ed.ac.uk](mailto:website.support@ed.ac.uk).

2. **PURE**

You can also create a profile on PURE – instructions are at: <https://www.ed.ac.uk/files/atoms/files/pure_-_edit_profile.pdf>. This will feed through to Research Explorer.

Unfortunately the Edweb and PURE profiles don’t talk to each other so you have to create them separately. Note that for PIs, who have a profile on the [Edinburgh Neuroscience website researcher’s page](https://www.edinburghneuroscience.ed.ac.uk/our-researchers), the information is pulled through from your PURE profile.

**Non-academic staff**

You can create an Edweb profile. You can just add basic contact details, or you can add more information about your background and role.

If you don’t have a profile, or if you haven’t updated it for a while, you can log into it by clicking on the tiny “CMS login” button that appears at the bottom right of every UoE webpage. There are further instructions at <http://edin.ac/edweb-profile>.

Please include Centre for Clinical Brain Sciences in the ‘tag profiles for overview tables’ field so that you will appear on the automatically generated table at <https://www.ed.ac.uk/clinical-brain-sciences/people/ccbs-staff-listing>

**Students**

You can create an Edweb profile. You can just add basic contact details, include your thesis title, and/or add more information about your background and role.

If you don’t have a profile, or if you haven’t updated it for a while, you can log into it by clicking on the tiny “CMS login” button that appears at the bottom right of every UoE webpage. There are further instructions at <http://edin.ac/edweb-profile>.

Please include Centre for Clinical Brain Sciences in the ‘tag profiles for overview tables’ field so that you will appear on the automatically generated table at <https://www.ed.ac.uk/clinical-brain-sciences/people/ccbs-postgraduate-students>

‘Year of study’ doesn’t update automatically, so you will need to change that each year.

If you have finished your PhD and are now staff, please unpublish your student profile and create a staff one instead (follow instructions above for academic or non-academic staff).

## How to use the cloud printer

To use the cloud printer system you send your print to one of the two cloud print queues, Cloud-Mono and Cloud-Colour.  There is also a service called [**EveryonePrint**](mailto:https://www.ed.ac.uk/information-services/computing/desktop-personal/printing/everyoneprint) that allows you to print via a web browser.

You can only retrieve your cloud prints at a cloud printer by authenticating to your University account, which is done through the use of your University (blue) staff or student card.  Using the card system is as simple as touching your University card to the card reader, the printer will then login with your account.  Note that the first time you try to use your card with a cloud printer you may have to login with your Office 365 password to link your account to your card, but this is a one-off process.

If you do not currently have a University card please see below for the Lab Manual section on getting your staff / student card.

Most accounts will get a free quota for the cloud printing service automatically; the quota is required to track prints and copies.  However, if you login to a cloud printer and your account has not received a free quota, leaving you unable to print, then contact [**the IS Helpline**](mailto:IS.Helpline@ed.ac.uk)and ask them to add the free cloud printing quota for your account.

Anyone using a non-managed Windows computer will have to manually add the two Cloud print queues by following [**the Non-Supported Windows Desktop instructions**](http://edin.ac/1MUtCIV).

Anyone using a Mac computer will have to manually add the two Cloud print queues by following Step 2 in [**the Printing from Desktop or Laptop Macs instructions**](https://www.ed.ac.uk/information-services/computing/desktop-personal/printing/printers/mac-osx-10-10-or-newer).

If you have any queries please contact [**the IS Helpline**](mailto:IS.Helpline@ed.ac.uk).

## How to book rooms, and which rooms are the best

*By Sue FW*

To book a room in Kennedy Tower you need to email Jim ([j.macgregor@ed.ac.uk](mailto:j.macgregor@ed.ac.uk)), telling him which room you require and when. He’ll let you know if it’s free and provide advice on alternatives.

To book a room elsewhere in the University you can either:

1. Email [timetabling@ed.ac.uk](mailto:timetabling@ed.ac.uk)
2. Book through [this website](https://www.ted.is.ed.ac.uk/UOE1819_WRB/default.aspx)

Bear in mind that some rooms are available only to staff, and some only for students. In most cases you will *request* a room, and should wait for confirmation before being sure you have secured it.

You can also book rooms at various MVM sites including in QMRI and Chancellor’s Building through this site: <https://www.bookings.mvm.ed.ac.uk/index.asp> You will need to register as a user first. In the case of QMRI, you can check availability on the MVM bookings site but then need to request that the reception staff book the room for you. When you check for rooms on the MVM site, it will direct you to the right email address for that request.

The Dugald Stewart Building has some of the nicest meeting rooms in the central area. You can often book direct by emailing [ppls.schoolsecretary@ed.ac.uk](mailto:ppls.schoolsecretary@ed.ac.uk) (but this is an unofficial route so be circumspect – i.e. not “Sue says I can book through you…”)

Remember to **share accessibility information** about the room with visitors, regardless of whether they ask. All University buildings are listed on the AccessAble website and this includes local transport links and parking details. [This is the page for Kennedy Tower](https://www.accessable.co.uk/venues/kennedy-tower). One key detail for KT is that the 8th floor is accessed by stairs only so if you book this meeting room you need to be confident everyone attending will be able to access it.

## Making temporary wifi accounts for non eduroam visitors (including participants)

*By Catherine Crompton*

[Visit this page](https://www.ed.ac.uk/information-services/computing/desktop-personal/wireless-networking/wlan-guest-staffreg). Click “create Guest Wifi Account” and enter your EASE log in. You can create log in codes that last up to ten days.

## What is Worktribe and do I need to use it?

*By Sue FW*

Worktribe is the University’s research management and administration system. It is used to administer every stage of a research project – particularly:

* Grant applications: pulling together the application, approvals from people like your Head of Department, and costs for the grant budget
* Grant set-up: when funding is awarded Worktribe is used to set up an account for the grant, for example.
* Grant reporting: worktribe makes it (relatively) easy to meet grant reporting requirements by holding all the relevant info about staffing, expenditure and so on

Because access to this system enables visibility of personal and confidential information, including HR data (salaries) and research activity (proposals, contracts), people need to [apply to be allowed to use worktribe, here](https://www.ed.ac.uk/finance/about/sections/fis/worktribe-access-request-form).

You only need to apply to use Worktribe, as an academic or student, if you are going to be the Principal Investigator or a co-applicant on some grant applications. Normally students won’t need to join.

You can read more about Worktribe and access an online training module [at this page](https://www.wiki.ed.ac.uk/pages/viewpage.action?spaceKey=WRM&title=Worktribe+Research+Management).

## IT support: where to get it

*By Sue FW*

The IT support at University of Edinburgh is excellent. Replies are rapid and support is effective. Don’t suffer with computing problems – ask for help. You can:

* email [is.helpline@ed.ac.uk](mailto:is.helpline@ed.ac.uk)
* call 0131 651 5151
* use the online enquiry form at <http://www.ishelpline.ed.ac.uk>
* attend the IT Support Desk for potentially quicker results.

The IT Support Desk is available in the Main Library in George Square Mon-Fri 12pm-5pm, [more info at this link](https://www.ed.ac.uk/information-services/help-consultancy/it-help/it-support-desk).

[There is also a wiki](https://www.wiki.ed.ac.uk/display/ISGM/IT+Setup+Guides+For+College+Of+Medicine+And+Veterinary+Medicine), including an overview of all the Information Support services, which you may find useful in answering common queries

## How to get a staff or student card

Please see the following webpages for information on arranging your first card:

         [**Staff Accounts**](http://edin.ac/2lIYp42)

         [**Student Accounts**](https://www.ed.ac.uk/information-services/help-consultancy/card/getting-first-card/first-student-card)

         [**Visitor Accounts**](http://edin.ac/2q8KR14)

A list of card functions are on [**the University Card Functions page**](https://www.ed.ac.uk/information-services/help-consultancy/card/card-functions).

## Media Hopper: posting videos online and captioning them

*By Sue FW*

[Media Hopper](https://www.ed.ac.uk/information-services/learning-technology/media-hopper-create) is the University’s video hosting site – a bit like YouTube or Vimeo. You can create an account and post videos, and then embed them on other websites easily.

If you want a video to be subtitled there is [a ‘pilot’ service, detailed here](https://www.ed.ac.uk/information-services/learning-technology/media-hopper-create/help-and-support/subtitling-pilot). Just email IS Helpline to request captioning for your video.

All staff and students can create and maintain their own profile page on the UoE website (Edweb).

In addition, academics can have a profile page on PURE, which feeds through to the public portal, Edinburgh Research Explorer.

# Community & Outreach

## Working with a study advisory board

*By Rachael Davis*

A study advisory board provides an invaluable community perspective for research projects. This is achieved by ensuring that and the board members are diverse in terms of their knowledge and expertise.

For example, my study focuses on bilingual children with and without autism. The board includes an autistic member who is trilingual and works in education, a parent of an autistic trilingual child, a speech and language therapist and bilingualism academics and experts.

The board members provide input on refining research questions and protocols and shaping the study design, participation and dissemination of findings based on the priorities of the communities they represent. The diversity of board members ensures that every stage of the project is aligned with the needs of the community that you are working for and with.

Sample documents:

- The first document is an email template inviting individuals to join the advisory board

- The second document is a terms of reference sample that we used with our advisory board. Terms of reference are a set of rules that define the purpose and structures of the board. It ensures all members understand how each meeting will work and the expectations for board members. This should be discussed and agreed upon in the first board meeting.

- The third is a sample of working practises – this refers to general rules for how each meeting will work for the board members – for example, the frequency of meetings and what is expected from each member. It is important to have your working practise discussion points for your first meeting.

- The final document is an example of a voting system that we used for making decisions within the group. It’s an inclusive, quick and easy voting system that ensures that everyone is getting a say in the decision making process.

<https://www.dropbox.com/s/rrm0b9h8z2t3qi6/Steering%20group%20sample%20documents.docx?dl=0>

## Working with a community advisor

[needs content]

## Open access: Getting your papers made available to everyone

*By Sue FW*

Our Centre has a dedicated office who will take newly-accepted papers and make sure a copy is posted up online for anyone to access. Simply email [ccbs-openaccess@ed.ac.uk](mailto:ccbs-openaccess@ed.ac.uk) with your acceptance email from the journal.

* Make sure that the email contains the date of acceptance
* Attach the final version of the manuscript that you submitted – this should have author details (i.e. include the title page in the document) but should not have any journal formatting. It needs to be YOUR copy.
* Make sure the manuscript includes acknowledgements for any funding that supported the work
* Add a note if you think the research deserves media attention – if so, summarise the finding and the implications

## A list of relevant conferences and their deadlines

*By Mihaela Dragomir & Bérengère Digard*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Conference | Dates | Deadline | Prestige | Notes |
| HUMAN-COMPUTER INTERACTION – see [Conferences Calendar](https://sigchi.org/conferences/calendar/) | | | | |
| [Interaction Design for Children (IDC)](http://idc-2018.org/) |  | 19th January – Paper  25th March - WiP | ★★★☆ | Friendly environment to present work (part.) at early stages  Great place for networking & socialising (medium-size conf.)  Waves your registration fee & pays for your accommodation if student offers volunteering |
| [Human Factors in Computing System (CHI)](http://chi2019.acm.org/) |  | 14th Sept.‘18 – Paper  7th January’19 – WiP | ★★★★ | Great place for networking with top researchers  Large-size conference so might be useful to think in advance about what exactly you want to get out of it |
| [CHIPlay](https://chiplay.acm.org/2018/) |  | 13th April – Paper  13th July - WiP | ★★☆☆ | Offers student travel grants of $1800 – !!need to apply early!! |
| [Computer Supported Cooperative Work (CSCW)](https://cscw.acm.org/2018/) |  | 1st June – Paper  1st July – Poster | ★★★★ |  |
| [Designing Interactive Systems (DIS)](http://dis2018.org/) |  | 8th January – Paper  12th March - WiP | ★★☆☆ |  |
| [ASSETS](https://assets18.sigaccess.org/) |  | 2nd March - Paper  18th June - Poster | ★☆☆☆ |  |
| [INTERACT](http://interact2019.org/) |  | 14th Jan.’19 – Paper  8th April’19 - WiP | ★☆☆☆ |  |
| BILINGUALISM | | | | |
| [Polyglot Conference](http://polyglotconference.com/) | 18 – 20th October | 15th May | ★★☆☆ | Community conference, very friendly! Shereen and Billie gave our first talk there, and it was a nice way to start. As we were self-funded students a quick chat with the organisers allowed us to register for free. |
| [International Symposium on Bilingualism](http://sites.psych.ualberta.ca/ISB12/) | 23rd – 28th June | 15th October | ★★★★ | Main conference for bilingualism, happens every 2 years, usually in Canada or in the US. |
| [Boston University Conference on Language Development](https://www.bu.edu/bucld/conference-info/schedule/) | 7 – 10th November | 1st May - Paper | ★★★☆ |  |
| NEURODIVERSITY | | | | |
| [INSAR](https://www.autism-insar.org/) | 1st – 4th May | 28th November - Paper | ★★★★ | Main autism conference, so absolutely gigantic (and overwhelming). Good to network and meet other ECR from all around the world.  Offers travel grants for students / ECR (£500) |
| [Autistica](https://www.autistica.org.uk/get-involved/research-conference) | 27th June | 17th February - Paper | ★★★☆ | Casual and very friendly, great talks by autistic people. |
| [Autism Europe](http://www.autismeurope-congress2019.com/en/) | 13th – 16th September | 31st January - Paper | ★★★☆ |  |
| CHILDREN & LEARNING | | | | |
| [FLUX](https://fluxsociety.org/) | 30th August – 1st September | 1st April - Paper | ★★★☆ | Offers travel grants for students (£ varies based on distance to the conference). |
| ICIS |  | 2nd December - Paper  2nd March - Travel award  30th March - Merit award |  |  |

## Poster printing

*Catherine Crompton*

Teviot Print Shop (based in the entrance hallway of Teviot Student Union) do very reasonable poster printing, with fairly quick turnaround. If you want a cheap fabric poster so you don’t have to wrestle a poster tube on to the plane, they charge for £35 for an A0 fabric poster.

# Contacts

## Useful contacts for work: HR, Finance, postgraduate office etc.

*By Sue FW*

**Sue Davidson**: Centre Administrator for the SMRC. Sue’s is your primary contact for: purchasing; participant expenses; HR & recruitment; annual leave & contracts; ethics and IRAS forms; event management & training courses; room bookings, minutes & meetings.

Salvesen Mindroom Research Centre, Child Life & Health, University of Edinburgh, 20 Sylvan Place, Edinburgh  EH9 1UW

Tel : 0131 536 0802

Email: [Susan.Davidson@ed.ac.uk](mailto:Susan.Davidson@ed.ac.uk)

**Dawne Milligan,** Research Funding Specialist, can help with costings and other preparation for funding applications.

Edinburgh Research Office, The University of Edinburgh, 9 Bioquarter, Little France Road, Edinburgh EH16 4UX

Tel: +44 (0)131 650 9034

Email:  [dawne.milligan@ed.ac.uk](mailto:dawne.milligan@ed.ac.uk)

**CCBS administrative roles** include those listed below but in the first instance you should **always** go to Sue Davidson:

**Dr Laura Doull** is assisting on a time-limited basis with operational matters including e-expenses, e-authorisations, ad hoc costings and general enquiries.

**Erika Griffin** is CCBS Finance Officer and will deal with enquiries related to budgets and operational expenditure as well as purchase orders, SciQuest, invoices, EITs and payments.

**Dorothy Air** is the CCBS HR Assistant.

**Charlotte Iliakis** isthe CCBS Postgraduate Administrator.

**Rebecca Devon** is the CCBS Science Manager, overseeing academic matters, grant application and award, metrics, reporting, website & comms.

## Useful mailing lists / journal clubs you might want to join

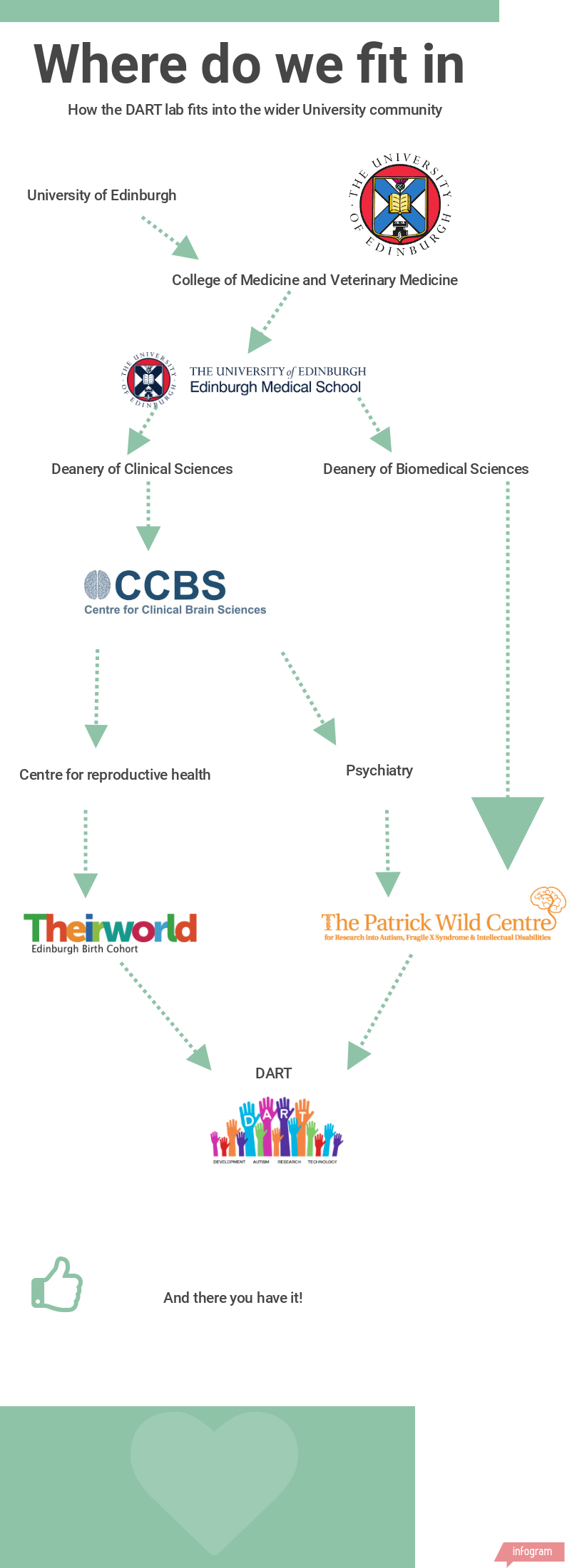
*By Sue FW*

[needs content]

* [Psychology, Philosophy and Informatics Reading Group](http://lists.inf.ed.ac.uk/mailman/listinfo/ppig-list)

## Understanding research groupings at the University

*By Sinéad O’Carroll*



## Key people who work in Kennedy Tower

[needs content]

## A list of nice places to go nearby

*By Lorna Ginnell*

We are super lucky to be situated in an area with a great selection of cafés and eateries! Here are some gems:

* For breakfast or coffee meetings: *Project Coffee* (warning, no Wi-Fi!)
* For dreamy breakfasts (and treats) when you’re not planning on doing any work: *Honeycomb and Co*
* For those days in the office when you need a pick me up and instant coffee just won’t do: *The Counter (Kiosk next to M&S)*
* For when you want to escape from the office but don’t want to go too far: *The Round Square, Blackwood Coffee, Café Nero*
* Hot Chocolate: *The Chocolate Tree*
* The best sandwiches: *Karine’s Deli*
* Grab and go lunches: *M&S, Waitrose* (they also have a Sushi Bar)
* A quiet place to do some solo work: *Redbox (in Marchmont).* OK so this is like half an hour away but it’s really spacious, not too busy and has lots of plugs and free Wi-Fi! And good coffee and sweet treats. So a nice place to settle in and write for the day.
* After work drinks: *The Hermitage, Montpelier, Black Ivy*
* Dinner: *Montpelier, Mia’s Italian, Nonas*
* Walks: *The Braid & Blackford Hill, Bruntsfield Links*

## Useful contractors

### Graphic Design

<http://scottmcallisterdesign.co.uk> – recommended though not used yet, an autistic graphic designer in Scotland.

### Transcription

*By Catherine Crompton*

Lesley @ e-transcribing ([info@e-transcribing.co.uk](mailto:info@e-transcribing.co.uk)). Local transcriber used before to transcribe confidential interviews both by Patrick Wild Centre and the School of Education. Lesley lives in Edinburgh and does not work during school holidays (including over the summer holidays), and in 2018 charged £1/minute of tape to transcribe.

# Data, Stats and Open Science

## Data storage systems and definitions

*by Sue Fletcher-Watson*

### Shared Drives on the University Server

The University Information Services can create shared folders on University servers. These are just like regular folders on your work computer, but they are also available on the desktops of other folder members. Folders need to be created by emailing the IS helpline. You should give them the UUN (University UserName) of anyone who you want to be able to access the folder – access is by invitation only. Folders are not accessible outside the University – though you will be able to access them at home / on your laptop if you link to the [VPN](https://www.ed.ac.uk/information-services/computing/desktop-personal/vpn).

Shared drives are useful for project master files with finalised project documents such as standard operating procedures; site files for clinical trials; storing data which only needs to be shared with other UoE staff.

If you use a PC new shared drives should appear automatically on your desktop at login. If you use a Mac you may need to network the shared drives by going to Finder > Go > Connect to Server… and then pasting in the file pathway which IS will send to you when you set it up / join the folder. It is worth saving this pathway.

#### [DataSync](https://datasync.ed.ac.uk/)

A Dropbox-like file hosting service for staff and postgrad students. Activate at the link above, using your EASE username and password. Up to 20GB of data is stored at the University of Edinburgh and managed by Information Services.

DataSync is useful for: project folders that you want to share with people outside the University who either don’t have Dropbox or don’t want Dropbox; sharing folders which exceed the free Dropbox folder limit; sharing and synchronising files across multiple devices including your mobile. [There are FAQs here](https://www.ed.ac.uk/information-services/computing/desktop-personal/datasync).

You can access DataSync through your browser or create a file on your desktop that automatically syncs new content. The [desktop version uses a client called OwnCloud](https://www.ed.ac.uk/information-services/computing/desktop-personal/datasync/desktop-clients) that you download to your computer, and is also available [for mobile devices](https://www.ed.ac.uk/information-services/computing/desktop-personal/datasync/mobile-clients). When using Own Cloud: if you add or edit a file in one place it is copied / the change is propogated to the other place(s); if a file is deleted in one place, it is deleted in all places. The system offers some ability for you to restore files that you have deleted (within 10 days)

You can [share individual DataSync files or folders](https://www.ed.ac.uk/information-services/computing/desktop-personal/datasync/sharing) with people within and outside the University.

#### [DataShare](https://datashare.is.ed.ac.uk/)

DataShare is for making a data set publicly available once a project is completed. UoE staff can set up an account with their EASE login but collaborators need to apply for an “EASE Friend” account. There is [information on how to deposit data here](https://www.ed.ac.uk/information-services/research-support/research-data-service/sharing-preserving-data/data-repository/how-to-deposit). Before depositing any data you should [follow this checklist](https://www.ed.ac.uk/information-services/research-support/research-data-service/sharing-preserving-data/data-repository/checklist) and discuss all the items with a colleague.

#### [DataVault](https://datavault.ed.ac.uk/)

DataVault is for long-term, private and secure storage of a finalised, “golden copy” dataset, once a project is completed. UoE staff can set up an account with their EASE login. There is [information on how to deposit data here](https://www.ed.ac.uk/information-services/research-support/research-data-service/sharing-preserving-data/datavault). The data are archived and you can set a date to have the data securely destroyed if you wish.

### Further information:

The [research data service webpage](https://www.ed.ac.uk/information-services/research-support/research-data-service/sharing-preserving-data) has lots of useful information about all of the above services and more.

There is also a [Data Access and Governance committee](https://www.ed.ac.uk/clinical-brain-sciences/data-access-governance) in CCBS who might be able ot help if you have queries.

## Data Management & how to password protect and encrypt a file.

*By Sue Fletcher-Watson*

### Data Management: file types

1. An identifiable data master file (probably Excel, one row per participant) containing any identifiable information such as participant contact details, and notes on the latest contact you’ve had with them. This will also contain a note of participant codes for your study. Consider using multiple tabs to record different types of information – for example if you want to include notes on each timepoint of a longitudinal study.
2. A pseudonymised master file containing pseudonymised data listing the participant codes and their research data – such as questionnaire scores, reaction times or survey responses. Consider using separate tabs to record individual questionnaire item scores and then putting only total / sub-scale scores on your main data tab. Include a glossary to define any variable labels and a table with notes recording any scoring or labelling conventions – e.g. 1 = female, 2 = male.
3. Raw data files for each individual participant. Save these in an individual participant folder, labelled with their participant code and use the same code for each individual file. Raw data files might include raw eye-tracker output, audio or video recordings, or interview transcripts.
4. Specific project analysis files. If you want to do some data combination or modification (e.g. convert raw eye-tracking variables into a summary score; combine survey items into a scale) you may wish to consider taking the pseudonymised master file, duplicating and re-saving it in a separate folder labelled with your sub-project / sub-analysis. E.g. “Ginnell Habituation Analysis”. This way you can adapt the data, delete variables you don’t need and combine scores in novel ways without messing with the master file. NEVER delete participant rows – just use colour coding in excel, case selection in SPSS, or something in R to de-select those cases that you don’t need for your analysis.

### Rules for good data management:

* If in doubt, password protect a file (see below for how to do this)
* Develop a template master database, thoroughly and carefully. Use dummy data to check it. Then use that template and aim to only ever have ONE master data file for your project. You can add rows and columns, but should aim to never remove information.
* Label your participants using a convention such as Participant\_studyname\_number. For example: P\_CE\_001 Make sure that the number has enough digits to encompass all potential future participants. Avoid coding group status within the participant code (e.g. A for Autistic) as this make the code unnecessarily revealing about the participant.
* Label your study master file using a similar convention. E.g. MasterData\_ClickEast\_blind If your study doesn’t have a catchy name, using your name or initials might be better.

### To password protect a file in Excel:

Select Save As > Select Options > Choose a password > confirm your password. You can also consider adding a different password for modification of the file, to make it harder for people to accidentally edit your master data. Strong but memorable passwords can be created using unpredictable but thematically-linked word strings. E.g. chocolatebeachpilates (based on three favourite things). You can also use the first letters of a sentence – such as a favourite song lyric – and including relevant symbols or punctuation. E.g. Ror&wok!Bck&wwm (Raindrops on roses and whiskers on kittens! Bright copper kettles and warm woollen mittens)

### To encrypt a file using Veracrypt:

You can safely encrypt files using a free online programme, recommended for encryption by our IT service, called [VeraCrypt](https://veracrypt.codeplex.com/) Full instructions can be found in the [VeraCrypt “beginner’s instructions” pages](https://veracrypt.codeplex.com/wikipage?title=Beginner%27s%20Tutorial). This works by creating an encrypted package, or folder, into which you can put individual files you want to encrypt. You will set the folder size in advance so check how much your files are in total. You will create a decryption key (i.e. password) which will be used to unlock (or “mount”) the encrypted folder.

When advising colleagues on how to access a previously-encrypted file, you can tell them to download the software and then [scroll down to step 13 on the beginner’s instructions](https://veracrypt.codeplex.com/wikipage?title=Beginner%27s%20Tutorial), which shows you how to mount a volume and access the contents.

Files which have been encrypted in this way can be shared with anyone including as an email attachment, via Dropbox and on a USB. However, when you send the file you should send the decryption key separately – e.g. text them the decryption but send the folder by email. Or email the decryption but send the file via DataSync.

## How to share project information with collaborators

*By Bethan Dean*

**NB: Data storage systems are listed in the preceding section.** Some of these – DataSync and Shared Drives - may also be useful for sharing project information.

#### [DropBox](https://www.dropbox.com/?landing=dbv2)

DropBox is an independent private file-sharing service which is not owned by the University. DropBox servers are based outside the EU and the service is not approved for data storage or sharing. You can sign up for free but will have to pay if you want more storage space. The basic account only provides 2GB of storage.

Dropbox is useful for sharing project materials that are non-sensitive such as Gantt charts, draft standard operating procedures, draft article manuscripts and meeting agendas and minutes. You should not use Dropbox to store or share data including: video or audio recordings; Excel, SPSS or .csv files; scanned copies of paper data.

#### [Wiki Service](https://www.ed.ac.uk/information-services/computing/comms-and-collab/central-wiki)

A wiki is a type of website that allows user to collaboratively create and maintain content. The UoE Wiki is based on the Confluence software platform. Users log into it via EASE and it is automatically populated with all staff, students and visitors to the University. Any member of the University – staff, students and ‘staff like’ visitors may own any number of Wikis in the University space.

The owner has control and responsibility for the use of the Wiki, i.e. content moderation, authorisation of users, etc. Collaborators/users from outside the University may be given write access to the wiki by the owner or delegated administrator. In order to log into the wiki, external users will require an EASE Friend account. There is no enforced size limit for a single Wiki space; however, individual attachments cannot exceed 30MB. The Wiki is available from anywhere in the world.

Wikis are good for: sharing content with collaborators *and the public,* when that content is not sensitive. It should not be used to share research data.

#### [University of Edinburgh Sharepoint](https://uoe.sharepoint.com/SitePages/Home.aspx)

Sharepoint is a web-based product which enables you to collaborate and communicate with other team members, departmental colleagues or research project/working groups by storing files and information in one location. It is done through **OneDrive for Business**, which is an integral part of Office 365, or SharePoint Server.

Sharepoint has the following advantages: Eliminates need to circulate documents via email; Enables users to control access to sensitive data using permissions; OneDrive allows you to store up to 1Tbyte of documents; Can be accessed from any computer.

## GDPR – what is it and how does it affect me?

There’s detailed information on the UoE [GDPR webpages](http://www.ed.ac.uk/records-management/gdpr)

**Basic Principles:**

* Personal data means anything that can identify an individual – name, address etc but also photographs / videos and voice recordings
* In general, make sure you **MINIMISE** what you collect: strictly only what is necessary
* be **TRANSPARENT** about why you are collecting it
* Don’t forget to **DESTROY** it after the stated retention time.

**Training:**

1. [Data protection](https://www.ed.ac.uk/records-management/training/data-protection)
2. [Information security](https://www.ed.ac.uk/infosec/learning-about-protection/register-information-security-essentials)
3. [DP Training Research (search for this on LEARN)](https://www.learn.ed.ac.uk/)

[**Data Protection Impact Assessments**](http://www.ed.ac.uk/records-management/guidance/checklist/data-protection-impact-assessment) **(DPIA):** You must conduct a DPIA when commencing a new project, be it research / procurement / event / newsletter etc.

[**GDPR checklist**](https://www.ed.ac.uk/files/atoms/files/gdpr_checklist_ccbs.pdf)**:** If processing personal information is a key part of your role (PIs! Event organisers! Admin & comms staff!) please refer to the GDPR Checklist and make sure everything you are doing is GDPR compliant

**Questions? Need advice?** Contact UoE Data Protection Officer Dr Rena Gertz.

## Responsible Analysis

*By Sue FW*

These notes come from a discussion we had during lab-group about what tools we have at our disposal to prevent p-hacking and ensuring we are analysing data responsibly and transparently. We identified 6 ways to be responsible in our statistical analyses, and their reporting:

1. Pre-register your analyses – even if you can’t do a registered report, think about publishing a protocol outlining your analysis plan in detail. This will save time later on and demonstrate transparency, and it goes some way to prevent inadvertent p-hacking
2. Report effect sizes as well as p-values and base your interpretation more on the former (indicating the size of any difference – is it trivial? Is it meaningful?) rather than the latter. Effect sizes are more robust to sample size changes and therefore especially good when analysing an under-powered data set. You can also use Bayesian statistics which explicitly evaluate whether an effect size is likely to be a “true” effect.
3. Report confidence intervals for any differences, allowing your reader to examine the full range of possible sizes-of-difference that are compatible with your data. If even the smallest difference estimate (lowest bound of your confidence interval) is greater than zero you can be very confident that your detected effect is a “true” effect. When interpreting data – especially when looking for *clinical* as well as *statistical* significance, consider the range of possible effects that are compatible with your data.
4. Make sure you correct for multiple tests, by reducing the required p-value in proportion with the number of tests being carried out. This especially applies when performing multiple tests on the same variables – e.g. a large correlation matrix
5. Validate your analysis in a second data set. This is very hard for us as our data are often quite unique but sometimes it’s possible to leave out a proportion of your data for cross-validation checks. To aid in this goal for the field as a whole, we should be promoting and seeking protocol harmonisation, whereby multiple research teams use the same / overlapping data collection protocols on their samples.
6. Visualise your data and take the time to get to know its shape. Don’t be afraid to include narrative descriptions of your data as well as statistical tests

Finally, it is worth noting that all of these responsible data plans are jeopardised when preparing analyses for conferences. Often a conference abstract, and sometimes also the conference presentation, will feature an interim analysis which is rushed and dictated by the conference timeline. As a result, we should not place a lot of weight on either our own, or others’ conference findings, but instead use them as an opportunity to get feedback on our methods and rehearse analysis pathways which might contribute usefully to our pre-registration.

## Statistics resources

**University of Edinburgh Resources**

1. The Institute of Academic Development runs [1-1 statistics clinics](https://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral/courses/themes). We’ve also heard tell of a statistics clinic that takes place in the Main Library… watch this space for more info
2. It is possible to “pitch” a project that involves data analysis to students in the Maths department – ask Sue for more details
3. [R Ladies has an Edinburgh chapter](https://www.meetup.com/rladies-edinburgh/), where you can go along to get advice and guidance, and swap tips, on using R:

*R-Ladies Edinburgh welcomes members of all R proficiency levels, whether you're a new or aspiring R user, or an experienced R programmer interested in mentoring, networking & expert upskilling. Our community is designed to develop our members' R skills & knowledge through social, collaborative learning & sharing. Supporting minority identity access to STEM skills & careers, the Free Software Movement, and contributing to the global R community!*

1. The [Research Data Service](https://www.ed.ac.uk/information-services/research-support/research-data-service/training) run courses including *Handling Data Using SPSS:*

*Computer Lab-based, hands on workshop - No prior experience or preparation required. The aim of this half-day course is to show you how the facilities provided by SPSS can help with the management of your research data, demonstrating the benefits of using SPSS syntax-driven commands*

1. Crispin Jordan provides [stats support at a drop-in clinic](https://crispinjordan.weebly.com/data-analysis-help.html) – follow the link to see available dates and to book a slot.
2. Places to approach for paid stats support for projects that have available budget include the [Edinburgh Clinical Trials Unit](https://www.ed.ac.uk/usher/edinburgh-clinical-trials) and the [Edinburgh Clinical Research Facility](https://www.edinburghcrf.ed.ac.uk/).
3. [AQMEN](http://www.aqmen.ac.uk/) (the Applied Quantitative Methods Network) runs training courses on statistical methods and data anlysis.

**General Online Resources**

1. [DataCamp](https://www.datacamp.com/) provide online training on statistical analysis.
2. Th [Laerd Statistics website](https://statistics.laerd.com/) provides a subscription service for access to statistics guidance and support, for £5 per month for a 3-month subscription. We could probably cover the cost of this, provided they are registered as a supplier for the University.
3. [G-Power is free software](http://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower.html) that you can download that provides basically all the power calculations you ever need.
4. Online calculator - [power analysis with cross random effects](https://jakewestfall.shinyapps.io/crossedpower/)
5. Tutorial – [a worksheet on repeated measures ANCOVA](http://www.bbk.ac.uk/psychology/dnl/stats/Repeated_Measures_ANCOVA.html) and managing covariates
6. Tutorial – an interactive [visualisation of p-value distributions](http://rpsychologist.com/d3/pdist/)
7. If you’re interested in Bayesian analysis then:
   * Here are some [slides](https://osf.io/mhe5b/) from a Bayes course Catherine went to, and recommended
   * The free software for Bayes is [JASP](https://jasp-stats.org/)

**Using R - beginners**

1. An [online book](http://www.fon.hum.uva.nl/paul/lot2015/Navarro2014.pdf) called *Learning Statistics with R: A tutorial for psychology students and other beginners.* There are other version of the same book, and related resources [at this website](https://learningstatisticswithr.com/)
2. Code Academy runs a [free online course](https://www.codecademy.com/learn/learn-r) for learning to use R

**Using R – more sophisticated resources**

1. Some example data and [code for plotting summaries of data](https://github.com/ecsalomon/summaryPlotting)
2. A  [tutorial on using ggplot2](http://varianceexplained.org/RData/code/code_lesson2/) for data visualisation

**Open Science Analysis Tools**

1. Coding – [a friendly introduction to GitHub](http://joeyklee.github.io/friendly-github-intro/)

## Open Science Resources

* Information about the [FAIR principles of data science](https://www.go-fair.org/fair-principles/): data should be Findable, Accessible, Interoperable and Reuseable

# Ethics

## R&D, Sponsorship, and Ethics: definitions and process

**Sponsorship** is the University’s review to **check that your research is properly insured** and review the University’s liability. This should happen FIRST. For example, what if you invite a participant to a University building, and they trip on a loose carpet corner and hurt themselves? The University would be liable for this, and so they want to know that all significant risks have been minimised. This includes risks like failure to take consent. Your sponsor

**Ethics** is the process of evaluating that your research doesn’t infringe human rights, and that you follow core ethical research practices such as informed consent and data confidentiality. This normally happens SECOND.

**R&D review** is designed **to evaluate the impact of your project on NHS resources**. If required, R&D review will happen THIRD. However, your project might need to be checked by R&D at the time you apply for funding, to see whether you need to include budget for NHS resources. It might also need an R&D review after funding has been awarded, to see if it impacts the NHS in any way. If your project has zero impact on the NHS then you won’t take this any further. If you are using NHS resources (e.g. recruiting from patient lists, involving nurse time, posting recruitment adverts in GP surgeries), then R&D approval is needed to permit access to these resources.

The **Caldicott Guardian** scheme is designed to make sure patient data collected for clinical purposes is protected. You will need to apply to the scheme, after your regular ethics is completed, if you want to access any patient data. This includes patient names and addresses, as well as diagnostic information, routine test results etc.

Key contacts for questions about this process are Jo-Anne Robertson and Chris Coner, both based in the ACCORD office which is the join University of Edinburgh and NHS Lothian sponsor.

## Things to think about when writing an ethics proposal

Autistica have made a great Research Toolkit that contains sample information sheets, consent forms and other materials for sharing with research participants. You can [check it out here](https://www.autistica.org.uk/our-research/research-toolkit?dm_i=4U0R,DHXS,PHQC6,1JM2G,1).

[needs content]

## Your data management plan: collecting, transporting, storing and accessing your data during the study

[needs content]

## Your data management plan: publishing, sharing and archiving your data after the study

[needs content]

## Making information accessible to people with a learning disability

It’s important that your information sheets are accessible to people who are going to read them. If your study includes people with a learning disability, [this guide from NHS England might help](https://www.england.nhs.uk/wp-content/uploads/2018/06/LearningDisabilityAccessCommsGuidance.pdf). Here’s the [Easy Read version of the same guide](https://www.england.nhs.uk/wp-content/uploads/2018/06/make-it-easy-easy-read.pdf).

## A short guide to various ethics forms

*By Bérengère Digard*

### PPLS Ethics

If your study fits under the Psychology umbrella (even if it involves imaging or biosamples) and if you have a supervisor / collaborator in PPLS, you might be able to submit your ethics in PPLS. In case of doubts, ask your supervisor / collaborator / the actual ethics committee. The Ethics application process in PPLS is quite quick and straight-forward.

1. The online website <https://resource.ppls.ed.ac.uk/ethics/> is straight-forward in spite of its vintage look. You can easily save your form and come back to it later. You have to upload all the relevant documents (Participant Information Sheet, Recruitment flyer, Consent Form – You can also add a Data Management Plan but it’s not mandatory) at the end, on the last page (possibly even after having clicked on “submit”.

2. Once the online form is submitted, your collaborators will receive an email inviting them to review it and (electronically) sign it.

3. Once all the collaborators have signed the form, it goes to the ethics committee. The decision comes back within 2 weeks via email, with the Approval letter or with the Review Comments (once I submitted a form in the morning and got the letter on the same day in the afternoon).

4. If you need to change some details based on the Review Comments, of if you need to make amendments later, you can easily access the form again in your PPLS Ethics account to edit the form and re-submit it. While doing so you can click on “Compare Previous” to keep track and compare the different versions of the form. You can also upload a document (on the same page as the other relevant documents) explaining to the committee the changes you’ve made, and/or answering the questions raised in the Review Comments.

### NHS Ethics, ACCORD, all that jazz

This path is required for imaging studies. It is long, it is complex, I’m still entirely unable to give you a nice flowchart of all the steps to follow. This Ethics path is fraught with pitfalls and is only surpassed by Frodo’s journey to Mordor.

# Finance

## Finance helpline

*By Sue FW*

You can find the [Finance Helpline page here](https://www.ed.ac.uk/finance/finance-helpline?utm_campaign=2295170_SEP%20-%20All%20Staff%20email%20%E2%80%93%20New%20Finance%20Helpline%20-%2031-Jan-19&utm_medium=email&utm_source=dotmailer&dm_i=27JU,1D6YQ,425AZ8,4H81J,1). There is a link for UoE staff and students and a link for external providers which may be of use when people are chasing payments etc.

Alternatively you can contact the Helpline by calling 0131 651 5151 or emailing [finance.helpline@ed.ac.uk](mailto:finance.helpline@ed.ac.uk)

## General information about financial transactions within CCBS

*by Sue FW*

1. **Submit the request on the appropriate form**

UoE forms can be downloaded from [www.ed.ac.uk/finance/for-staff/forms](http://www.ed.ac.uk/finance/for-staff/forms)

**Tip**: Search for “finance forms” on the University website to download the correct form each time rather than save local copies, which might go out of date.

The purchasing request form is CCBS-specific and can be downloaded from the CCBS website Staff Only pages at [www.edweb.ed.ac.uk/clinical-brain-sciences/staff-only/ccbs-information-everyone](http://www.edweb.ed.ac.uk/clinical-brain-sciences/staff-only/ccbs-information-everyone)

1. **Fill in all the details before submitting to your finance officer or local contact**

Make sure that the UoE finance code is fully completed, and all relevant contact name and addresses have been supplied. Your local contact will normally be **Sue Davidson**.

UoE finance codes are made up of three parts, and all three are needed for a transaction.

e.g. **217CHA 3138 R12345**

|  |  |  |
| --- | --- | --- |
| Cost Centre – this is like the sort code; it’s specific to the individual or research group | Account code – this identifies the category of the purchase/sale, for instance 3138 refers to Research Consumables, 3432 is for Postage | Job code\* – this is like the account number |

\*The initial letter of the job code refers to the type of account: R = research grant; D = donation; G = general

* ‘R’ job codes have a restricted set of account codes that can be used, according to what you applied for in your grant. Please don’t pair an R job code with an account code that doesn’t apply to that grant.

Please look up on webfirst and keep a note of which account codes can be paired with which R numbers. If you don’t have access to you job code on webfirst, please contact the Centre Manager.

* ‘D’ job codes can also be restricted, if a restriction has been specified in the donation agreement.
* ‘G’ job codes can be used with any account code.

1. **Obtain authorisation from the PI/budget holder before submitting**

This will normally be Sue FW

1. **Submit your request to your single contact person**

Please don’t copy in other people who might be able to help. This can cause confusion over responsibilities and often slows things up.

1. **Please be patient – wait at least 3 days before following up**

## Specific transaction types within CCBS

**Purchase orders** (PO): Please fill a purchasing request form (download from CCBS website) and send one email with all the details available for your product including full grant coding. If you don’t know the details, please ask your PI, and obtain their full authorisation.

**Invoices:** Please send only one email with a scan of the invoice and grant codes once you get authorisation from PI. Please check if invoices have a contact email and bank details, and provide these details if they are not stated on the invoice.

**Expenses for non-staff:** Complete the ‘Payment for non-staff / non-students expenses’ form and submit it once you have PI approval and signature and all all the grant coding has been added. Please complete the form with full address and bank details. Please also send an email from the non-staff member confirming their bank details as Accounts Payable will need to see this email.

**Suppliers that are not in our system:** The supplier will need to completes the ‘Supplier Self-Declaration form’ and provide a headed company letter with full bank details including bank address.

**International payments:** Please send the invoice with all above details including full grant coding.

**Internal Transfers**: Please send the School and Sub-Unit and the name of the authoriser plus grant codes and explain clearly if this is to pay for something or to receive a payment

**Sales invoices**: Please request a PO from the customer and provide full grant details

## How to use WebFirst

*By Sue FW*

**Webfirst** is an online system for checking balances, transactions, expenditure and income for specific Job Codes. You need to request access to specific Job Codes by emailing Val Renton. [You can access WebFirst here](https://www.webfirst.fin.ed.ac.uk/).

WebFirst prompts you to choose from a range of different types of reports on the left-hand side of the page – e.g. all transactions in a specific period, or a round-up of total spending to date. The report names are quite hard to understand and so they are very hard to decide between! [There are descriptions here.](https://www.wiki.ed.ac.uk/display/Finance/WebFirst+-+Available+Reports) If you find a report format that is useful, it’s worth saving it in your Favourites / making a note to access it again!

*PLEASE ADD INFORMATION HERE IF YOU DISCOVER USEFUL THINGS ABOUT WEBFIRST THAT YOU WANT TO SHARE!*

## How to make an expense claim through e-expenses

*By Sue FW*

**Wherever possible, you should try to make purchases through University suppliers instead of paying for things yourself and claiming them back**. You can book travel & accommodation through Key Travel (see section below), order office suppliers and IT equipment through Ken O’Neill / Sue Davidson / your local finance administrator, and pay approved suppliers directly (e.g. transcription services) by asking them to invoice the University.

You can [access eExpenses here](https://www.expenses.finance.ed.ac.uk/).

To use eExpenses, you need to register first – ask Ken O’Neill or your local finance administrator for a registration form.

When using eExpenses, the approximate step-by-step process is as follows:

1. Log in using your EASE details
2. Select Create A Claim on the left hand side
3. Give your claim item a sensible title, such as “BPS conference expenses”. You can claim a bunch of things at the same time and it makes sense to group them by event (e.g. travel, accommodation and meals for a conference\*). Don’t make a claim for every single receipt.
4. If you think your claim is at all unusual or confusing, use the “additional details” box to add information
5. Then for each item in the claim select the Category (e.g. Research Grant) and Expense Type (e.g. Consumables)
6. Enter a description for the item, e.g. SRS manual
7. Select the Cost Centre that is the ‘parent’ for the Job Code you are claiming from
8. Select the Job Code
9. Select an Approval Group – this is the group of finance officers who will be asked to approve your claim. The Approval Group should match the Cost Centre. E.g. Cost Centre = 214PSY, approval group = Clinical Sciences Psychiatry
10. Add the amount, and the date the expenses was incurred – i.e. when you paid for it, not when it happened.
11. For specific expenses like Travel there will also be other fields to complete. It is worth adding as much detail as you can.
12. Save the item. Then select the paperclip icon on the right-hand side to upload relevant documents. There should be a scanned receipt / e-receipt (e.g. downloaded email) for every item.
13. You can then go back to step 5 above, and add additional items to your claim.
14. Once you have all your items added, you can submit the claim
15. Then print the claim and attach [Lizzy note: don’t staple the receipts to the form] any paper receipts. You need to attach paper receipts for anything where the original receipt was not digital – e.g. meals.
16. Get the claim signed by a more senior budget holder – normally Sue FW – and then submit the paperwork to Ken.
17. When your claim is paid you will receive an email with a “Remittance Advice” notifying you of the amount which has been paid into your account. If you submitted multiple claims at once, this will be for the total of all approved claims.
18. It is possible that your claim will be queried by the Approval Group in which case you will receive an email notification. You can log in to eExpenses again and edit your claim / provide additional information. Even if you have a conversation about the claim, make sure you record all the details here, otherwise the claim may be knocked back by central finance.

NB: if your expense is in a foreign currency, you should claim the actual cost in £. The easiest way to do this is to attached a redacted (removing any private information) copy of your bank statement / credit card statement with the actual payment listed. You can claim for the cost of the item and any bank fees associated with the transaction – just add these up and put them through as a single claim item.

\* *noting of course that we should aim to book travel and accommodation through Key Travel!*

## Definitions of UoE expenses terminology and systems

*By Lizzy Kirkham & Sue FW*

### Finance Codes

**Account code:** the type of expenditure or income. Account codes are 4-digit numbers. You can look up account codes [here](https://www.wiki.ed.ac.uk/pages/viewpage.action?spaceKey=Finance&title=eFinancials+Account+Code+Finder).

Different account codes are used to mark out money which has been spent on Travel, or Salaries or Consumables. If you spend money on Travel from a R-**job code** it will be a different 4-digit code to if you spend money on Travel from a D-**job code**.

Note that you can only use an account code if it has a **job code** attached to it. In other words, you need to be assigning your Travel (Account Code) expenses to a specific pot of money (Job Code).

**Cost centre:** the part of the University that holds the specific **Job Code** (see below) you are using. The Psychiatry Cost Centre is 214PSY. Cost Centres are all 6-digits long and have a combination of letters and numbers. Most grants awarded to PIs in Psychiatry will be in this Cost Centre. In the real world, the Cost Centre is something like your Sort Code on your personal bank account.

**Job code:** the code for the budget (i.e. “pot of money”) you are using. This is like your bank account number. Job codes start with a letter, and the letter is meaningful. D is for donation accounts – which apply if you have funding from a private donor. R is for Research accounts – which apply if you have a research grant. G is for general accounts like the departmental fund for Psychiatry.

### Grant costing terminology

**Costings** are estimates of how much it will cost to do the project.

**Direct costs** are things that won’t be paid for you if don’t win the grant. An example would be the salary of someone who would be recruited to do the work on the grant, or consumables and equipment that will be bought with the grant money if you win it. Sometimes these can be split into **directly incurred** and **directly allocated.** The latter are costs that are being assigned to the project. Salaries of staff already employed by the University are a good example of this – the salary is being paid by the University regardless of whether you win the grant, but if you get the funding a proportion of this person’s time (and an associated proportion of their salary) is being *allocated* to the grant. E.g. the ESRC pay for 5% of my salary and I give them 5% of my working week.

**Indirect costs** are costs that the University will be paying for whether or not you get the grant. Sometimes, depending on the funder, the example above (existing staff salaries) count as indirect costs. Other kinds of indirect costs include things like the University’s electricity and gas bill, the costs of the Library, HR department and central admin.

**Full economic costing** is the estimated total cost of carrying out the research. This includes all the things you ask the funder to pay for (e.g. RA salary, questionnaires, participant expenses) plus all the indirect costs. Different funders will pay different proportions of indirect costs.

### Other Terminology

**Approved Supplier:** An approved supplier is someone or something (an organisation) that the University have decided is a legitimate provider of good and services. You can ask a finance officer for lists of approved suppliers (e.g. all the companies that are approved to provide transcription services) or ask them to check whether a specific person / company is already an approved supplier. If the company you want to use is not an approved supplier, you can request that the company you want to use gets approved. There’s information below on how to do this.

For an individual to become an approved supplier they need to be self-employed and able to demonstrate that. There’s more about this below in the section on How to pay external consultants / providers

**Consumables:** most of the things you purchase for a research grant will be classed as Consumables. These are any items you buy and expect to “use up” over the course of the project. Examples might be questionnaire response forms, or gift vouchers for participants. Even things you won’t literally use up might come under this category – e.g. toys, or a manual for a specific psychological assessment. Imagine you lost the item – would you claim it on insurance, or just buy a new one? If the latter, it’s consumable.

Anything more expensive / permanent is classed as **Equipment.** This includes most IT, and things like eye-trackers.

**Purchase Order:** A purchase order is essential a request for some sort of paid service / supply. Finance officers can raise a purchase order for specific items. For example, you might request a purchase order for a specific number of hours of an external academic’s time. Many external providers – like other Universities, or the NHS – need a Purchase Order before they can then send an invoice (i.e. a bill) for the service provided.

Purchase Orders provide a number of advantages. They get the transaction added to the system, so now there is a reference associated with that item. They also give your finance officer a chance to raise any concerns they might have early in the process. You have a chance to check that the service being provided is from an approved supplier and that all their paperwork is in order.

**Subsistence:** this is the term used to describe the costs of being away from home. Subsistence expenses basically normally means meals, when you’re away at a conference. You might also class local travel (e.g. bus or metro journeys) under this umbrella. Subsistence can also describe some of the costs of hosting visitors – like catering for a meeting or taking a guest out for dinner.

### Systems

**eExpenses** is an online system for claiming back expenses that you have personally incurred in the course of your work. Examples might be meals while away at a conference, or buying some toys for a research study. There’s information above on how to use eExpenses.

**Webfirst** is an online system for checking balances, transactions, expenditure and income for specific Job Codes. You need to request access to specific Job Codes by emailing Val Renton. [You can access WebFirst here](https://www.webfirst.fin.ed.ac.uk/). WebFirst prompts you to choose from a range of different types of reports on the left hand side of the page – e.g. all transactions in a specific period, or a round-up of total spending to date. The report names are quite hard to understand and so they are very hard to decide between! [There are descriptions here.](https://www.wiki.ed.ac.uk/display/Finance/WebFirst+-+Available+Reports) If you find a report format that is useful, it’s worth saving it in your Favourites / making a note to access it again!

**Worktribe** is the University’s research management and administration system. It is used to administer every stage of a research project. You can read a bit more about Worktribe with some useful links on page 7.

## Using petty cash

[needs content]

Just don’t

## How to pay participants

**Option 1 – Gift vouchers**

*By Bérengère Digard*

Gift vouchers can be ordered by Ken at one of the University-approved suppliers ([High Street Vouchers](https://www.highstreetvouchers.com/) or [Love 2 Shop](https://www.love2shop.co.uk/)). To do so, just email Ken (copying Sue in) the relevant details: supplier, quantity, amount, G code. If you need these vouchers quickly, you can order them yourself and simply claim them back via eExpenses.

You can also buy vouchers yourself from the Post Office or Amazon, and claim them back (Amazon is not a University-approved supplier, so you cannot ask Ken to order them for you) via eExpenses.

## How to pay external consultants / providers

*By Sue FW*

NB: copies of all the documents listed below should be available in the DART Resources folder under Finance. Do check you have the latest copy of the form before you send it to an external provider for completion.

**Option 1**: If the consultant is self-employed they can be added as an approved supplier, and then invoice the University for their services. The steps are:

1. The consultant must complete a Supplier Self-Declaration Form, and provide HMRC confirmation that they are registered for self-assessment, plus details of their bank account and registered VAT number (if they have one)
2. You must complete an Employment Status questionnaire, and an Engagement of Services Agreement. These explain what you asking the external provider to do and lay out the University’s legal obligations to them as a new “employee”. This is essentially in lieu of a proper contract of employment. It is a useful process to go through.
3. The documents need to be sent to payroll for approval (by your local finance officer) – they in turn send them to HMRC for confirmation so it takes a while
4. After confirmation is received from HMRC and Payroll, the provider can be added to the Approved Suppliers list.
5. They can then invoice the University and receive payment.

**Option 2:** If the consultant is not self-employed they can be paid **once in a tax year** using an “Ad-Hoc Payment Form-100”. They need to complete the form, and present their passport to Human Resources at the University – the passport has to be presented in person, a copy will not be accepted.

It is worth asking any external consultants to review the form in advance to check they are happy to share this kind of information. If they have questions, these statements from HR might be helpful:

**Form 100 — equality information:** The University is obliged to collect data to on the equality [protected] characteristics of employees to comply with statutory legislative reporting requirements under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. Additionally, the University is required by the Further and Higher Education Act 1992 to submit statistical returns to the Higher Education Statistics Agency [HESA]. Currently we are required to return annual staff data on sex, race/ethnicity, disability and age, under category labels set down by HESA. You are not obliged to provide this information to us but it helps the University to consider whether the diversity of our employees fully reflects society, and to identify and remove barriers to employment.

**Passport check:** The University is required, by the Home Office UK Visas and Immigration rules (Immigration, Asylum and Nationality Act 2006) to verify the ‘right to work’ of any person who undertakes any work at the University of Edinburgh, including those who are British or from the European Economic Area (EEA).  This is irrespective of the length or nature of your employment, and means that the University must carry out document checks on people before employing them to make sure they are allowed to work in the UK. Failure of the University to comply with these requirements would result in the University being fined or, more importantly, losing the right to employ individuals who are not nationals of the EEA.

**Option 3:** If the consultant is a member of a steering committee / reference group for a study, the easiest way to pay them as is a subsistence payment for each meeting they attend.

## How to pay UoE employees or students for work or overtime

[needs content]

## Booking travel through the University

### Key Travel

*NEEDS SOMETHING ABOUT KEY TRAVEL HERE*

### Booking AirBnBs

The University’s expenses policy allows for AirBnB bookings, and there is more in the travel and accommodation FAQs for the [**New Expenses Policy section**](https://www.ed.ac.uk/finance/for-staff/financial-regulations-policies-and-procedures/new-expenses-policy/expenses-faqs-travel-and-accommodation-expenses).  **However**, some grant providers have issues with projects using Airbnb so contact your grant manager and check that they (the funder) are happy to cover these costs.

Also please note that:

·         Airbnb is not regulated and may fail to meet basic safety standards such as smoke detection, electrical testing, extinguishers and fire escape.

·         Airbnb is highly unlikely to share traveller information with the University in the event of an emergency.

·         Airbnb hosts sometimes cancel at the last minute for various reasons and UoE insurance will not cover any direct or indirect costs associated with that. Airbnb hosts may have no insurance and their normal domestic insurance may not cover them for letting rooms.

·         Airbnb hosts may trade illegally if the host city, for instance, does not permit short-term room rentals. The accommodation may be an unused back bedroom in a stranger’s house. The accommodation will often be less secure than a hotel, with no CCTV, key control, robust door locks, swipe access or room safe. Travellers should wherever possible favour accommodation where it has smoke detection and good locks / security.

·         Airbnb bookings may be illegal if the country / region / city / building does not permit short-term room rentals, or if the host has not complied with local regulations but nonetheless advertises the property on the platform regardless.

 In order to avoid some of these problems, travellers can use the Airbnb platform ONLY where:

·         You can identify that the country / city / region / building permits short-term lets and the property complies with local regulations, so the booking is legal.

·         There is a reasonably full history of positive reviews

·         The accommodation is a self-contained apartment (so you aren’t staying in a stranger’s back bedroom or similar).

·         You can identify the neighbourhood as safe.

·         You don’t rely only on the Airbnb bookings calendar, but also email the host directly, as some hosts are not assiduous about updating calendars.

·         You leave full contact details in your travel plan including location of the apartment and owner contact details.

Please remember to have a valid insurance policy, which you can arrange free of charge via [**the Insurance Office**](https://www.ed.ac.uk/finance/about/sections/insurance).

## Ordering consumables and equipment through the University

*By Sue FW*

**In most cases:** Please email Sue D with order requests and copy in Sue FW.  Sue D will action these orders on the assumption that cc-ing SFW indicates approval.  Please (obviously) make sure you discuss orders with me in advance.  Anything over £200 threshold will need written approval from SFW, not just a cc.

## How to create a grant budget

[needs content]

# Funding

## University of Edinburgh PhD Funding

Deadlines normally fall in late January / early February for PhDs starting the following September

1. Principal’s Career Development Scheme (PCDS)

<https://www.ed.ac.uk/student-funding/postgraduate/uk-eu/university-scholarships/development>

1. Edinburgh Global Research Scholarships (EGRS)

<https://www.ed.ac.uk/student-funding/postgraduate/international/global/research>

1. Carnegie PhD Scholarships

<https://www.ed.ac.uk/student-funding/postgraduate/uk-eu/other-funding/carnegie-trust>

1. Staff Scholarships

<https://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/staff-scholarships>

1. University of Edinburgh/China Scholarship Council Awards (UoE/CSC)

<https://www.ed.ac.uk/student-funding/postgraduate/international/region/asia/china-council>

## A list of funders for PhD research

*By Bérengère Digard* and *Shereen Sharaan*

If you are a self-funded PhD student. I feel your struggle and I support you. You can do it.

There are several funders out there that can help you fund parts of your project, your PhD related travels, or even, dare I say it, your living expenses.

Because one spreadsheet is worth a thousand words (and because I love spreadsheets), here is a spreadsheet of some possible funders for you.

You should know that I only got one of these, so maybe this list is not that great.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Website | £££ | Deadline | details |
| Allan & Nesta Ferguson Charitable Trust | <http://www.fergusontrust.co.uk/> | Max £4,000 | > 3 months before the start of the final year | Tuition fees last year PhD |
| Autism Speaks | <https://www.autismspeaks.org/science/grants-program> |  |  | Autism research grants |
| Autistica | <https://www.autistica.org.uk/research/applying-for-funding/call-for-proposal/> | Max £100,000 | April | early career ASD research grants |
| Baily Thomas Trust | http://www.bailythomas.org.uk/whatwedo/researchgrants | ? | 1 Dec for 1-page summary | Applications will only be considered from established research workers and will be subject to normal professional peer review procedures. |
| Big Lottery Fund - Awards for all | https://www.biglotteryfund.org.uk/global-content/programmes/scotland/awards-for-all-scotland | £300 - 10,000 | ongoing | Apply as a university |
| British Federation of Women Graduates | <http://bfwg.org.uk/bfwg/> | £1,00 - 6,000 | mid February | Living expenses last year PhD (female) |
| Chizel Educational Trust | http://grants-search.turn2us.org.uk/grant/the-chizel-educational-trust-14034 | ? | may/november | under 25, living expenses |
| David Finnie & Alan Emery Charitable Trust | <http://www.appscluster.com/the-david-finnie-alan-emery-charitable-trust/> | £500 - 3,000 | april / october | under 25, living expenses |
| Dunhill Medical Trust | http://dunhillmedical.org.uk/our-work-in-action/research-grants/ | ? | ? | Research grants |
| Editex Write-up Thesis Scholarship | <http://www.ed.ac.uk/student-funding/current-students/other-postgraduate-awards/editex-scholarship> | £1,200 - 2,000 | 30 november | thesis write up |
| Funds for Women Graduates - Emergency Grants | http://www.ffwg.org.uk/am-i-eligible-.html | ? | mid may | PG students |
| Leverhulme Trust | https://www.leverhulme.ac.uk/ | £70,000 | ? | 3 years PhD funding, 1 application per Uni |
| L'oreal | <https://www.forwomeninscience.com/en/fellowships/563719035> | £1,000 to 15,000 | February | UK fellowship for postdocs only. |
| McGlashan Charitable Trust | http://www.postgraduatestudentships.co.uk/study-or-funding/prof-doctorates/mcglashan-charitable-trust | £500 to 1,500 | May | Under 30, study in scotland |
| Postgrad Solutions Study Bursary | https://www.postgrad.com/psuk\_study\_bursaries\_apply/ | £500 | September | PhD students of all nationalities |
| Simons Foundation, SFARI Explorer Award | https://www.simonsfoundation.org/funding/funding-opportunities/autism-research-initiative-sfari/sfari-explorer-award/ | Max $10,000 | rolling | Application type for proposals requesting support of exploratory experiments that will strengthen hypotheses and lead to the formulation of competitive applications for subsequent larger-scale funding by SFARI or other organizations. Innovative, high-risk/high-impact proposals are encouraged. |
| Sir Richard Stapley Educational Trust | <http://www.stapleytrust.org/wp/applications/> | £400 - 1,200 | application from January | Over 24 on 1st October |
| Templeton Foundation | https://www.templeton.org/grants/grant-database | varying | varying | varying |
| Tenovus Scotland Small Research Grants | https://tenovus-scotland.org.uk/for-researchers/scholarships-and-awards/ | varying | varying | Scholarships. also Small pilot grants (<https://tenovus-scotland.org.uk/for-researchers/pilot-grants/>) |
| The Waterloo Foundation | http://www.waterloofoundation.org.uk/ChildDevelopmentAboutTheProgramme.html | varying | varying | Topics funded vary each year |
| Moray Endowement Fund | https://www.ed.ac.uk/research-support-office/funders-and-funding/internal-funding-opportunities/moray-endowment-fund | £2,000 | November | Funding to support original research in any discipline |
| Tweedie Exploration Fellowship | https://www.ed.ac.uk/arts-humanities-soc-sci/research-students/postgraduate-research-student-office/information-for-staff-and-current-students/training-and-skills-pgr/for-all-college-phd-students/tweedie-exploration-fellowship | £1,000 | January | Several Eligibility Critera, check on website |
| Gilchrist Educational Trust | <http://www.gilchristgrants.org.uk/gilchrist-fieldwork-award.html> | £300-500 | Varying | Fieldwork expenses, other awards |
| PsyPAG Research Grant | http://www.psypag.co.uk/bursaries-2/ | £300 | Varying | Research grants (small) |
| Graduate Research Awards OAR | https://researchautism.org/research-grants/apply-for-a-grant/graduate-research/ | $2,000 | Varying | PhD Research and Postdoctoral Research |

## A list of funders for general project funding, including post-doc research

This section needs updating but for now [here’s a useful list of postdoctoral fellowship schemes](http://rogierkievit.com/postdoctoral-fellowship-opportunities).

[**Research Professional - extensive funding database**](https://www.researchprofessional.com/0/rr/home)**:**You can access Research Professional for free as the UoE has an institute subscription (just turn on your UoE VPN to access). They have an extensive database of funding opportunities and you can set up personalised alert emails - just make yourself a free account

[**Edinburgh Research Office - online UKRI funding calendar**](https://uoe.sharepoint.com/sites/ResearchSupportOfficeIntelligence/SitePages/Funders/Funder-Insights.aspx)**:**The Edinburgh Research Office have got a nice Sharepoint site ‘ERO Funders Insights’ that, alongside useful information, also features an online calendar of all UKRI funding call deadlines.

[**Edinburgh Neuroscience members funding pages**](https://www.edinburghneuroscience.ed.ac.uk/members/funding-sources)**:**Edinburgh Neuroscience has a range of funding opportunities (Fellowships, PhD studentships funding, seed corn grants etc) listed on the members section of the Edinburgh Neuroscience website. Some of the deadlines are out of date but most of the links should work. Again, just turn on your UoE VPN to access these pages.

## A database of funders for public engagement projects

[needs content]

## Writing a grant – how to get it costed

*By Sue FW*

Costings for a grant are estimates of how much it will cost to do the project. Different types of grant costs are defined above on page 18.

When you are thinking about a new grant submission, the first person to ask about costings for people in CCBS is [Luke.Richards@ed.ac.uk](mailto:Luke.Richards@ed.ac.uk) and his manager, if needed, is [Andrew.Liken@ed.ac.uk](mailto:Andrew.Liken@ed.ac.uk)

They can provide costings for your grant and also guidance on funder requirements / budget constraints etc. Luke will reply with a reference number in the subject line. You should use this in all future correspondence about the project. He will also copy in a team mailbox, [rso.funding@ed.ac.uk](mailto:rso.funding@ed.ac.uk) Please don’t email this address without also including the reference number in the subject line of your email. If Luke is on leave, his out-of-office auto-response will direct you to a back-up RFS. There’s a bit more info in the CCBS website at this link: [CCBS Grant Application Process](https://www.edweb.ed.ac.uk/files/atoms/files/ccbs_grant_application_process_sep18.pdf).

Key advice on getting costs for grants include:

- advance warning about planned applications is important

- it’s useful to request costs right at the start - even if you know these are likely to change - so the Worktribe item can be set up.  It’s then relatively easy to adjust these costs later.

- you can also request variants of costs for comparison – e.g. research assistants and different grades or % Full Time Equivalents.

- It’s ok to formulate costs my way when I send them in, they will then be adjusted for entry into worktribe.  If I want the output (for entry into the grant application form) in a specific layout / set of categories I can send a template for this and request help getting the right numbers in the right places

- I shouldn’t worry too much if the costs I end up submitting to the grant awarding body are not absolutely precisely the same as worktribe, provided I’m confident I have enough money to pay people / do the work, and it is in the right categories

# HR

## People & Money

*By Sue FW*

People and Money is the University’s new (as of September 2020) system for managing everything to do with people – annual leave, contracts, flexible working, annual review – and money! This new system may supersede much of the info provided below. For now, you can watch some introductory videos for the system [at this link](https://uoe.sharepoint.com/sites/ServiceExcellenceProgramme/SitePages/Core-Systems.aspx).

## HR forms

*By Sue FW*

Nearly all the forms and documents listed below should be [available at this HR website](https://www.ed.ac.uk/human-resources/a-to-z-of-forms?utm_campaign=2315374_SEP%26HR%20-%20All%20staff%20email%20-%20Digital%20ways%20of%20working%20project%20-%2026%20Feb%2019&utm_medium=email&utm_source=dotmailer&dm_i=27JU,1DMJY,425AZ8,4J5IZ,1). This includes:

* Ad-hoc payment form 100 for paying (some kinds of) external consultants for their time, see page 20
* Forms for External Examiners
* Flexible working requests
* A Job description template
* Annual leave calculator spreadsheet
* P&DR forms

## The Voucher Reward Scheme

*By Sue FW*

This scheme enables line managers to issue small (£50 or £100) rewards to staff who have gone above and beyond what is required in their role. The reward comes as a gift voucher, so it isn’t taxed, but it also isn’t cash. It is primarily meant for staff on lower grades who have completed an “exceptional act or effort”. You

There’s details of the scheme including how to nominate someone [at this page](https://www.ed.ac.uk/human-resources/pay-reward/contribution/voucher-reward-scheme). The process is very fast and you can normally issue a reward within a week or two. The nominee will receive a letter and they need to collect their voucher from the cash office.

## Things to think about when recruiting an intern

*By Catherine Crompton*

Interns can be really helpful when you have, for example, a lot of data collection or entry to do. However, it’s important to make sure you find a good match and to be clear about what is expected from an intern, or it can end up being a lot of work!

Set up an initial meeting or skype to discuss & follow up with an email giving clear definition of dates, times, funding availability (or lack of) and what is expected of them. Sample email text below.

We would be able to offer you a 1 day/week internship for 6 weeks at the DART lab, based at Kennedy Tower. However, we don’t currently have any funding to pay you for this, so it would be an unpaid position. It is obviously completely up to you whether this is something you want to do: we do not want to exploit you and we understand if you’re looking for a paid position. If an unpaid position is okay with you, we would do our best to make sure you got the most out of your time with us, and we’d be happy for you to start the position whenever you’re ready.

An internship would involve doing three main kinds of things. Firstly, some boring stuff: making materials for research days, including making signs for the building, photocopying participant packs, data entry, possibly emailing participants and scheduling them to come in etc. Secondly, some research skills-building stuff, including scoring psychological tests, drafting recruitment emails, doing a lit review. Thirdly, you could do some stuff to help you understand what a researcher does and the research process: you’d be able to shadow me at my meetings, come to our fortnightly lab meeting with the DART group, etc.

We’d be able to give you a hot-desk on the 5th floor in a shared office, though you may need to provide your own laptop as we don’t have a computer for that space at the moment.

From an admin point of view, tell Ken ASAP. He tells me people need a VRS entry (not sure what VRS is, sorry, but Ken sorts it out), a completed confidentiality form, and two references. They’ll also need a health and safety building induction, with Ken, on their first day.

If they need help extending their visa this is particularly tricky and not something I’ve managed with success, but for first port of call try [visahelp@ed.ac.uk](mailto:visahelp@ed.ac.uk)

I suggest having a shared dropbox file which you use as a to-do list for the intern, adding things through the week that they can check on their intership day, rather than sending multiple emails. This has the added advantage of them having a list of everything they’ve done at the end of the project, which they can then use to update their CV, and that you can use to write a reference.

**Make sure your Intern completes a Declaration of Confidentiality** to show they have understood that they may be seeing confidential information during their time with us. This is important even if they aren’t working with those data themselves – they might see things over someone’s shoulder etc. There’s a template Declaration in the shared resources folder.

## Volunteer RAs - things to think about when recruiting a VRA

[needs content]

## Recruiting and Hiring a new staff member

*By Sue FW*

Here’s a basic step by step outline of how to hire someone at UoE. Your contacts for this will be Sue Davidson or Dorothy Air (CCBS HR Officer).

1. Make sure you have done your [Equality & Diversity](https://www.ed.ac.uk/equality-diversity/help-advice/training-resources) and [Unconscious Bias](https://www.edweb.ed.ac.uk/human-resources/learning-development/courses/other-courses/elearning/overcoming-unconscious-bias) training.
2. Draft a job description using the [HR template](https://www.ed.ac.uk/files/atoms/files/job_description_template.docx) and agree it with anyone else involved in hiring. This is an important part of the process – if your JD is too narrow you might not get a range of applicants to choose from. If it is too broad you will be swamped with ineligible applicants. Make sure it reflects the *things they will actually be doing* and the *skills and level of independence they need.* Think carefully about whether qualifications or experience are more important to you – and what kinds.
3. Send your job description to HR for grading [allow 4-6 weeks]
4. Think about who you want to be on the interview panel, and agree an approximate date for the interviews – the timeline below might help. Keep an eye on this as it can shift and you need to have your interview date agreed well in advance.
5. When the grading is completed, check it matches your vision for the post, and your budget! If not, you can adjust the JD and send for re-grading\*.
6. [Check the talent register](https://www.edweb.ed.ac.uk/human-resources/recruitment/talent-register/recruiters) to see if there’s someone already at UoE who could do the job you are advertising. If you spot someone, you can request their CV and if they meet the essential criteria for the job you must interview them before advertising your post.
7. Assuming there’s no-one on the Talent Register, you can then request for your job to be posted on the UoE Vacancies site. You will need to know: the Cost Centre and Job Code which is paying the salary; the full-time equivalent hours for the role; the duration of the contract; the salary grade; the planned start date**.** Your job advert should be based on the job description but also include an **estimated interview date.** There’s a template job advert in the DART Resources folder.
8. When the job closes you will need to select candidates for interview, usually by making a long-list and then agreeing a shortlist with other panel members. Here is the [HR guidance on shortlisting](https://www.edweb.ed.ac.uk/human-resources/recruitment/recruiters-guide/shortlisting/shortlisting-process). Make it as quantitative and transparent as possible.
9. Then ask the HR representative to invite them to interview, including information about anything you want them to prepare in advance. Here is the [HR guidance on interviewing](https://www.edweb.ed.ac.uk/human-resources/recruitment/recruiters-guide/shortlisting/interviewing). Make sure the room is accessible.
10. After the interviews, HR will ask to collect in your notes and ratings, and they will inform the unsuccessful candidates. It’s nice to offer feedback if anyone gets in touch.
11. For the successful person, you can offer the job directly by phone. Make sure you clarify that this is ‘subject to references’ if they haven’t already been received. Once all references are in, you need to get their contract issued so keep an eye on this with HR.
12. The final stage is to think about induction – what are they going to do in their first days / weeks in post? What resources and training do they need? Who do they need to meet?

\* *as a rule of thumb, undergrad degree = UE05, masters degree = UE06, PhD = UE07, postdoc with a few years’ experience / lecturer = UE08, senior lecturer / reader = UE09, professor = UE10. Remember that experience in a relevant role is often better than a degree though!*

In summary, here is a **timeline for recruitment**, assuming you don’t find anyone on the talent register – if you do it’ll take longer:

1. Draft and agree the job description with your team: +1 weeks
2. Job grading completed: +5 weeks
3. Talent register checked: +1 week
4. Job advert posted on UoE Vacancies site: +2 weeks
5. application closes: + 2 weeks minimum, + 4 weeks normally. *You can’t recruit outside the EU unless you advertise for 4 weeks or more.*
6. long-listing candidates: + 1 weeks
7. discuss shortlist for interview with your panel: +1 week
8. send interview invitations: +1 week
9. interviews: +2 weeks

In other words, recruiting someone will normally take about four months. If you expedite every stage you might get this down to 3 months, but rarely less than that.

## Writing a reference

*By Sue FW*

[needs content]

When you’ve finished, run your reference through this [gendered language checker](https://www.tomforth.co.uk/genderbias/).

## What is the talent register and why should you care?

*By Sue FW*

The Talent Register provides anonymised details of staff available for redeployment to those who are recruiting for staff in the University.

Staff are eligible for redeployment as a result of being at risk of redundancy, for health or medical reasons or when a position has been red-circled. If you are in the final five months of a UoE contract you can add your details to the register. Anyone recruiting to a new post is required to check the Talent Register first to see if there’s an eligible person already listed. This is a great way to sustain employment at the University.

You can find out more here: <https://www.ed.ac.uk/human-resources/recruitment/talent-register/redeployees>

## What to expect from your Performance & Development Review (PandDR)

*By Lorna Ginnell*

So at some point Sue will let you know that she needs to panda you…don’t be alarmed! PandDR is short for Performance and Development Review. All university staff have to check in once a year to make sure they are meeting their objectives, that they are supported in doing so by their supervisor and to set future goals. It’s a lot less scary than it sounds and a pretty casual affair. It’s less about evaluating your performance and more about identifying areas you can improve on and opportunities for training/development and career progression. It’s also a great opportunity to raise any issues you have or make suggestions for things that might help you to do your job better.

In terms of preparation you will need to fill in section 1 and 3 of the form found here:

<https://www.ed.ac.uk/human-resources/about/in-colleges/medicine-vet-medicine/p-and-d-r>

If it’s your first one you can use the “Responsibilities” part of your original job description for section 3. You should also have some idea of what you would like to discuss around sections 5 and 6. For example are there any courses you want to take? Is there a conference you would really like to present at? Do you want to get something published? Do you want to take time off? Are you happy with your working hours?

It can be a really nice experience because if you’re doing a good job you will get a ton of praise and if you’re not then you’ll get some gentle encouragement and advice on how to do better. It can also have the potential to be uncomfortable if you have issues to raise, don’t like taking about yourself or about the future. If that’s the case coming prepared and with an open mind might be helpful.

## What to expect from your first year PhD review

*By Shereen Sharaan*

**What is it to begin with?**

A 1st year PhD review essentially evaluates whether a research plan is in place and whether the current supervision and resources are adequate to see this plan through. It also evaluates whether this plan is at PhD-level and whether the student has the potential to carry it out.

**What is expected from you?**

* You are expected to do a significant amount of literature review in your first year, and closer to the time of the PhD review (at least 1-2 weeks prior), you are expected to submit a written research proposal which zooms in on the research topic (specific questions) as well as how you approach the project (theory, methodology, potential outcomes, risks, resources, timeline, etc.).
* You may be expected to give an oral presentation to defend / discuss / expand on the written proposal as well your progress with the plan to date (this may include relevant trainings, conferences, writing, etc.). The number of words you are required to submit will vary from program to program (it is best to check with your school and supervision team).
* You are expected to upload all written documents on EUCLID (Annual Review Form) along with your completed sections of the form.
* You are expected to raise any concerns you have about your supervision team.
* You are expected to highlight any issues you are currently facing with your project and discuss how you might tackle them.
* Once your supervisors fill out their relevant sections on your annual review form, you are expected to review the form, and submit it for postgraduate director / school head sign off.

\*Note on ‘progress’: Because each PhD is structured differently, there is no standard measure for ‘progress’. The important thing is to establish clear milestones with your supervision team (and their respective action points) for each year of the PhD program, and share progress updates throughout the year.

**What is expected from your supervision team?**

* Your supervision team is expected to nominate an independent person on the review committee (can also be referred to as a ‘critical friend’).
* Your supervision team is expected to share feedback and ask questions about your written proposal (whether your topic is clearly defined, whether you are on track to meet your research goals, etc.)
* Your supervision team is expected to fill out their detailed comments on the annual review form.
* Your supervision team is expected to share some immediate indication of the review outcome (PhD-track, M-Phil/MRes track, or withdraw).

The [postgraduate Wiki](https://www.wiki.ed.ac.uk/pages/viewpage.action?spaceKey=CPW&title=CCBS+Postgraduate+wiki) is a great place to look for more info if you are a student within CCBS.

# Induction at DART

## Getting started working at DART

*By Saoirse Heron*

Starting work at DART has been a great experience. Everyone is extremely welcoming and on hand to answer any questions I have had. Even in the months leading up to commencing my post, I was regularly kept up to date with what was going on. As a result, I felt prepared when I arrived on my first day and ready to hit the ground running. My advice to anyone starting a post at DART is:

* Organise a meeting with Ken O’Neill to take you on a building tour. Not only will this give you an idea of where everything is, but he also kindly provides you with a stationary start-up pack which is always useful. (Ken’s e-mail: [v1konei3@exseed.ed.ac.uk](mailto:v1konei3@exseed.ed.ac.uk))
* Introduce yourself to staff at the front desk. They set the access codes for the doors which are always useful to know.
* This may not apply to everyone\*, but it may be worth taking a trip to the Main Library on George Square to get your staff/ student card. You can get there easily by bus, with the number 5 and 23 going from Morningside Road to the Main library.
* Ask questions whenever you need to. Don’t be afraid to approach someone because if they don’t know the answer, they will most certainly be able to point you in the direction of someone who does.
* Take the time to find out what everyone is working on. There are some interesting projects going on here and you never know, someone’s experience may be just what you need to help you get started.

Overall, getting started at DART is a positive experience and you will no doubt enjoy your time a part of the team.

\*Addition from Lizzy Kirkham: As a post doc I wasn’t able to get my staff card from the main library. Instead I had to submit a photograph of myself via this website: <https://www.ed.ac.uk/information-services/help-consultancy/card/getting-first-card>. Once the photo was accepted they then posted my card through the internal mail. (I did receive instructions through the internal mail on how to get a staff card but these arrived a few days after the staff card did!)

## Induction checklist

*By Sue FW*

You can copy and paste the following list and use it to make sure new staff have everything they need.

|  |  |  |
| --- | --- | --- |
| **Induction item** | **Useful contacts** | **Completed?** |
| University username and UoE email address | IS helpline |  |
| Student / staff ID card | IS helpdesk, main library |  |
| Matriculation: first contact on Euclid (students only) | Supervisor |  |
| Access to EASE |  |  |
| Access to shared datastore (UoE system) folders | IS helpline, folder owner (Sue FW?) |  |
| Access to shared dropbox & awareness of regulations on using dropbox | folder owner (Sue FW?) |  |
| Added to DART lab mailing list | Sue FW |  |
| Computer ordered, delivered, set-up | Sue Davidson, IS Helpline |  |
| Introductions to lab members, people on our floor |  |  |
| Headshot on 5th floor noticeboard |  |  |
| Introductions to key people | Ken O’Neill, Jim MacGregor, Sue Davidson |  |
| Contract completed and signed | Sue Davidson, Dorothy Air |  |
| Training needs identified, and training booked | Line Manager |  |
| Compulsory UoE training completed. | Line Manager (and see “essential training” below) |  |
| Project administration process agreed: meeting frequency, record-keeping, finance |  |  |
| Project launch: key tasks for the first month / 6 months |  |  |
| Code of Conduct shared | Line Manager |  |
| Building induction | Ken O’Neill |  |

*PLEASE ADD ADDITIONAL ITEMS TO THE LIST ABOVE*

## Essential training for new staff

New staff must complete 4 mandatory online training modules:

**Overcoming Unconscious Bias** **-** To increase understanding of unconscious bias in the workplace: <https://www.edweb.ed.ac.uk/human-resources/learning-development/courses/other-courses/elearning/overcoming-unconscious-bias>

**eDiversity in the Workplace** - To increase your knowledge and understanding of equality and diversity issues: <https://www.edweb.ed.ac.uk/human-resources/learning-development/courses/other-courses/elearning/ediversity>

**Info security essentials** –To learn the basics about the most common kinds of attack to information: <https://www.ed.ac.uk/infosec/learning-about-protection>

**Data protection** – To learn about GDPR legislation and data protection compliance in day-to-day work: <https://www.ed.ac.uk/infosec/learning-about-protection>

Depending on your role, you may also have to complete a free, 1-day, in-person course on **Good Clinical Practice**. This course usually takes place once a month and needs to be booked in advance on the Edinburgh CRF website: <https://www.crts.org.uk/Content.aspx?dbid=crts&layout=CRTS+Master&theme=CRTS&areaid=118&name=Courses%20Advanced&type=Content&oid=Screen&uirefid=1274>

Make sure to keep a copy of your course completion certificate and email it to your supervisor or study coordinator so it can be added to the study file.

## How to request annual leave

1. If you can, think about how your annual leave fits with the timeline for your project. Try to avoid annual leave at moments which we already know will be busy. That said, don’t worry if you can’t manage to co-ordinate your personal and work life!
2. Email your line manager (normally Sue) to request annual leave, noting the dates
3. Sue will reply to authorise the request
4. Forward Sue’s reply to Ken O’Neill at v1konei3@exseed.ed.ac.uk

NB: if you are a PhD student you don’t have an official annual leave allowance. However you should still take holidays and it is useful and kind to let your supervisors know in advance!

Sue normally marks her annual leave on a calendar on her office door. If you’re planning further ahead than that, you can predict that she will often be on leave during school holidays.

## General Information about Annual Leave

The University has a Winter/Christmas closure over the Christmas and New Year period during which only some services operate. Employees who are not required to work during this closure period must use their Annual Leave to cover this period, which is normally four days.

Further information is available on the university [HR page](https://www.ed.ac.uk/human-resources/policies-guidance/leave-absence) and the [Leave and Absence Options page](https://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/leave-options).

## Reporting sick leave

The Psychiatry procedure is for staff to contact their line manager, preferably by phone, to inform them of any sick leave.  If by email, then copy in Ken O’Neill so that he can record it on the HR system.  Managers must ensure the University knows of any absence on the first day of sickness as any delay can have an effect on staff’s pay; if Ken is on leave then please email Dorothy Air directly instead.

Staff need to provide the following information:

* The specific reason for absence.
* The length of time they expect to be absent and/or their expected return date if known.
* Whether they intend to seek, or have sought medical advice or help.
* Whether there is anything their manager needs to do to reassign their work or meetings for the time absent.

Line Manager and staff must also agree how to maintain contact if the absence is expected to last longer than one day, so that we are kept fully aware of the situation.

After any period of absence of up to and including seven calendar days, staff must complete the self-certificate section (Part 1) of a [**Return to Work form**](http://www.docs.csg.ed.ac.uk/HumanResources/forms/Return_to_Work.doc), attached, ideally on the first day back, sending Ken the completed form.  Managers should have a return to work discussion and complete Part 2 of the form when the absence is longer than seven calendar days.  The member of staff should then hand the completed form and any medical certificates to Ken.

Further information is available via the University’s [**Absence Management Policy**](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Absence_Management-Policy.pdf)

## How to get a Research Passport (and what it is for)

*By Saoirse Heron*

For those of you who are carrying out research in collaboration with the NHS, then it is necessary that you obtain a Research Passport. The Research Passport ensures that your pre-employment checks are in line with the NHS Employment Check Standards. Once your Research Passport is approved it remains valid for 3 years and enables you to obtain an Honorary Research contract or Letter of Access for the relevant NHS board.

In order to apply for a Research Passport, the following is required:

* *A Criminal Record Check (PVG)* – If you are not already registered with the Protecting Vulnerable Groups (PVG) Scheme, then you will need to apply for this. However, if you already hold a valid PVG, then you will simply need to fill in a Disclosure Permission form along with a short section on the Standard Disclosure form and return them to the person assisting you with your application.
* *Occupational Health Check* – This requires you to fill in and return the Occupational Health questionnaire to the person assisting you with your application.
* *Research Passport Form* – Again, this requires you to fill in and return the form to the person assisting you with your application.

In relation to your Honorary Contract you may also need to supply:

* Two forms of ID (one of which must be address based)
* a copy of your CV (each page signed and dated)
* an IT declaration form.

This will all need to be returned to the person assisting you with the application.

The application process itself is relatively straightforward. However, it may take some time for your application to be processed and approved, so be sure to start the process as early as possible.

Here is a useful link to help you get started:

<https://www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/staff-students/research-passports>

## How to get a mentor (and why)

*By Sue FW*

Mentoring Connections is the staff mentoring programme.

The programme uses an online resource, [Platform One](http://www.ed.ac.uk/platform-one), enabling Mentors and Mentees to self-register, self-select and self-manage.  This brings an end to the need for manual matching or opening and closing windows as the platform is permanently available.

You can register your profile as a Mentor or Mentee – or both.  There is a [help guide](https://www.ed.ac.uk/files/atoms/files/creating_a_mentor_support_profile_on_platform_one.pdf) for hints and tips on creating a really impactful profile.

If you’ve got any questions, direct them to this email address: [Mentoring@ed.ac.uk](mailto:Mentoring@ed.ac.uk)

*ANYONE WANT TO ADD WHY TO HAVE A MENTOR? OR SOME QUESTIONS TO ASK YOURSELF WHEN CHOOSING A MENTOR?*

# Resources

## Logos

*By Sue Fletcher-Watson*

You can download logos for DART and for the Salvesen Mindroom Research Centre here:

<https://www.dropbox.com/sh/p5num4xbjnu9jau/AAA7TV--4CtZtFJSC6KzNE6ha?dl=0>

This is the SMRC logo. If you ever need to alter the size please make sure you drag from the corner so you don’t adjust the proportions.

A picture containing knife, table

Description automatically generated

## Headed paper

*By Sue Fletcher-Watson*

[This page has template letters](https://www.ed.ac.uk/clinical-brain-sciences/templates), powerpoint slides and posters for anyone working within CCBS.

We have our own SMRC letterhead, which is available in this dropbox folder with the logos:

<https://www.dropbox.com/sh/p5num4xbjnu9jau/AAA7TV--4CtZtFJSC6KzNE6ha?dl=0>

There is also a Patrick Wild Centre letter head available in dropbox here:

<https://www.dropbox.com/s/v9zr52gtsn5stpe/PWC%20letterhead.docx?dl=0>

## Ordering catering

*By Sue Fletcher-Watson*

For most university sites\* you can order Online Delivered Catering. Normally you can order food as close as 24 hours before an event though obviously it’s safest to give a bit more notice.

There is [information about the service at this page](https://www.accom.ed.ac.uk/for-staff/delivered-catering/) and an online [order form at this page](https://www.catering.accom.ed.ac.uk/KxWebCatering/CurrentBookings.aspx). When you check out from the system there is a box for “Account Notes”. This is a good place to list the cost centre and job code which you want billed for the catering [see Expenses chapter for details on these terms]. In Psychiatry the “person to be billed” and the “authorised by” will normally both be Ken O’Neill.

If those links don’t work for you, the best way to access the online catering form is to [log in to MyEd](https://www.myed.ed.ac.uk/) and select Catering from the menu on the left hand side, or from the Services tab at the top of the page.

If you have queries about online delivered catering you can email [accomoldcollege@ed.ac.uk](mailto:accomoldcollege@ed.ac.uk) or call 0131 667 1971

\* However, **Online Delivered Catering will NOT deliver to Kennedy Tower!** For us you need to call to make your order. They will ask for an approved signatory – Ken or Sue can both do this. They will send a form to print, sign, scan and return. You will need to return the signed form **ten days** before your event date.

If you don’t have ten days or object to the fact that our building doesn’t get a catering service like other University sites, you can get catering locally. Normally this will mean purchasing yourself and claiming back the cost. In the past we have ordered food from the [M&S online food-to-order service](https://www.marksandspencer.com/c/food-to-order/about-our-food-to-order-service), which can be collected for free from the shop on Morningside Road. In the 5th floor kitchen and other locations around the Tower (try the 3rd floor kitchen too) there are insulated jugs so you can provide a way to make teas and coffees for large groups.

If you want to contribute to an on-going effort to get Kennedy Tower added to the list of locations for Online Delivered Catering, please email [accomoldcollege@ed.ac.uk](mailto:accomoldcollege@ed.ac.uk) to request this.

## Free photos

[This page contains a list of sites](https://blog.hootsuite.com/20-free-stock-photo-sites-social-media-images/?utm_source=twitter&utm_medium=owned_social&utm_campaign=social_hootsuite) which provide free-to-use photos for websites, tweets etc:

## A register of assessments available to the DART group

*By Maggi Laurie*

Please refer to the spreadsheet ‘DART measures and resources’ for content and information (Dropbox > DART Group > Lab manual content). This is currently in a ‘work-in-progress’ state which needs updating by lab members who are using/have purchased measures within their projects.

There are four tabs: Measures, Assessments, Toys and Games and iPads. In Measures, you will find mostly paper questionnaires and assessments which are self/parent-report – i.e. they do not *directly* measure/observe a phenomenon – these items live in the Assessments tab. You will see information about the item, when it was published, where we have a manual available (Y = yes, N = no), where that manual/toolkit is available from/stored at DART. You will also see what project the item was purchased for, when it was purchased, and the rough age group that the instrument is intended for (grouped as infant, child, adult). The tab ‘On loan/in use’ will specify if the instrument is currently being used for a project – which means that someone might be able to assist with sourcing and purchasing, and there may be spare booklets somewhere for you to have a look and see whether you do want to use that item. Also check the notes tab to see if items may be available to loan from other places (e.g. PPLS) if they are in regular use for a project. In Toys and Games, there are three categories: digital toys (separate from iPads), toys associated with assessments (e.g. toys from the ADOS kit which can assess symbolic play), and participant tokens (including fidgets and participant gifts).

Note that for most items, we may have the manual available, but additional forms and booklets may need to be purchased for your project. It is your responsibility to check the content is complete before commencing your project – you many need to order extra report forms or check games / batteries etc. Please also schedule time at the end of your data collection period to clean, and neatly store the kit. It is also important to check the version number/publication date, and cross-reference online to see if a newer version of a measure or assessment exists, e.g. ADOS-G vs. ADOS-2.

## A register of technology available to the DART group

*By Maggi Laurie*

See register of assessments and measures, which contains register for ‘iPads’ and a section on digital toys under ‘Toys and Games.’

## Logins for online services: Infogram, Survey Monkey etc.

*By Sue Fletcher-Watson*

The following passwords are for members of the DART group only. If in doubt, check with Sue before sharing.

1. We have an account with Infogram which is an online service for producing stylish infographics, recruitment flyers and so on.

Please keep this account tidy by creating your own folder and keeping your infographics in your named folder.

Link: Infogram.com

Username : [Catherine.crompton@ed.ac.uk](mailto:Catherine.crompton@ed.ac.uk)

Password:D&RTinfogram!2017

1. We have an account with Survey Monkey which is an online survey platform, best for surveys:

Link: <https://www.surveymonkey.com/dashboard/>

Username: PatrickWildSurveys

Password: orangemile2

1. We have an account with Qualtrics which is an online survey platform, best for questionnaires:

Link: [qualtrics.com](http://qualtrics.com)

Username: [Sue.Fletcher-Watson@ed.ac.uk](mailto:Sue.Fletcher-Watson@ed.ac.uk)

Password: dark-night15

1. We have a youtube account for DART videos

Link: youtube.com

Username: [dart@ed.ac.uk](mailto:dart@ed.ac.uk)

Password: HeyIt'sTheD&RTLaB!6591

## Video Camera Protocol (aka don’t be a jerk)

*By Sinéad O’Carroll*

Here at the DART lab we have ample technology for all our various technological endeavours. Here is a quick guide to borrowing the cameras.

|  |  |
| --- | --- |
| EBC (Edinburgh Birth Cohort) Cameras | DART cameras |
| There are **two** EBC cameras. These are labelled camera A and camera B  These cameras are currently located in the bookcase near Lorna’s desk  Please do not take the EBC cameras for anything outside of the EBC  Before you take the camera make sure that you are also taking the appropriate charger, USB cord and any SD cards you need  Before returning the camera make sure that:   1. The camera is fully charged 2. The SD card inside the camera is wiped of any and all recordings 3. All appropriate cords (chargers and USB are returned along with the camera) 4. The camera is being returned to exactly where you found it | There are **two** DART cameras  These cameras are currently located in the cabinet in Maggi and Natalie’s office.  Before you take the camera make sure that you are also taking the appropriate charger, USB cord and any SD cards you need  Please also sign out the camera + tripods on the box and sign back in when returned  Before returning the camera make sure that:   1. The camera is fully charged 2. The SD card inside the camera is wiped of any and all recordings 3. All appropriate cords (chargers and USB are returned along with the camera) 4. The camera is being returned to exactly where you found it |

# Support & Accessibility

## Making materials accessible to people with cognitive and learning disabilities

*by Sue FW*

[This resource](https://www.w3.org/TR/coga-usable/) was created by the Cognitive and Learning Disabilities Task Force as a guideline for making online resources accessible.

## Respect at Edinburgh

*By Sue FW*

The University has a zero-tolerance stance towards any form of bullying and harassment.  The [Respect at Edinburgh web hub](https://www.edweb.ed.ac.uk/equality-diversity/respect) brings together information and guidance on the Dignity & Respect policy, the processes for raising and addressing concerns, and the support and training available.

## University services including counselling, disability service etc.

[needs content]

## Lone working - what is it and how to do it safely

*By Shereen Sharaan*

**Definition:** ‘lone working’ involves carrying out work duties remotely and without direct supervision to control, guide or help in uncertain situations, during working hours or out of hours, locations can vary (based in various places for periods of time) or fixed (same place).

**How to do it safely: Know the Building Procedures**

* Familiarity with exits and alarms
* Access to a telephone and first aid kit
* Secure contacts of someone else present within the same building to be contacted in an emergency
* Follow sign-in and sign-out procedures

**How to do it safely: Know your Personal Safety**

* Identify a person based where you are with whom you can share details of your location, work plan, estimated time of leaving and returning, etc.
* Let that same person know if you deviate from your work plan
* Let that same person know, in the event you do not report as expected (within a certain timeframe), they need to follow up on the situation and then proceed with contacting your emergency contact person if needed.
* Allow that same person access to a contact at your work session (someone to follow up with)
* Have access to a working phone at all times, with sufficient credit
* Make sure there are no risks with accessing or working from a particular location (any known hazards? Any relevant history? High crime rates?)
* Avoid working in deserted areas / working at late hours of the night
* Secure appropriate health insurance coverage where you are remotely based
* When working remotely, ensure you are in regular contact with your overseas supervision team
* Think about your tone of voice and choice of words when working solo and remotely, and be aware of your own triggers
* Be aware of social, cultural, and religious differences when working remotely
* Discuss with in-charge what strategies or techniques to apply when working with vulnerable or potentially difficult groups
* Detailed record-keeping when doing home and school visits (includes what was discussed, any concerns no matter how trivial, etc.)
* If the lone worker has any medical conditions, it is essential to make them known to others when working remotely (medical bracelet, etc.)
* External doors should be locked to avoid any unwelcome / unwanted visitors while working alone
* Trust your instincts, work out alternative arrangement if you are uncomfortable with any visit
* Try to schedule appointments in advance and offer multiple choices
* If sensitive information is revealed to you (from a vulnerable participant for example) be sure to report it to in-charge authority.

## Things to think about when collecting data internationally

1. Research Approvals: Regulatory Authorities

Depending on the nature of your research project (medical, non-medical, etc.) and the organizations you intend to approach for research recruitment (schools, research centers, hospitals, etc.), you might require the approval of one or more regulatory authorities in that country (such as ministries, education councils and health authorities to name a few main ones). In some countries, it can be difficult to determine who to approach for approval, and in fact, whether you even need approval in the first place (beyond the approval of the participating organization).

If you’ve researched the main regulatory authorities in that country (surfed their websites, send them your inquiries by email, called them, etc.) and still couldn’t find a lead, you would do very well to get in touch with one or two bodies you are considering to approach for recruitment and inquire if they need any approvals to take part in external research. Organizations that have experience collaborating with local and international researchers will be expecting this inquiry from an external researcher and should be able to put you on the right path moving forward. This could potentially reveal some useful insights about regulatory bodies to approach, procedures to undertake, and possibly contact personnel to follow up with in case of delays.

1. Differences: Language, Culture, and Social Norms

You must be armed with some knowledge of language, culture, and social norms before visiting any country for the first time, let alone if you are visiting for research purposes, as its success depends on the support of the community. You would do well to identify beforehand whether the country generally adopts a high-context culture (implicit communication that relies heavily on context with value placed on interpersonal relationships) or a low-context culture (explicit verbal communication, and less close-knit). Joining community groups on social media and reading up on blogs from locals and travelers could certainly offer useful insights on that note (perhaps even touch on aspects of daily life like gift-giving, tips, etc.). While this maybe my own personal viewpoint (from my own experience), I do feel that it is imperative for a researcher to make the effort to engage in local language and social norms. Ask lots of questions and express interest. The effort does not go unnoticed and you are more likely to make meaningful connections.

1. Logistics: Do Your Homework

When scheduling research internationally with members of a community, be mindful of researching major holidays and events (Ramadan, Eid, Chinese New Year, Independence Day, etc.) which vary from country to country. Often, celebrations or commitments can extend beyond the days indicated on a calendar.

Finally, sorting out transport (public transport, car rental, etc.) and other resources at the research site (Wi-Fi, printer, etc.) is essential to ensure a smooth research schedule.

## Local services for families with autistic children

*by Sue FW*

I get fairly regular emails from people – parents of autistic children - asking me for advice on local services etc. Here’s a list of things I often share – obviously this should be tailored to the specific circumstances and query of the family:

Grow Communication is a lovely local speech & language group providing independent services: <http://www.growsalt.uk/>

Tailor Ed is another local organisation that provides autism-specific support: <http://tailoredfoundation.co.uk/>

Bounce OT is a great occupational therapy organisation: <https://bouncet.com/>

You can also get excellent advise from the Scottish Autism Helpline: <https://www.scottishautism.org/>

# Teaching and student project supervision

## UoE Postgraduate Processes

*By Sue FW*

[needs content]

The generic email for MVM postgraduate enquiries is [mvmpg@ed.ac.uk](mailto:mvmpg@ed.ac.uk)

## Ideas about student supervision

*By Sue FW*

Here is Sue’s [first blog post about her preferred supervision style](http://www.dart.ed.ac.uk/how-to-manage-your-supervisor-if-your-supervisor-is-me/). And here is [another post](http://dart.ed.ac.uk/advice-for-my-students/) which added some additional points on the same topic.

This is [a more general post of advice](http://dart.ed.ac.uk/dos-and-donts-supervision/) for new PhD supervisors, by Sue and Duncan Astle.

## Useful links to teaching resources online

### Learning about development

* [Dorothy Bishop filmed lecture](https://www.slideshare.net/deevybishop/why-do-neurodev-disorders-cooccur-leeds-grand-res-challenge-2014) on co-occurrence in neurodevelopmental disorder
* [Sarah-Jayne Blakemore filmed lecture](https://royalsociety.org/science-events-and-lectures/2013/the-teenage-brain/) on the development of the teenage brain

### Stats and methods

* Spurious Correlations: <http://www.tylervigen.com/>
* Dorothy Bishop [blog on data management](http://deevybee.blogspot.co.uk/2014/04/data-analysis-ten-tips-i-wish-id-known.html)
* Teaching about the peer review process – [teaching using “journal sting”](http://neurodojo.blogspot.com/2013/10/using-journal-sting-papers-for-teaching.html)
* Teaching about academic publications – [student sessions using ‘story of a paper’](https://twitter.com/akiraoc/status/402802424865234944/photo/1)
* [Online interactive tool](https://fivethirtyeight.com/features/science-isnt-broken/#part1) to explore the concept of p-hacking
* A [blog post about reproducibility](https://blogs.plos.org/onscienceblogs/2016/03/11/psychological-science-the-good-the-bad-and-the-statistically-significant/) and statistical significance

### Community & stakeholder perspectives

* [This is Autism flashblog](http://thisisautismflashblog.blogspot.com/2013/11/about.html) – a list of posts about autism from the community
* Sensory experiences – this [NAS film on sensory sensitivity](https://www.youtube.com/watch?v=ycCN3qTYVyo&feature=youtu.be) and this research project output:

“Some people with autism have difficulty processing intense, multiple sensory experiences at once. [This animation](https://vimeo.com/52193530) gives the viewer a glimpse into sensory overload, and how often our sensory experiences intertwine in everyday life.”

* NAS film – [a basic introduction to autism](https://www.youtube.com/embed/3gZjDxt8Zrg), narrated by an autistic person

### Public Engagement and Science Communication

* Advice on [how to read news articles about health issues](https://www.nhs.uk/news/Pages/Howtoreadarticlesabouthealthandhealthcare.aspx)
* Examples of [a gap between academic reporting and media reporting](https://bigthink.com/neurobonkers/four-times-when-journalists-read-a-scientific-paper-and-reported-the-complete-opposite?utm_content=buffer3fa19&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer) in science

### Writing

