



**CARDIFF SCHOOL OF ENGLISH,  
COMMUNICATION AND PHILOSOPHY  
(ENCAP)**

PhD and MPhil Research Student Handbook  
2011/12

Cardiff University, School of English, Communication and Philosophy,

Colum Drive, Cardiff, CF10 3EU

[Encap-pg@cardiff.ac.uk](mailto:Encap-pg@cardiff.ac.uk)

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The information provided in this handbook is correct at the time of going to press. The School reserves the right to make any necessary amendments.

Please contact [\*\*encap-ac@cardiff.ac.uk\*\*](mailto:encap-ac@cardiff.ac.uk) if you require this handbook in an alternative format – e.g. alternative font, coloured paper etc. You will find an electronic version of this handbook on the Shared ('S') drive on the computer network – S:\Postgraduate Shared\ PGR Handbook 2011-2012.

The School also welcomes any feedback on the handbook. Please send your views and suggestions to [\*\*encap-ac@cardiff.ac.uk\*\*](mailto:encap-ac@cardiff.ac.uk)

Issued September 2011

**CARDIFF SCHOOL OF ENGLISH, COMMUNICATION AND PHILOSOPHY  
(ENCAP)**

**SECTION 1: Foreword by Professor Martin A. Kayman FRSA FEA (Head of School)**

Welcome, or welcome back, to 'ENCAP'. With its unique mix of disciplines, the School offers an exciting range of specialised and innovative undergraduate and postgraduate programmes and a dynamic and highly successful research culture. As one of the largest Schools in the University, with approximately a thousand students (one hundred of them postgraduates), and over fifty academic staff, we pride ourselves on the quality of experience we offer our students.

We have four Postgraduate Research programmes in the School:

- Critical and Cultural Theory
- English Literature (including Creative Writing)
- Language and Communication
- Philosophy

Although you will no doubt work most closely with colleagues in your own discipline, I am sure that you will find further stimulation in the work of your other colleagues.

Research students in ENCAP are regarded as members of our research community, and we hope that you will engage fully with the opportunities open to you at Cardiff to participate in that community – including reading groups, research seminars, conference participation and even helping to organize conferences.

In addition, as a student you can also contribute to the community by becoming, or engaging with, the PGR representatives on the research sub-committee responsible for your programme and on the School Research Committee.

There is something special about Humanities subjects, and especially those which are taught and researched in ENCAP. They provide us with ways of understanding and questioning the world in which we live and the culture we construct out of the language we use and value. In that regard, in building and sustaining our research community, we place great importance on the values that bind the many disciplines and constituencies in the School. These include mutual respect and support, collegiality, and civility in our dealings with each other, and a commitment to academic integrity, free and constructive debate, and intellectual creativity.

I hope you both enjoy and profit from your time in the School.



Professor Martin A. Kayman

## SECTION 2: STRUCTURES AND SUPPORT FOR RESEARCH

### 1. Organisation of the School

The School is organised into four disciplinary areas: Critical and Cultural Theory, English Literature, Language and Communication, and Philosophy. Each programme has a Director and a postgraduate administrator who, along with your supervisors, are your main points of contact.

### 2. The Directors of Postgraduate Research Programmes

The Directors of each Postgraduate Research Programme are coordinated by the School Director of Postgraduate Research Studies and supported by the postgraduate office supervised by the Postgraduate Manager. The Directors coordinate the training programmes within their subjects and oversee the monitoring of student progress. If students have any problems which cannot be solved by the postgraduate support officers, by their supervisory team, the Director of the Postgraduate Research Programme is the person they should turn to — especially if the difficulties relate to the supervisors or to the School itself. If the Director is your supervisor, you should contact the School Director of Postgraduate Research Studies or the Head of School. Both the Programme and the School Directors will also be involved in helping to resolve any problems with student progress.

The formal duties of the Directors of Postgraduate Research Programmes include:

- overseeing the selection of applicants for admission to research degrees;
- advising the Head of School on the allocation of supervisory duties and, as necessary, on any changes needed in the allocations, either temporarily or permanently;
- ensuring the provision and monitoring of induction and research training programmes for new research students;
- ensuring that appropriate written guidance is provided to research students, so that they are made aware of available facilities and resources, skills development and training, of policies and procedures that concern them;
- ensuring the completion of students' formal progress reports and progression reports,
- reporting to the Head of School and/or relevant School Committee on matters of concern relating to the progress of individual students;
- ensuring that supervisors keep sponsors properly informed of students' progress;
- providing pastoral care for the School's research students, including:
  - (i) making arrangements for students with particular needs;
  - (ii) counselling students who are experiencing any difficulties with their agreed schedule of work and/or their relationship with their supervisor(s) (Programme Directors);
- monitoring the tutoring commitments of students, to ensure that these do not exceed the six hours per week (on average) stipulated by the University; advising supervisors who are experiencing problems with individual students;
- reporting to the School Director of PGR Studies and/or relevant School Committee on matters of concern arising from feedback from students, academic staff or examiners, including matters of concern arising from PhD examinations;
- overseeing the administrative arrangements for *viva voce* examinations, including the nomination of examiners;
- ensuring the implementation of the local School framework of policies and procedures.

**3. School Level Administrative Support**

**SCHOOL MANAGER**  
Caroline Brown

<p><b>IT OFFICE – Rm 0.44</b></p> <p>Dean Burnett, Nathan Heslop Robert Thomas</p>	<p><b>FACILITIES</b></p> <p>Caroline Brown – Rm 2.70 Julie Alford – Rm 2.61</p>	<p><b>FINANCE OFFICE –Rm 2.72</b></p> <p>Wendy Lewis Rachel Webber Jessie Yue (maternity leave until Jan 2012) Robin Sawtell (until Nov 2011)</p>	<p><b>ACADEMIC OFFICE</b></p> <p>Jill Burnett – Rm 2.63 Sarah Robertson – Rm 2.64</p>
<p>The Technicians will set up your Cardiff University network account, provide support for licensed software and support the maintenance of the School’s computer stock.</p> <p>They also maintain the school web pages and provide technical support for conferences and seminars.</p>	<p>Caroline should be contacted regarding any issues relating to the building facilities and can also advise on School and University policies on health and safety, equality and diversity, copyright, data protection and Freedom of Information.</p> <p>Caroline is also the point of contact for Postgraduate Tutors.</p> <p>Julie should be contacted for queries regarding access to the building and to obtain keys to the PGR IT rooms.</p>	<p>Wendy and Rachel will be your point of contact for any financial transactions you might have with the School.</p> <p>They can advise on the University financial regulations and the procedures for gaining access to any funds which may be allocated to you by your sponsors, the university or the School.</p>	<p>Jill and Sarah work with the Director of Teaching in ENCAP, Directors of Studies, and the University Registry to run the systems and procedures that support the undergraduate, postgraduate taught and postgraduate research students and schemes of study in the School.</p> <p>Jill is also the point of contact for students with queries regarding support with disabilities or dyslexia.</p>

**4. Staff contact details****School management**

<b>Name</b>	<b>Title</b>	<b>Contact Details</b>
<b>Professor Martin A. Kayman</b>	Head of School	☎ 029 208 75971 – room 2.71 E-mail: <a href="mailto:KaymanM@cardiff.ac.uk">KaymanM@cardiff.ac.uk</a>
<b>Professor Martin Coyle</b>	Deputy Head of School	☎ 029 208 75615 – room 2.45 E-mail: <a href="mailto:CoyleMJ@cardiff.ac.uk">CoyleMJ@cardiff.ac.uk</a>
<b>Professor Alessandra Tanesini</b>	Deputy Head of School and School Director of Teaching	☎ 029 208 75663 – room 1.47 E-mail: <a href="mailto:Tanesini@cardiff.ac.uk">Tanesini@cardiff.ac.uk</a>
<b>Professor Chris Weedon</b>	School Director of PGR Studies	☎ 029 208 75606 – room 1.14 E-mail: <a href="mailto:WeedonCM@cardiff.ac.uk">WeedonCM@cardiff.ac.uk</a>
<b>Professor Alison Wray</b>	School Director of Research	☎ 029 208 74762 – room 3.65(b) E-mail: <a href="mailto:WrayA@cardiff.ac.uk">WrayA@cardiff.ac.uk</a>

**PGR Programme in Critical and Cultural Theory**

<b>Name</b>	<b>Title</b>	<b>Contact Details</b>
<b>Professor Chris Weedon</b>	Chair of Centre for Critical and Cultural Theory	☎ 029 208 75606 – room 1.14 E-mail: <a href="mailto:WeedonCM@cf.ac.uk">WeedonCM@cf.ac.uk</a>
<b>Dr Laurent Milesi</b>	Director of PGR Studies	☎ 029 208 76119 - room 2.32 E-mail: <a href="mailto:Milesi@cardiff.ac.uk">Milesi@cardiff.ac.uk</a>
<b>Mrs Dawn Harrington</b>	Senior Administrator	☎ 029 208 74722 – room 2.67 E-mail: <a href="mailto:encap-pg@cardiff.ac.uk">encap-pg@cardiff.ac.uk</a>

**PGR Programme in Language and Communication**

<b>Name</b>	<b>Title</b>	<b>Contact Details</b>
<b>Professor Adam Jaworski</b>	Director of Research	☎ 029 208 75417 – room 3.37 E-mail: <a href="mailto:Jaworski@cf.ac.uk">Jaworski@cf.ac.uk</a>
<b>Dr Joanna Thornborrow</b>	Director of PGR Studies	☎ 029 208 76041 – room 3.41 E-mail: <a href="mailto:ThornborrowJ1@cardiff.ac.uk">ThornborrowJ1@cardiff.ac.uk</a>
<b>Mrs Dawn Harrington</b>	Senior Administrator	☎ 029 208 74722 – room 2.67 E-mail: <a href="mailto:encap-pg@cardiff.ac.uk">encap-pg@cardiff.ac.uk</a>

**PGR Programme in English Literature (including Creative Writing)**

<b>Name</b>	<b>Title</b>	<b>Contact Details</b>
<b>Dr Claire Connolly</b>	Director of Research	☎ 029 208 75621 – room 2.42 Email: <a href="mailto:Connolly@cardiff.ac.uk">Connolly@cardiff.ac.uk</a>
<b>Dr Carl Plasa</b>	Director of PGR Studies	☎ 029 208 75013 – room 2.13 Email: <a href="mailto:Plasa@cardiff.ac.uk">Plasa@cardiff.ac.uk</a>
<b>Rhian Rattray</b>	Postgraduate Manager	☎ 029 208 70322 – room 2.67 Email: <a href="mailto:encap-pg@cardiff.ac.uk">encap-pg@cardiff.ac.uk</a>

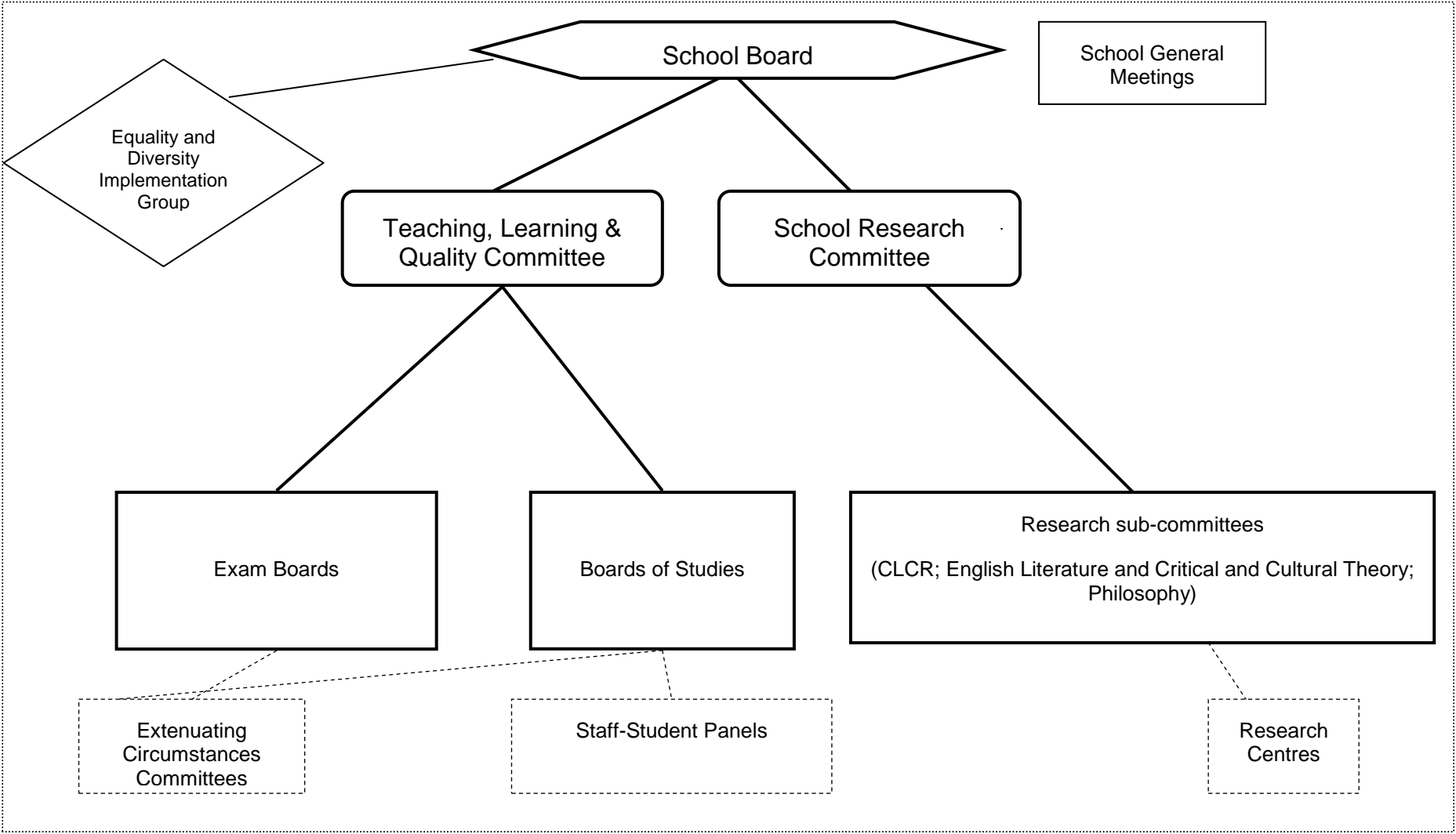
**PGR Programme in Philosophy**

Name	Title	Contact Details
<b>Professor Alessandra Taneseni</b>	Director of Research	☎ 029 208 75663 – room 1.47 E-mail: <a href="mailto:Tanesini@cardiff.ac.uk">Tanesini@cardiff.ac.uk</a>
<b>Dr Peter Sedgwick</b>	Director of PGR Studies	☎ 029 208 76075 – room 1.44 <a href="mailto:Sedgwick@cardiff.ac.uk">Sedgwick@cardiff.ac.uk</a>
<b>Rhian Rattray</b>	Postgraduate Manager	☎ 029 208 70322 – room 2.67 E-mail: <a href="mailto:encap-pg@cardiff.ac.uk">encap-pg@cardiff.ac.uk</a>

**Central Administrative Team**

<b>School Office – Rms 2.61 &amp; 2.70</b>		
<b>Miss Caroline Brown</b>	<b>School Manager</b>	☎ 029 208 74501 – room 2.70 E-mail: <a href="mailto:encap-mgr@cardiff.ac.uk">encap-mgr@cardiff.ac.uk</a>
<b>Ms Julie Alford</b>	<b>PA to Head of School</b>	☎ 029 208 76049 – room 2.61 E-mail: <a href="mailto:encap@cardiff.ac.uk">encap@cardiff.ac.uk</a>
<b>Academic Office – Rms 2.63 &amp; 2.64</b>		
<b>Mrs Jill Burnett</b>	<b>Academic Manager</b>	☎ 029 208 76805 – room 2.63 E-mail: <a href="mailto:encap-ac@cardiff.ac.uk">encap-ac@cardiff.ac.uk</a>
<b>Mrs Sarah Robertson</b>	<b>Academic Support Officer</b>	☎ 029 208 74503 – room 2.64 E-mail: <a href="mailto:encap-ac@cardiff.ac.uk">encap-ac@cardiff.ac.uk</a>
<b>Finance Office – Rm 2.72</b>		
<b>Mrs Wendy Lewis</b>	<b>Finance and Research Manager</b>	☎ 029 208 74504 – room 2.72 E-mail: <a href="mailto:LewisWJ@cardiff.ac.uk">LewisWJ@cardiff.ac.uk</a>
<b>Mrs Rachel Webber</b>	<b>Senior Finance Officer</b>	☎ 029 208 75400 – room 2.72 Email: <a href="mailto:Webber@cardiff.ac.uk">Webber@cardiff.ac.uk</a>
<b>Mrs Jessie Yue (<i>maternity leave until January 2012</i>)</b>	<b>Finance Assistant</b>	☎ 029 2087 6325 – room 2.72 E-mail: <a href="mailto:encap-orders@cardiff.ac.uk">encap-orders@cardiff.ac.uk</a>
<b>Mrs Robin Sawtell (<i>maternity cover for Mrs J. Yue until November 2011</i>)</b>		
<b>IT Office – Rm 0.44</b>		
<b>Mr Dean Burnett</b>	<b>IT Manager</b>	☎ 029 208 76074 – room 0.44 E-mail: <a href="mailto:encap-it@cardiff.ac.uk">encap-it@cardiff.ac.uk</a>
<b>Mr Nathan Heslop</b>	<b>Network Technician</b>	☎ 029 208 75414 – room 0.44 E-mail: <a href="mailto:encap-it@cardiff.ac.uk">encap-it@cardiff.ac.uk</a>
<b>Mr Rob Thomas</b>	<b>IT Technician</b>	☎ 029 208 75310 – room 0.44

5. Committee Structure



## 6. The Student Representatives

The School places great value on the contribution of research student representatives to School committees and research sub-committees.

Research students and Postgraduate Tutors are represented on the School Teaching, Learning and Quality Committee (TLQC), the School Research Committee, as well as the School's three research sub-committees (English Literature and Critical and Cultural Theory, Centre for Language and Communication Research, and Philosophy). Postgraduate Tutors are also represented on undergraduate Boards of Studies and Staff/Student Panels as appropriate.

The Students' Union runs modules for students who are elected representatives, which can lead to the Certificate of Professional Development. This involves the following five modules: Being an Effective Representative, Speaking and Presentation Skills, Listening and Awareness Skills, Effective Participation and Teamwork and Problem Solving and Decision Making.

There are other modules you may find are of interest and which you can take through the Students' Union. For more information, you can e-mail [info@cardiffstudents.com](mailto:info@cardiffstudents.com), or telephone 029 2078 1789 or see

<http://www.cardiff.ac.uk/studx/personaltutorshandbook/other/studentdevelopmentunit/index.html>

### a) Student Representatives on the School Teaching, Learning and Quality Committee & Research Committee – Session 2011/12

The student representatives on the School Teaching, Learning and Quality Committee and Research Committee act as the main channel of communication between the student body and those responsible for the School (although there will be circumstances in which the School wishes to communicate directly with all students, and circumstances in which you personally might need to speak directly to someone responsible for postgraduate studies at programme or School level).

The School Teaching, Learning and Quality Committee meets five times a year. It is responsible for all aspects of School policy as it relates to the training, supervision and examining of postgraduate research students, and is responsible for the conduct of the Annual Review of PGR Studies. The Committee gives you the opportunity to raise concerns on behalf of your colleagues in relation to conditions affecting your work. It is also, as indicated above, an important forum for the consideration of issues of equality, diversity and access.

The ENCAP Research Committee deals with strategic matters concerning all aspects of the research culture of the School and the University as a whole, as well as developing initiatives to improve that culture for all levels of researcher. It is also formally responsible for overseeing the monitoring of student progress and progression.

The contributions of the student representatives are taken seriously by the School. However, as is usual in such cases, your representatives are not permitted to be present at any committee discussion of individual student cases, or any other appropriately reserved business.

The student representatives (one full-time, one part-time) are normally nominated at the start of each academic year by the PGR student body. The posts are tenable for one year. Initially expressions of interest are invited, and you and your colleagues are then consulted about the acceptability of the self-nominees. If there is more than one self-nomination for either the full- or part-time vacancy, an election is organised and the results communicated to the successful candidates prior to the start of the next academic session.

Post-holders should be capable of handling issues which require tact and discretion in their dealings with both individual students and members of management. The role requires both collective representation and the ability to deal with individual colleagues. Both may require the exercise of confidentiality.

The elections for 2011/12 will soon take place.

Besides the representatives to the School Teaching, Learning and Quality Committee/ Research Committee, you will also be asked to elect or be elected to the Research sub-committees for English Literature and Critical and Cultural Theory, Language and Communication, or Philosophy. You will be informed at induction of other structures of student representation in your disciplinary area.

Being a postgraduate research student representative provides valuable experience of, and insight into, university policy-making, administrative and committee procedures, and the processes of discussion and deliberation, and is very useful C.V. material for a future career.

**b) Calendar of School Teaching, Learning and Quality Committee and Research Sub-Committee meetings for session 2011/12**

**Research Sub-Committees**

Wednesday 23 November 2011

Wednesday 29 February 2012

Wednesday 30 May 2012

**School Research Committee**

Wednesday 26 October 2011 (2.10pm)

Wednesday 15 February 2012 (2.10pm)

Wednesday 16 May 2012 (2.10pm)

**Teaching Learning and Quality Committee**

Wednesday 12 October 2011 (2.10pm)

Wednesday 14 December 2011 (2.10pm)

Wednesday 22 Feb 2012 (2.10pm)

## SECTION 3: RESEARCH IN ENCAP

### 1. The School's Research Centres

The Cardiff School of English, Communication and Philosophy enjoys a world-wide reputation as a centre for excellence in research and teaching. It offers a wide range of postgraduate degrees and provides an exciting set of programme choices for students. Research in the School is focused on the following areas of expertise: **Critical and Cultural Theory; English Literature; Language and Communication; Philosophy and Applied Ethics**. Within these areas, there are five research centres within the School dedicated to specific themes of study:

**The Centre for Critical and Cultural Theory (CCCT)** has contributed significantly both to the definition of theory itself and to the redefinition of 'English' as a subject of study in the Humanities, and is firmly established as a world leader in its field. Drawing on developments in linguistics, philosophy and the history of ideas, the Centre offers a dynamic and interdisciplinary research environment for staff and students. The range of its activities and interventions is diverse, and includes work on literature, film, the visual arts, cultural history, psychoanalysis, postcolonialism, race, sexual identities and the emergence of the posthuman. For more details about the Centre, visit its site at <http://www.cardiff.ac.uk/encap/research/ccct/index.html>.

The **Centre for Editorial and Intertextual Research (CEIR)** was founded in 1997 and combines IT with traditional bibliographical skills to produce innovative research into the history of authorship and the publishing, distribution and reading of literature. CEIR hosts two online journals: *Romantic Textualities: Literature and Print Culture, 1780–1840* and the *Journal of Illustration Studies (JOIS)*. In addition to research projects and publications, CEIR also runs a regular speaker programme on behalf of English Literature and offers a variety of facilities for members in order to support research, teaching and the creation of electronic resources. CEIR also supports advanced graduate training in editing, book history, illustration studies and material cultures as part of the MA and PhD in English Literature. For more information, see the Centre's pages at: <http://www.cf.ac.uk/encap/research/ceir/index.html>

The **Centre for Language and Communication Research (CLCR)** provides a focus for research and research training in social, applied and interactional areas of language, linguistics and human communication, focussing particularly on linguistic description and linguistics applied, socio-cultural approaches to language and communication, forensic linguistics, and health communication. In our research, theoretical, descriptive and practical approaches are taken to a broad range of data types, informing many areas of central interest across social, psychological and professional spheres, including international and global relations, law, health, the workplace, the media, and language education. For more information, see the Centre's pages at <http://www.cardiff.ac.uk/encap/research/clcr/index.html>

The **Health Communication Research Centre (HCRC)** co-ordinates communication-based research in the broad area of health and social care. Its aim is to close the communication gap between health professionals and those they serve, in order to offset the risks of misunderstanding that can occur in the sometimes tense consultations between healthcare professionals and their patients. Details of current activity in HCRC can be found at <http://www.cardiff.ac.uk/encap/research/hcrc/index.html>

The **Centre for Applied Ethics (CAE)** was founded in 1989 with the aims of promoting the study of and public interest in Applied Ethics, and of facilitating research in Applied Ethics. With a membership that draws on wide-ranging expertise, the Centre's particular concerns are with ethical issues in the biomedical sciences, the environment, international relations and the professions. The Centre enjoys a special relationship with the ESRC Centre for Economic and Social Aspects of Genomics (Cesagen) at Cardiff and Lancaster, and also works in association with other individuals and Centres throughout the United Kingdom, and Western and Central Europe. For further details, see <http://www.cardiff.ac.uk/encap/research/cae/index.html>

All the work at the School is complemented by its high-quality equipment and facilities. The School has received substantial investments in information technology, including the extensive electronic databases, Early English Books On-line and Eighteenth-Century Collections On-line, the most comprehensive records available of publications between the 15<sup>th</sup> and 18<sup>th</sup> centuries. The Arts and Social Studies Library also has a collection of rare books, including 175 early books,

published before the 16<sup>th</sup> century, some rare bibles, as well as a large number of books published by private presses in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

The School has installed a multimedia studio, consisting of a video editing room, an audio editing room and a digital imaging room on the 5<sup>th</sup> floor. Although destined primarily for researchers in Language and Communication, other researchers within the School may use the facility. The Technicians in room 0.44 will be able to assist you with the use of this equipment.

## 2. The School's Research Culture

The School is committed to encouraging an active and lively research culture, and research students are a vital element in this. Each of the four areas runs research seminar programmes, featuring contributions from staff and visiting speakers, which all ENCAP postgraduate students are very much encouraged to attend as an integral part of their research training. A number of staff are also involved in cross- and inter-University networks which also have seminar series to which students are equally welcome. You will of course want to participate in the seminars in your discipline, but there is plenty more going on that you will find interesting and helpful, and you will be welcomed by your colleagues in other parts of the School. The programme for each research semester will be announced in advance and publicised on the School webpage at.

<http://www.cardiff.ac.uk/encap/newsandevents/index.html>

Likewise, postgraduate students organise their own reading groups, lunchtime seminars and/or student conferences, information regarding which is sent on a regular basis to research students by e-mail.

Further research skills training and career development programmes are organised by each programme (Critical and Cultural Theory, English Literature, Language and Communication, and Philosophy). The composite nature of the School means that training and development provision for research students varies in organisation according to the specific needs and cultures in the various subjects that make up the School. These programmes are complemented by extensive training opportunities available throughout the academic year via the **University Graduate College**. Full details can be found via the Research Students' Skills Development Programme page, at

<http://www.cardiff.ac.uk/ugc/training/rssdp/research-students-skills-development-programme.html>

You will be given a hard copy of the University Graduate College programme at induction.

Whilst seeking to provide the skills required to complete a high-quality thesis and develop your career opportunities, training is also used in ENCAP as a spring-board for your integration into a lively research culture, both within the subject area, and across the disciplinary boundaries of the School. Further details are available in Section 5, Research Training and Career Development.

Details of the support, facilities and equipment available to support postgraduate students are contained in Section 7.

There is a list of current PGR students and their research topics on the School website - <http://www.cardiff.ac.uk/encap/degreeprogrammes/postgraduateresearch/currentphdtopics/index.html>

Please contact [encap-ac@cf.ac.uk](mailto:encap-ac@cf.ac.uk) in order to add your name and topic to the website.

## SECTION 4: SUPERVISION

### 1. Induction

It is University and School policy that all new research students commence their studies with an understanding of both the academic and social environment in which they will be working.

At each of the four postgraduate entry points in the academic year, the University Graduate College provides a general induction programme for new students. This takes the form of a half-day conference, entitled 'Starting Out'. Even if you are familiar with Cardiff University, it is important you participate. You will learn important information about undertaking research, and about the training and career development opportunities offered by the University Graduate College, as well being given the opportunity to discover the facilities and services available at the College and to meet other researchers from around the University.

The University's Postgraduate Welcome Fortnight, organised by the Graduate Centre (3<sup>rd</sup> Floor of the Students' Union on Park Place), runs from Monday 26 September to 9 October 2011 and will be packed with social events for new and returning postgraduate students. For more information visit

**<http://www.cf.ac.uk/gradc/newpostgrads/welcomeevents>**

The School of English, Communication and Philosophy offers a complementary programme which introduces students to the School and its research programmes. School induction this year is scheduled for 12.45pm **in room 3.62, Humanities Building on Tuesday 27 September 2011**. Here you will be given the opportunity to meet with the Head of School and central administrative staff, together with the Director of Research, the Directors of PGR Studies and representatives of PGR students already enrolled on programmes within the School.

This Handbook forms the main written guidance you will receive from the School, but it may be supplemented by other information from your programme or research centre, or from the School or the University.

### 2. The appointment of supervisors

The Head of School is responsible for appointing staff to act as supervisors to research degree candidates, on the advice of the Director of PGR Studies for the relevant programme; he is also responsible for ensuring the continuation of regular and appropriate supervision throughout each candidature.

Every effort is made to accommodate the preferences of students, where possible. In appointing supervisory teams, the Head of School must bear in mind not only their experience and expertise, but also their workloads. Normally, individual members of staff would not, at any one time, be supervising more than six candidates. Supervisors are responsible to the Head of School for the management of the research degree candidates assigned to them.

Should supervisors be unable to continue to supervise or irreconcilable differences arise between a candidate and his/her supervisors, the Head of School will ensure that alternative arrangements are put in place (see Section 10: Dealing with Dissatisfaction and Complaints).

### 3. The supervisors' responsibilities

The role of the supervisory team is to act as a support to the student throughout his or her period of study, with the aim of submitting the thesis within the period of registration.

Your supervisory team is there to provide you with appropriate guidance about the nature of research in the discipline and the standard of work expected for the degree. The team will also guide you in matters of sources, methods and techniques for the research proposed. They will also ensure that you comply with the ethical standards established by the University as well as the University Health and Safety procedures and may refer you to the School Manager (Caroline Brown, **[encap-mgr@cardiff.ac.uk](mailto:encap-mgr@cardiff.ac.uk)**) if you experience any problems in these areas.

The supervisors have a key role in helping you **plan the research programme**, bearing in mind the need to complete all work and submit the thesis within the deadline. Within the terms of the research plan, supervisors can be expected to read and return work with constructive criticism and in reasonable time. In order to ensure that supervision is as helpful as possible, such work should be as close to its final form as you are able to make it at that stage. You and your supervisors will agree on the type of guidance and comment that you find most helpful.

It is also part of the supervisors' role to provide guidance regarding **development and training** opportunities available in your disciplinary area, the School, the University Graduate College, and the Graduate Centre. Besides discussing your subject-specific training needs, the supervisors will also discuss your needs in relation to your career development as a whole.

As part of your research and career development, your supervisors will encourage and assist you in attending and making presentations at **seminars and conferences**, both within ENCAP and in the wider academic world.

Besides your primary supervisor or co-supervisors, your supervisory team will include a named member of staff who can provide you with independent advice. Although a co-supervisor can also fulfil this function, the idea here is that, rather than providing specific knowledge and skills relevant to your research project, this member of the team is someone you can see with more general academic and/or pastoral issues. In any case, as part of your supervisory team, this colleague will need to be kept informed of the progress of your work. You should keep in regular contact with them, and arrange to meet with your team as part of the monitoring review process. You will be notified of their names at the start of your period of registration; be sure to make yourself known to them.

An important aspect of your supervisors' contribution to the completion of your project is to **monitor your progress** towards the achievement of the agreed research plan, advising you as necessary on the completion of the successive stages of the work so as to bring about the submission of your thesis for examination within the regulation period.

To this end, in accordance with the University's Monitoring Procedure (as explained in **Section 6: Monitoring And Progress Review**), your supervisors will request **written progress reports** from you at **six-monthly** intervals (or at more frequent intervals). The School cannot be held responsible for the progress of students who fail to fulfil this requirement. In the light of your reports, the supervisors will give you prompt and candid advice concerning the standard of the written work being produced and about any inadequacy of progress. The monitoring process will also allow an opportunity to reassess your training and development needs, in relation both to the thesis and to your general career development, and for you to provide feedback on the training you have received.

The review process is a crucial part of your PhD programme. Progression to the following year of study depends on successful progress with your research. Annual progress is monitored by a specially convened panel, which will include a member of your supervisory team and another member of staff who is not part of the supervisory process. The panel will then report to the School. University rules state that **students who fail to submit annual progress reports, or whose progress is deemed to be unsatisfactory, will not be permitted to progress to the following year of their registration. This applies to both part- and full-time PhD students.**

You can expect your supervisors to maintain, at all times, a proper and professional relationship with you. They will keep in **frequent contact** with you and will be accessible at other times when you may need advice. Contact will normally include face-to-face meetings in person or on Skype and e-mail or other forms of correspondence. They will indicate to you whether you may contact them at home and, if so, will provide contact details.

Supervision meetings vary in length according to the needs and progress of the student. They can also vary as joint supervision meetings or one-on-one. After the meeting, the student must fill out the supervisory log recording a brief summary of the meeting, including what they have agreed to accomplish by the next meeting, and email it back to the supervisors.

Finally, the supervisors will read the draft thesis and advise on its amendment before formal submission for examination and will help you prepare for the oral examination. The Director of Postgraduate Studies in your area will consult with you about the internal and external examiners to be recommended to the Head of School.

If need be, your supervisors will continue to provide guidance to you if your examined work has to be amended and re-submitted for further examination.

If you so desire, your primary supervisor may also attend the oral examination. Supervisors are not permitted to participate in the examination, and have to leave the room before you do, in case there is anything you wish to tell the examiners in the absence of your supervisors.

If you wish to change your supervisor, you should approach the Director of Postgraduate Research Studies for your programme in the first instance. He/she will then make an appropriate recommendation to the Head of School. In most circumstances, a transfer of supervisor is only possible on condition that all parties agree to the change. The Head of School will seek to accommodate matters, depending on the existence of available expertise in the School.

#### 4. The student's responsibilities

According to the University's Code of Practice for Research Degrees, candidates are expected to assure themselves of the terms of their candidatures (including any particular requirements stipulated by their sponsors) and their responsibilities towards the successful completion of their work within the regulation time. You should familiarise yourself with the University's regulations for research students, including research degree examining procedures (see the *Research Degrees Code of Practice*, available via <http://www.cf.ac.uk/regis/sfs/rdqh/index.html>).

As a candidate for a research degree, you are responsible for organising your own work and for the timely completion of your thesis. In order to complete the thesis by the end of the period of fee-paying residence, you will have to design a well-organised research plan, and to approach the project with drive, energy and enthusiasm.

As pointed out above, your supervisors are there to support you in bringing your project to a successful and timely conclusion. For this to happen, you will need to agree the topic for your research, discuss and define a research plan, along with an overall timetable for its completion and a schedule of regular meetings at which the detailed planning/progress can be discussed. You will be expected to perform the research work according to the agreed timetable and meet with your supervisor/s according to the agreed schedule of meetings. In addition, contact can be maintained by e-mail, through your university address.

As problems arise (whether these be difficulties with the research, or problems with your skills), **you should discuss them promptly** with your supervisory team so that a solution can be worked out. Discuss with your supervisors the type of guidance and comment that you find most helpful.

If you have any particular medical or other needs, you should inform your primary supervisor of them at the first meeting. All students are treated equally and fairly according to the Equal Opportunities policy of the University. Similarly, do alert your supervisors, without delay, to any factors that may have disrupted your schedule or otherwise impeded progress, including health problems; if appropriate, Senate Regulations will allow you to apply for an interruption of studies. For more information please see the Academic Regulations at <http://www.cf.ac.uk/regis/sfs/regs/index.html> (Student Attendance and Academic Progress Requirements and Absence Procedures). An interruption of study should not be used as a substitute to seeking approval for an extension to your submission deadline. Research students may only apply for an Interruption of Study in their registration period. If you are in the writing-up period you should apply for a formal extension to the dissertation deadline (see Section 6).

You and your supervisors should maintain, at all times, a proper and professional relationship. In the event that your working relationship becomes problematic or if you have any doubts about the quality of your supervision, consult the Director of Postgraduate Studies for your programme (see page 10). You will also have an opportunity to raise any issues at the annual progress review meeting.

It is your decision when, within the permitted time-limit, to submit your thesis for examination, but you are most strongly urged to heed your supervisory team's advice. Should you not complete the thesis within the period of fee-paying residence, it is essential that you maintain contact with your supervisors up to the time that you do submit your thesis for examination, which must be

within a maximum 'writing-up' period of a further year (full-time PhD) or a further two years (part-time PhD).

You should be prepared to attend any interviews requested by your supervisors, the Director of your Postgraduate Research Programme, the School Director of PGR Studies or the Head of School. For contact details of members of staff, see the ENCAP website at <http://www.cardiff.ac.uk/encap/contactsandpeople/index.html>

You should ensure that you are familiar with the University's Research Governance Framework, which can be accessed via <http://www.cardiff.ac.uk/racdv/resgov/governance/index.html>, and with the Student Guide to Academic Integrity, which can be found at:

<http://www.cardiff.ac.uk/regis/resources/Academic%20Integrity%20students.pdf>

## 5. School Research Ethics Policy

Whilst different programmes have different levels and types of research activity where ethical issues arise, School policy is to promote understanding and debate of the ethical dimensions of research, be it at staff, postgraduate or undergraduate level, as well as to ensure that particular research initiatives are carefully and formally scrutinised and that ethical approval for them is granted or withheld.

A standard document will need to be completed by all postgraduate students involved in relevant sorts of empirical research. The completion of the document will be a precondition of beginning the research project. In developing your research plan, you must discuss with your supervisors whether the document needs to be completed in your case.

The School ethics policy and procedures for research can be found in Appendix 2, along with a copy of the Ethics form. The procedures are currently under review, and you will be informed shortly of any relevant changes. If you have any queries regarding ethics in relation to your research project please contact the School Manager (Caroline Brown, [encap-mgr@cardiff.ac.uk](mailto:encap-mgr@cardiff.ac.uk))

## 6. Maintaining contact

You will be attributed an e-mail account by the University. According to University Regulations ***you must consult this on a regular basis***. This is also a matter of practicality: it is the only way we can be sure that e-mail will reach you. **E-mail will not be sent to any private e-mail addresses**, since these are apt to change with time.

Any post or hard copy documents for you will be delivered to the postgraduate pigeon holes located in the School Staff and PGR Common Room (Rm 2.52). The pigeon holes are organised in alphabetical sections so you will need to check the pigeon hole where the letter corresponds with the first letter of your surname. We do not provide individual pigeon holes.

Please ensure that you use SIMS Online to make any changes to your personal details, such as a change of address or telephone number. This must be done whether the change is temporary or permanent. If changes are not made in this way, the University will not be able to contact you. Please also notify the administrator dealing with your discipline of any changes to contact details.

## 7. The Research Plan

The School wishes to do everything it can to ensure that you complete your programme of study within the regulatory period of fee-paying registration (3 years for a full-time PhD, or 5 years for part-time. For an MPhil, the normal time-scale is 1 to 2 years of full-time study or 3 years of part-time study). Past experience has shown that if students leave the School without having completed their thesis, other roles and responsibilities frequently get in the way and the thesis suffers accordingly. Those in receipt of funding for their degrees have an added responsibility to fulfil the terms of their award.

It is essential, therefore, that every research programme should start with an agreed and documented **Research Plan**. It is recognised that such a Plan may not emerge at the first meeting between you and your primary supervisor, but should normally be defined within two

months of your initial registration. The School recognises that given the nature of research, the Plan will undoubtedly have to be revisited and revised during the course of the Research Programme. Nonetheless, the creation of the Plan should be the basis of the first discussion and should be reviewed regularly by you and your supervisors.

The Research Plan should clearly define the project and describe the strategy for achieving a set of objectives within an agreed time-scale. It should also specify the frequency of contact/meetings between you and your supervisors, and identify any specific additional training that you will need to acquire in order to carry out your research. When agreed, it should be signed by both yourself and your primary supervisor. Very few research students start their research programmes equipped with all the skills necessary to prosecute successful research and produce a successful thesis. So the Research Plan should also cater for the development of new skills – skills that will not only help you produce a successful thesis, but which will also enlarge your educational experience, enhance your personal career development, and increase your employability, either within academia or beyond.

As the Research Plan is reviewed and revised by yourself and your primary supervisor or co-supervisors in response to changes in circumstances and unexpected research outcomes, it will likewise need to be responsive in relation to training as developmental and career needs change.

## **8. Feedback**

Your student representatives will ensure that you have a formal opportunity at least annually to provide feedback to the School on your experience as a research student at Cardiff, as part of the annual review of postgraduate research activity conducted by the School, which is reported to the University Graduate Development Committee. In addition to this, the Head of School holds a lunch each year for the postgraduate community (normally before Christmas), to hear your views on being a postgraduate at Cardiff. You should feel free at all times to raise any issues with your representatives, members of your supervisory team, or the Director of your Postgraduate Research Programme, who will, if need be, pass your comments on to the School Director of PGR Studies and/or the Head of School.

## SECTION 5: RESEARCH TRAINING AND CAREER DEVELOPMENT

### 1. Identifying training and development needs

The University Code of Practice states that all research students must receive training appropriate to their individual academic needs and objectives, to enable them to undertake their study programmes effectively and to complete them successfully and within the time-scale prescribed by Senate regulations.

It is the responsibility of the Head of School to ensure that your research needs are identified and that you receive appropriate training and development opportunities. This includes the need to meet legal requirements (e.g. health and safety) and additional requirements of funders (e.g. Research Councils). It is the responsibility of the Head of School to ensure that research students who are involved in undergraduate teaching are fully trained and supported in that work.

You have the responsibility to work with your supervisors and the School to identify the components of your training and career development needs and to undertake appropriate training to develop the required skills. Your Research Plan should therefore include an assessment of your skills training needs, which, again, should be agreed between yourself and your supervisory team. As part of the monitoring and review process, you and your supervisors should review your needs, record the training you have acquired, assess the quality of training experienced, and adjust the plan accordingly.

As indicated above, you should document the agreements between yourself and your supervisors about your participation in skills development activity, and keep a regular record of the training undertaken. This process should enable you to build a portfolio of evidence around skills development which will be useful to you in pursuing employment.

### 2. Training within the School

Training is offered at a variety of levels. In the first place, each discipline has a relevant skills training programme. Further to these compulsory programmes, research training is needs based. Subject-specific training derives mainly from the supervisors. Students with specific training needs, identified in supervisory meetings, that cannot be met within the research programme or School are directed to an appropriate source of training, such as the courses run by the University Graduate College in Latin and European languages. If financial support for further specialist training is required, this is provided, on the supervisors' recommendation, by the School. All postgraduate research students will also be given support with their writing skills if needed.

**English Literature** runs a fortnightly Thesis Workshop, coordinated by Dr Carl Plasa, which includes the following areas: Approaching a thesis, Work Methods, Time management, Handling stress, Developing a topic (methodology), Developing a thesis (structure, changes in the process), Workshops on specific approaches, Finishing a thesis, Surviving the viva, Academic work, Interviews. Students from all stages of thesis preparation are welcome to all sessions. As part of your subject-specific training, you are also expected to attend the programme of research seminars run for English Literature by CEIR, featuring academic speakers from Cardiff and elsewhere. You may also find topics of interest offered by other research groups and projects within the School, the University Graduate College, and the University more generally. These will be amply publicised.

PhD **Creative Writing** students are welcome to attend the Open Mic nights, which are run as part of the Creative Writing MA programme, to allow students the opportunity to share their writing with an audience to enhance their skills and confidence in public presentations. There is also a programme of visiting writers and speakers for Creative Writing and PhD students are welcome to attend these. Notification of events will be sent to PhD students and the events will be publicised on the notice boards and on the School web page.

In the **Centre for Language and Communication Research**, most training is incorporated in the programme of Research Training Modules which constitute the MA/Diploma in Language and

Communication Research which all PhD students are normally required to take during their first year of candidature. The Foundation Module in Language and Communication Research provides an introduction to appropriate research methodologies, as well as to such practical issues as designing a research project, writing research papers, writing dissertations, obtaining funding and being published. Besides the Foundation Module, the Diploma programme has a further three obligatory modules and two optional modules. The other obligatory modules are: Quantitative Research Methods; Qualitative Research Methods; Research Experience. Optional modules include: Sociolinguistics; Discourse and Social Interaction; Language Description; Lexis; Phonology; Multimodality; Forensic Linguistics; Children's Communication; Language Teaching; and Language Testing. Students may need or wish to take further modules to complete a fully-rounded preparation for PhD research. The fortnightly CLCR Postgraduate Seminar Series provides further specific training. These are in addition to the regular Cardiff Language and Communication Seminars, featuring academic speakers from Cardiff and elsewhere, which postgraduate students are also expected to attend as part of their subject-specific training. In addition, the Centre organises and supports an annual two-day, residential postgraduate conference. Students give presentations on their research throughout their PhD programme and receive supportive critical feedback from staff, other students and a guest discussant.

Students in **Critical and Cultural Theory** are usually required to take the one-year taught MA before going on to the PhD. Coordinated by the Programme Director, Dr Laurent Milesi, the Centre runs a regular Skills Seminar covering the following areas: Doing a PhD in the time available; Giving an academic paper; Writing/Getting into print; Applying for academic posts; The interview; Preparation for the viva. As part of your subject-specific training, you are also expected to attend the programme of research seminars run by the Centre for Critical and Cultural Theory.

In **Philosophy**, the Programme Director, Dr Peter Sedgwick, coordinates a Thesis Workshop covering the following areas: Structuring a thesis; Progressing the thesis; Reading and making notes; Bibliographical skills, Literature searches, Giving a paper; Writing styles in Philosophy; Getting published, CVs and applications; Preparing for the viva. Some of these sessions will be in cooperation with English Literature. There will also be a regular Thesis Surgery for Philosophy postgraduates, details of which will be posted on the Philosophy postgraduate notice boards. As part of your subject-specific training, you are also expected to attend the programme of research seminars run by the Philosophy Research Group and the Royal Institute of Philosophy. There is also a weekly postgraduate reading group.

You will be notified of the dates and times of the appropriate training programme when you enrol in your programme.

### 3. Seminars and conferences within the School

An important part of your training and career development consists in the presentation and discussion of your own work with your peers, and there are seminars and conferences which give you opportunities for this. The purpose of seminar presentations is for you to have practice in presenting your research in a supportive environment. Yet it is also one in which questions may be asked of you so that you are given an opportunity to deal with the type of feedback (and some of that may be critical) that arises whenever academic papers are presented, and also to reap the benefits of such discussion in developing your ideas and research.

Throughout the year, the postgraduate students in English Literature and Critical and Cultural Theory arrange lunchtime seminars, in which they present and discuss their work in progress. Students in Philosophy and in the Centre for Language and Communication Research also each have their own regular postgraduate seminars. CLCR also holds an annual conference at which all PhD students present their work-in-progress. The conference also includes forum sessions on issues of concern to all PhD students.

### 4. Attending conferences outside the School

As you advance in your research, you will wish to attend national or international conferences in your speciality, engaging in dialogue with a wider scholarly community. Research students wishing to give a paper at relevant academic conferences may apply to the School for funds to assist their attendance at the conference. Students can apply for up to £750 over a period of

three consecutive years (full-time) or five consecutive years (part-time), with an annual maximum limit of £375. Please see appendix 4 for more information.

## 5. Research seminars within the School

As was indicated above, another dimension of research training and of the lively research culture that exists within ENCAP are the many Research Seminar series organised by the School's Research Centres/Groups, where members of staff and visiting speakers present their work for discussion. Here you will further extend your knowledge and understanding of your own and related research fields and gain experience of styles of presentation and of the public discussion of scholarship.

You will of course wish to attend the seminars in your discipline, but keep a good eye on the other programmes offered in the School: there will be plenty to interest you. A PhD programme is not only the construction of expertise in a particular field, but should also involve a developing engagement with a broad interdisciplinary research culture. These research seminars are also excellent opportunities to keep up contact with colleagues in other parts of the School.

The seminar programmes will be announced in due course. They will be publicised in handouts and fliers, and at

<http://www.cardiff.ac.uk/encap/newsandevents/events/seminars/index.html>

## 6. Research networks

The School co-ordinates and participates in a number of research networks within the University, which you may be interested in joining. These networks include the following:

**Reconstructing Multi-culturalism network -**

<http://www.cardiff.ac.uk/ugc/capacity/pgfunding/reconmultiresearchnetwork.html>

<http://www.cardiff.ac.uk/jomec/research/reconmulti/about/index.html>

**Crime Narratives in Context (CNIC) -**

<http://www.cardiff.ac.uk/encap/research/networks/crimenarratives/index.html> Wales-Ireland network

<http://www.cardiff.ac.uk/encap/research/networks/wales-ireland/index.html>

**Philosophy of Mind: Embedded, Extended, Enactive and Embodied -**

<http://www.cardiff.ac.uk/encap/research/networks/philosophyofmind/index.html>

## 7. Training and career development opportunities at Cardiff University

There are, of course, similar activities in other parts of the University, to which you will also be welcome. As referred to in Section 2, the University Graduate College <http://www.cardiff.ac.uk/ugc/index.html> delivers an integrated and consolidated programme of formal training for postgraduate researchers known as the Research Students' Skills Development Programme (RSSDP). The School training programme is coordinated with that offered by the University Graduate College. The programme offers workshops and courses in research skills and techniques, as well as broader areas of research management and professional development. A key feature is the provision of opportunities to explore career options, both within and outside of higher education. All PGR students within ENCAP are urged to take full advantage of the variety of workshops and courses offered by the University Graduate College.

The RSSDP programme can be accessed at:

<http://www.cardiff.ac.uk/ugc/training/rssdp/research-students-skills-development-programme.html>

You will need to book in advance for all workshops, as there are limited numbers for each session.

In addition to courses, the University Graduate College has established a scheme to fund interdisciplinary activities organised by postgraduate research students and members of research-only staff. The principal aim of the scheme is to encourage researchers from different disciplines to come together to discuss shared research interests. A secondary aim of the scheme is to develop researchers' transferable skills by giving them an opportunity to work collaboratively to organise events.

We would very much welcome your feedback on your experience of the training and development opportunities offered by the School and the University.

The official statement of skills training for PhD/MPhil students required by the Research Councils can be found in Appendix 3.

## **8. Teaching opportunities**

The School encourages postgraduate research students to apply to become Postgraduate Tutors once they have completed their first year of PhD study. Please see Section 8: The Employment of Research Students for more details.

## SECTION 6: MONITORING AND PROGRESS REVIEW

University rules require that the progress of all students registered for higher degrees by research shall be monitored from the date of initial registration on the scheme through to thesis submission.

Whilst progression from one year to the next depends on a satisfactory annual progress review, this is not a mere bureaucratic requirement, but is designed to help ensure steady progress towards the successful completion of your project within the regulation period. Documented evidence of progress is, in any case, a requirement for continued registration on your programme.

### 1. Six-monthly Progress Reports

As a postgraduate research student you are required to submit **Self-Assessment Reports** to your Supervisors (via the postgraduate office) at six-monthly intervals up until thesis submission.

These reports will be issued to you by the postgraduate office one month prior to dates by which they are to be submitted, which are **1<sup>st</sup> November and 1<sup>st</sup> May each year**. In the case of students in their first year of registration, different arrangements may apply for the first review.

You must use the self-assessment form provided, a copy of which you will find at the end of this handbook. An electronic copy of the form will be sent to you at the appropriate times and will be kept on the ENCAP 'S' (shared) drive on the network.

Please fill the form in electronically, but do not feel constrained by the space provided for comment (nor should you of course feel compelled to write more than you need). If you send your completed form to your supervisor electronically (via the programme administrative office), be sure to send a signed hard copy as well.

Your primary supervisor(s) will then complete their section of the form, commenting on your progress. Your Self-Assessment Report and your Supervisors' report will be reviewed by the Director of your Postgraduate Research Programme and reported to the School. You will receive a copy of the supervisors' report and a copy of the review will be placed on your School file.

Please note that, where a student fails, without proper explanation, to submit a Self-Assessment Report, the Director of the relevant programme will be informed accordingly and may request that you attend an interview to discuss the reason(s) for the non-submission of the Report. **We take this six-monthly monitoring of your progress towards the goals of a PhD very seriously.**

Similarly, should a Self-Assessment Report and/or supervisors' Progress Report give cause for concern about a student's progress, the Director of Postgraduate Studies for that programme will request that the student attend an interview with their primary supervisor in attendance also. The student can request a separate interview without the supervisor present if they wish.

### 2. Twelve-monthly Progress Reviews

The progress of every research student is formally reviewed by a panel before the completion of every twelve months of research study. In the case of funded students, where the funding body requires the presentation of an annual progress report, this should still be submitted in addition to the School review process. **Please note that the School is required to confirm to the University Registry whether the progress of candidates has been satisfactory and whether candidates who are due to re-enrol may be permitted to progress.**

The **12-month** review will be based on your two six-monthly progress reports, an updated or revised research plan, and a substantial piece of writing (commonly a thesis chapter). You will be asked to attend a review meeting to discuss your research progress with a panel which includes membership independent of the supervisory team. At the end of the review meeting, you will be asked if you wish to raise any issues regarding how the supervision is going. If a member of your supervisory team is on the review panel, they will be asked to leave the room before you comment.

You will subsequently receive a response from the School Director of Postgraduate Research Studies on behalf of the School Research Committee, summarising the outcome of the review of your progress over the year.

The review panel will recommend either that:

- you be permitted to continue as a candidate for the degree for which you initially registered,
- OR
- you be permitted to change your registration from MPhil to PhD,
- OR
- you will be required to change your registration from PhD to MPhil.
- OR
- where progress is not satisfactory, you will receive a warning of exclusion from the research programme from the Head of School. Please see the section on 'Exclusion from research study' below for more details.

Where it is recommended that a student be permitted to change their candidature status from MPhil to PhD, the recommendation will go to the School Research Committee, or a sub-group of that Committee, in order that the viability of the up-grade of both your candidature and the project can be formalised.

Where you have expressed a wish to change your registration status from MPhil to PhD, but the Director of Postgraduate Studies for your Programme is unable to recommend this, you may request a hearing by a Panel appointed by the Head of School for that purpose. The decision of that Panel is final. Students may also appeal against any exclusion

### 3. Content of Progress Review

The reporting form used in ENCAP is mainly open and discursive. In providing a succinct report on, or review of, progress, students and supervisors should seek to address the following items:

#### a) Student Self-Assessment Report

- A synopsis of the overall academic aims of the project (what you want to achieve);
- Details of the overall timetable for the project (setting out the main activities such as the main literature review, period set aside for data collection, analysis of data etc.);
- An account of research conducted, written work produced and other relevant activities engaged in over the previous six months.
- For annual progress review, you should also include a substantial piece of written work, agreed with your supervisors.
- A candid assessment of the progress of the project. Any particular difficulties encountered should be noted. Any changes that have had to be made to the timetable as a result of these difficulties should also be discussed.
- A revised research plan, including an outline of plans for the completion of the thesis.
- A review of your training needs and feedback on training undergone in the previous period.

Where difficulties are still present in the project, there should be a full discussion of the help that is needed from your primary supervisor(s), *especially if it is considered that the timetable of three years from start to completion (for full-time PhD students) is in jeopardy.*

#### b) Supervisors' Report on Progress

The primary supervisor(s) should comment upon whether the student's performance is satisfactory. In addition, they should comment on the following:

- Appreciation of the scope and focus of the project.

- Adherence to the agreed schedule of meetings.
- Adherence to the agreed timescale for completion of work or to renegotiated timetable where that has proved necessary.
- Responsiveness to advice and guidance;
- Level of confidence as to submission by the deadline.
- Production and quality of written work.
- Any circumstances or problems that may have affected progress or completion of the work.
- Other relevant considerations.

#### **4. Exclusion from research study**

Failure on the part of any research student to comply with the University's monitoring requirements, or failure to maintain progress to the satisfaction of the relevant progress monitoring panel, may lead to their exclusion from research study.

Warning of exclusion of study may take the form of either an oral warning or a letter from the Head of School. A research student who has received written warning from the Head of School will be given at least three months in which to demonstrate improvement. At the end of the three month period the primary supervisor shall recommend to the Head of School, via the School Director of Postgraduate Studies, either:

- That the warning be lifted
- OR
- That the warning be extended for a further period of three months
- OR
- That the student be excluded from research study

For further information please refer to the relevant section of the Academic Regulations and the Research Degrees Code of Practice which are accessible online at:

<http://www.cardiff.ac.uk/regis/sfs/regis/index.html>

<http://www.cardiff.ac.uk/regis/sfs/rdqh/procedure-for-exclusion-from-research-study.html>

#### **5. Appeals against exclusion/termination of candidature**

A student who has been excluded by the Head of School, or whose candidature has been terminated, can appeal against the exclusion/termination to the University's Academic Standards and Quality Committee.

A research student who appeals to the Academic Standards and Quality Committee against the decision to exclude him/her from research study, or to terminate his/her candidature, shall be entitled to appear in person before a Sub-Committee appointed for this purpose and to be accompanied by a person of his/her choosing.

The decision of the Committee in these cases shall be final.

#### **6. Self-termination of registration for a research degree**

If a student fails to submit two consecutive six-monthly Self-Assessment Reports they may be deemed to have terminated their candidature for a research degree.

In this case, they will be informed in writing by the Head of School that their registration as a candidate for a research degree has been terminated. This communication shall be sent by Recorded Delivery and a copy sent to the Director of Registry.

## 7. Registration period and 'Writing Up'

We have reiterated throughout this handbook the expectation that the dissertation be submitted within the period of 'fee-paying residence' (3 years for a full-time PhD, 5 for part-time; 1-2 years for a full-time MPhil and 3 years for part-time). That is the University's expectation, and it should be yours, especially if you are a full-time student, lest you find that all the work you have invested in the project is put in jeopardy by the conflicting demands on your time and energies that are bound to arise after you leave full-time study. The regulations do permit full-time PhD students a further year beyond the period of their residency for 'writing up' (2 years for part-time students). However, we cannot emphasise enough that experience shows that the difficulties of all students intensify when they prolong the task of finding time and concentration for their research beyond the fee-paying period.

If you do continue beyond the period of registration, you will still be required to present six-monthly reports for review.

## 8. Extensions on medical or other grounds

In exceptional circumstances, students may apply to the University for an extension to the deadline for submission of their thesis, on proven medical grounds or invoking other documented extenuating circumstances which have resulted in unavoidable delay. The application will require the support of the supervisor and the Head of School before being considered by the University Graduate Development Committee. Please consult the guidelines at <http://www.cardiff.ac.uk/regis/sfs/postgrad> - click on 'Application for an Extension to Submission Deadline'. Please **note that a timetable of work to be done and timescales for completion must be submitted with any extension request.**

**SECTION 7: SUPPORT INFRASTRUCTURE****ABOUT THE CARDIFF SCHOOL OF ENGLISH, COMMUNICATION, AND PHILOSOPHY**

The Cardiff School of English, Communication, and Philosophy is located on floors 1, 2 and 3 of the Humanities Building.

**1. IT facilities****a) PGR IT rooms:**

Five research-dedicated rooms in the Humanities Building have been equipped for research students in ENCAP for your use on a shared basis. These rooms are as follows:

Ground Floor:

Rm 0.04

Rm 0.35

Rm 0.40

Rm 0.43

Rm 3.23

The facilities available to you in these rooms include:

- Networked computer access
- Networked printer access
- Workspace for papers
- Shelving for books
- Lockers for storage

You will be provided with a key to the room to which you have been assigned (against a £5.00 refundable deposit) and a key/padlock for your locker (again, against a £5.00 refundable deposit).

The five research-dedicated rooms in the Humanities Building are allocated on a 'first-come-first-served' basis. See Julie Alford, PA to Head of School, in room 2.61 ([encap@cf.ac.uk](mailto:encap@cf.ac.uk)) to obtain a key to one of these offices. Please note that as the space and resources are limited, each computer/desk has to be shared. More students are allocated to the rooms than there are computers, on the assumption that not all students use the facilities at the same time. It is, therefore, important that each student clears the desk area at the end of each day. Please do not prejudice your colleagues by 'colonising' the desk space. Lockers and shelving are provided to help store items overnight. It is also vital that the office doors are kept closed in order to avoid thefts and unauthorised use of the facilities.

Extensive IT 'drop-in' facilities are available in the Julian Hodge Building, on the other side of the car park from the Humanities Building. There is of course also network access available in the Library and the Graduate Centre.

Postgraduate research students are also invited to make use of the Staff and PGR Common Room situated on the second floor (Room 2.52), where copies of the *THES* and *London Review of Books* are available as well as coffee and water machines.

The building is open from 7.30 – 21.30 Monday to Thursday, and 7.30 to 21.00 on Friday. It is not open at night or during the weekend. However, staff and research students may request access to the building outside these times. If you require out-of-hours access please see Julie Alford (room 2.61) and she will arrange authorisation for you to gain 24-hour access to the building. The 24-hour access door is located on the side of the Humanities Building opposite the railway line, by the far end of the refectory (where the drink/snack machines etc.). It has a red railing outside it and is an automatic door operated by your swipe card. **When using the building out of hours,**

**to avoid setting off the alarm, you must call in at the Security Office on Park Place to sign in the out-of-hours book.** Make sure you have your University ID card with you. The Security Officer on duty will then confirm whether you can enter the Humanities Building. Before you leave, you will need to remember to call in at the Security Office again, or telephone them on ext. 74444, to let them know that you are no longer in the building.

In the event that you lose your ID card this must be reported to Julie Alford, and the Security Office, as soon as possible. The University makes a charge of £10.00 for a replacement card.

If you have any queries regarding the facilities, please contact Julie Alford.

## **b) Multi-media research studio (Rm 5.47-5.49)**

The School has a multi-media research studio suite located on the 5<sup>th</sup> floor. The studio has four separate rooms: the Graphics Studio, the Video Editing Room, the Recording Studio, and the adjoining Control Room.

### **Recording Studio**

The Recording Studio can be used for multiple or single camera high-quality video recording. Dome cameras and ceiling-mounted microphones allow for recording speech, interviews and focus groups (of up to six participants) without the intrusive presence of equipment and recording crew. The room is soundproofed and can also be used as a small conventional studio for photography, video, speech, sound and music recordings.

Lighting is ceiling-mounted, but a variety of conventional film lights on stands are also available. Curtains provide a neutral background and enhance the acoustics.

### **The Control Room**

The control room is principally for the use of technicians during recording and mixing sessions.

### **The Graphics Studio**

The Graphics Studio has a scanner, a photographic reproduction stand for making slides, and a computer workspace for desktop publishing and Photoshop work. There is sufficient room for three people.

If you would like to use the studio or would like to be given an introduction to the way the studio can be used please contact Nathan Heslop our Network and Media Technician ([encap-it@cardiff.ac.uk](mailto:encap-it@cardiff.ac.uk), Rm .0.44)

## **2. IT assistance and telecommunications**

The School's IT Technicians are located in room 0.44 and will provide you with technical support and back-up when using the IT facilities in the research rooms.

Contact [encap-it@cf.ac.uk](mailto:encap-it@cf.ac.uk) for technical support. The technicians will endeavour to respond to reported problems as quickly as they can, but an immediate response will not always be possible.

Each new student will be allocated a University network account (including password) and an e-mail address (which will be added to the School Postgraduate Research student group e-mail list). Nathan Heslop (Network Technician) is responsible for the allocation of these accounts and any request for additional network space during the course of the research programme should be made through him via [encap-it@cf.ac.uk](mailto:encap-it@cf.ac.uk).

All PCs have access to the University network where a wide range of software packages and resources are available to support your research. Provision of any software not available over the network should be discussed jointly with your supervisors and the IT Manager, Dean Burnett.

Students wishing to bring in personal portable computers should notify the Technicians ([via encap-it@cf.ac.uk](mailto:encap-it@cf.ac.uk)) so that arrangements can be made to have the equipment registered on the University network.

If you wish to scan material please see the Technicians to arrange this. They can also assist with printing off the final copy of your thesis.

#### **a) E-mail policy**

The School uses e-mail as its main form of communication with its research student community. This may include group or individual e-mail.

***Students should ensure that they access and read their University e-mail account on a regular basis.***

The School will not attach private e-mail addresses to School group e-mail lists (i.e. e-mail lists for communicating with specific groups of students) and will only use University-allocated addresses for communication.

Students will not be able to write to group e-mail addresses; this will be restricted to named users.

Any student found to have sent abusive messages will have his/her e-mail privileges withdrawn and may also be prosecuted should there be a breach of University regulations. In such circumstances, the student will not receive references from any member of the School, and could be fined to a maximum of £250. You are advised not to divulge your username and password to anybody else. You should never forget to logout of your account when you leave a PC.

#### **b) Text messaging**

The School will occasionally send text messages to your mobile phone with important information – e.g. notification of seminar cancellations or room changes. Please ensure that your mobile telephone number is up to date on SIMS otherwise you won't be able to receive these messages.

We will send these messages on an occasional basis only but if you would prefer not to be contacted in this way please email [encap-ac@cardiff.ac.uk](mailto:encap-ac@cardiff.ac.uk).

#### **c) Shared drive**

All PGR students have access to the ENCAP 'S' drive on the University network. The 'S' drive is our School shared drive and is an area of the University network where staff and students can access School information, including forms for applying for conference funding etc. The area for PGR students is S:\Postgraduate Shared.

#### **d) Telephones**

A telephone handset is provided in most of the research students' IT rooms for internal calls only.

To call someone on the internal phone network, dial 7 + the last four digits of the full number. Thus 2087 1234 can be reached through 71234.

#### **e) Fax**

An international fax service is available at all Graphic Services sites for private and University use. Rates are competitive and confidentiality is respected.

### **3. Data collection**

It is expected that part of the costs of data collection will be met by the School, e.g. postage and any FREEPOST arrangement that the student makes, or telephone interview costs. If you require assistance with data collection, please discuss this with your primary supervisor(s).

#### 4. Library

Your student I.D. card enables you to use the Library services of the University. The majority of books and journals you will need are found on the second floor of the Arts and Social Studies Library. However, copies of books most heavily used in teaching are kept in the Central Collection, situated on the ground floor adjacent to the issue desk. Books from this section are normally loaned for one week or one day.

A research area is situated on the lower ground floor of the Arts and Social Studies Library, which houses special collections and provides a particularly quiet environment in which to work. Here you will find the Salisbury Collection which includes over 25,000 volumes of Welsh books from 1508-1899, and the Rees Collection consisting of over 5,000 sixteenth- to nineteenth-century Humanities books.

Cardiff University also has recently acquired a collection of 14,000 rare and antiquarian books, some dating from the early 15<sup>th</sup> century. Included are some of the earliest printed books from 1500 as well as 175 incunabula (early printed books before 1500), around 500 rare Bibles, Restoration and Quarto drama volumes, including a rare collection of early Shakespeare volumes, and a large quantity of high quality, limited edition British 19<sup>th</sup> and 20<sup>th</sup> century private presses. These have not yet been catalogued, but may be consulted, by appointment, in the SCOLAR archive at the Arts and Social Studies Library.

You may also find useful material in cultural and media studies held in the Bute Library, situated on the first floor of the Bute Building on King Edward VII Avenue.

The Library computer catalogue, called VOYAGER, provides details of material housed in each of the University Libraries. You can search for items using an author, title or keyword, and also search for material about a particular subject. VOYAGER will tell you where the item is, how long it can be borrowed for, and how many copies are available on the shelf. You can also obtain information about recent acquisitions from VOYAGER. The catalogue is accessible from any computer via the internet, and there are dedicated terminals for consulting VOYAGER on each floor of the Arts and Social Studies Library (ASSL).

Electronic databases and journals can be accessed via <http://www.cf.ac.uk/insrv/eresources/>, using your computer username and CU login password, which will also enable access to many resources off-campus.

The ASSL runs an induction course for all postgraduates new to the University in the first two weeks of term, and you are strongly advised to take one of these. There are also IT rooms for your use on the ground floor of the Library. The Arts and Social Studies subject librarian, Erica Swain, will contact each new ENCAP postgraduate student to set up a library orientation session that is focussed on your area of research.

Term-time hours of opening for the Library are: Monday to Thursday 8.30 to midnight, Friday 8.30 to 21.30, Saturday 10.00 to 17.30 and Sunday 12.00 to 21.30. Opening hours will differ during the recess periods. Further information can be obtained from the Information Desk, located on the ground floor of the Arts and Social Studies Resource Centre, which is permanently staffed during opening hours, and on the Information Services web site.

Self-service reader printers, which produce A4 size paper copies from either microfiche or microfilm, are available for use in the Arts and Social Studies Library, the Aberconway/Guest Library, the Science Library, Senghennydd Library, Bute Library and the Trevithick Library.

#### 5. Photocopying

If you are a full-time research student in ENCAP you are entitled to an annual networked photocopying account up to the value of £20, and, if you are a part-time student up to the value of £10. Please take your University identity card to Graphic Services on the lower ground floor of the Arts and Social Studies Library to activate your account.

Please ensure that when photocopying material that you do so within the terms of the University copyright licence. If you are copying for non-commercial research purposes you may copy up to the following:

- One complete chapter from a book or 5% of the total, whichever is greater
- One article from a journal issue or a set of conference proceedings
- One illustration, diagram or map not exceeding A4 size (illustrations forming an integral part of a chapter or article may be included in the above extracts)
- One short story or poem (up to a maximum of 10 pages) from an anthology
- Up to 10% from a pamphlet, report or standard (up to a maximum of 20 pages)

Please remember that infringement of copyright by staff or students may expose the University and the individual to legal action and claims for substantial damages. Any infringement of copyright will be regarded seriously by the University as a disciplinary offence.

For further information about copyright please see <http://www.cardiff.ac.uk/insrv/copyright/>

## **6. Conference attendance**

If you are planning to give a paper at a conference, you can apply to the School for financial support. In the course of your candidacy, you may apply for funding up to £750 over a period of three consecutive years (full-time) or five consecutive years (part-time), with an annual maximum of £375. Your application will require written support from your supervisors. When applying for such funds - which are limited - you should also investigate other possible sources of funding.

You can obtain application forms for applying for conference funding from the 'S' drive - S:\Postgraduate Shared\Postgraduate Research Travel Forms. The forms are also available in hard copy from outside the School Finance Office (Rm 2.72)

If you require advice on completing these forms please see Rachel Webber in the School Finance Office (Rm 2.72) or contact her via [WebberR@cf.ac.uk](mailto:WebberR@cf.ac.uk).

Please see Appendix 4 for more information on applying for funds to support conference attendance or other forms of research travel (e.g. library/archive visits).

## **7. Bookshops**

The Blackwell University bookshop is located in the Students' Union, Senghennydd Road, Cardiff. A wide selection of books can also be found at: Waterstones at 2a The Hayes. Rare and second-hand books are stocked by Whitchurch Books, 67 Merthyr Road, Whitchurch, Cardiff.

## **8. Environmental Awareness**

Please help the School in ensuring energy efficiency by switching lights off where they are not needed and recycling paper and ink cartridges. There are recycling bins across the building which are emptied each week. Please place paper and empty ink cartridges in these.

## **9. Other support facilities**

### **a) University Graduate College**

As mentioned previously, further support for postgraduate students is available through the University Graduate College (see Section One and Section Five).

The University Graduate College brings together the work of four previous, discipline- based Graduate Schools and the postgraduate research activity of the Graduate Centre. It aims to support the work of academic Schools and supervisors and to enhance the experience of postgraduate research students at Cardiff University.

The University Graduate College has four interlinked programme areas:

- It delivers an integrated and consolidated programme of academic-led training and development for postgraduate researchers through the well-established skills Programme and associated activities such as conferences, lectures and seminars that enable researchers to come together across the University. (See [www.cardiff.ac.uk/ugcp](http://www.cardiff.ac.uk/ugcp) for more information.)
- It assures a quality experience for postgraduate researchers by developing and monitoring processes for their feedback and representation; communicating and monitoring implementation of the Code of Practice for Research Degree Programmes; enhancing systems to assist in management of research degrees; and enhancing support for supervisors.
- It co-ordinates work to build capacities for postgraduate research, which includes involvement in recruitment of postgraduate researchers; development of additional scholarships; enhancing provision via partnerships with other universities, consortia, learned societies and industry; and
- It leads on providing world class facilities for postgraduate researchers, both physical and virtual, and aims to ensure that University facilities are responsive to researcher needs.

In the first phase of implementation, the University Graduate College is focusing primarily on postgraduate research students. However, as part of a longer-term aim of holistic management of skills development and support as a continuum across the researcher lifecycle, the University Graduate College offers joint activity for postgraduate researchers and research staff where appropriate.

All of Cardiff's postgraduate research students and their supervisors are members of the University Graduate College and are strongly encouraged to contribute to its development. The governance and organisational structures are designed to increase participation and linkages with academic Schools.

The University Graduate College Office is located on the ground floor of 60 Park Place. Email [ugc@cf.ac.uk](mailto:ugc@cf.ac.uk) or telephone 02920-(8)79408. Web: <http://www.cardiff.ac.uk/ugc/index.html>

#### **b) The Graduate Centre**

Based on the third floor, Union Building, Park Place, the Graduate Centre is a dedicated facility for Cardiff's currently enrolled postgraduate students, both taught and research, and its staff. Email: [Grad-Centre@cardiff.ac.uk](mailto:Grad-Centre@cardiff.ac.uk). Web page: [www.cf.ac.uk/gradc](http://www.cf.ac.uk/gradc)

#### Opening Hours and Facilities

The Graduate Centre is open Monday to Friday from 8.00 a.m. to 12.00 midnight and on Saturday and Sunday from 12.00 noon until 12.00 midnight. It is open throughout the year, though hours are slightly reduced in late summer.

Facilities include the Café Bar social venue, which provides a comfortable, informal environment to take a break and relax, watch TV, have a coffee or lunch. It can also be booked for postgraduate events. The food and bar service within the Café Bar is operated by the Students' Union and is open during term time, from Monday to Friday: 11.00 – 2.00 pm and 5.00 pm – 11.00 pm. A range of sandwiches, snacks, hot drinks and cold alcoholic or soft drinks are offered. In the autumn term, the Bar is also open on Saturday evenings, 5.00 pm – 11.00 pm.

There is a computer room with 35 networked computers, as well as printing and scanning services. The five meeting rooms can seat from 4 to 40 people, and may be booked without charge for projects, presentations, conferences or seminars. Laptops and data projectors can also be borrowed for use within the room.

The Reading Room provides space for quiet, individual study and can seat up to 33 people. There is also a lounge with eight computers, sofas and work tables for group study. There are vending machines for out of hours snacks in the foyer, as well as a microwave for student use. Details of all of these can be found on the Graduate Centre web pages.

### Social Activities

The academic year begins with the Postgraduate Welcome Events fortnight, and is a great way to meet and get to know other postgraduates from across the university. Events include the official University Welcome to Postgraduates as well as networking opportunities, city tours, a pub crawl, party, quiz & pizza nights and film nights. For a full schedule of activities, check out the **Postgraduate Welcome Events** web page.

During the year, there are a variety of social events including quiz nights, film nights and seasonal parties. The Centre also organises fortnightly day trips throughout the year to attractions in England and Wales. See the **Day Trips** page for the latest destinations and departure dates.

### Opportunities for Involvement

The Graduate Centre welcomes ideas and suggestions from postgraduate students and is keen to support interdisciplinary events by providing facilities and publicity.

The annually elected Students' Union officers represent all students and the part-time Postgraduate Officer, who will be elected in the autumn by-elections, is a port of call for postgraduate students to discuss issues and suggestions of concern. Postgraduate students can put themselves forward to stand for this role in the autumn by-elections, and can also vote for their preferred candidates. You can contact Union officers via their contact addresses on the **Students' Union** website, or visit them on third floor of the Students' Union.

The **Graduate Centre's web site** is updated frequently and the page for **New Postgraduates** offers useful information and links to other helpful sites. There is a fortnightly email bulletin to all postgraduates and you'll be added to this list automatically after enrolment. If you are not receiving this, please e-mail the Centre at **grad-centre@cardiff.ac.uk**.

#### **c) The Library and Information Services**

The Library and Information Services staff have a number of facilities and resources tailored for researchers; a summary of these can be found on **<http://www.cardiff.ac.uk/ugc/index.html>**. Several workshops are offered via the Skills Programme (RSSDP) to enable researchers to fully exploit these resources, and **on-line guides** are also available. Researchers who are working away from Cardiff may be interested in **Services for Distance researchers** at **<http://www.cardiff.ac.uk/ugc/index.html>**.

#### **d) Careers**

The University Careers Service webpage at **<http://www.cardiff.ac.uk/carsv/students/index.html>** has links and information specifically useful and interesting for postgraduate research students.

In addition, the University Graduate College organises a number of careers events for postgraduate researchers and members of early career research staff each year. See the webpage for further information **<http://www.cardiff.ac.uk/ugc/training/careersevents/index.html>**

Useful careers information for postgraduate researchers can be found at the vitae site

**<http://www.vitae.ac.uk/researchers/1270/Careers.html>**

#### **e) Vitae (realising the potential of researchers)**

**Vitae** is a UK organisation that supports the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. The vitae website has useful information and links and can be accessed at **<http://www.vitae.ac.uk/researchers>**

**f) Other facilities offered by the University and the Students' Union**

For a full list of support and services visit the University web page at <http://www.cardiff.ac.uk/for/current/stuservices/index.html> and <http://www.cardiff.ac.uk/for/prospective/pg/life/index.html>.

**10. Disability and Specific Learning Needs**

All members of the School are encouraged to pay particular attention to issues of equality, diversity and access in relation to both students and staff. The School seeks to raise awareness, to review existing provision, and to ensure good practice. It is committed to implementing University policy on Disability and to keeping its policies and procedures under regular review.

The University seeks to provide an accessible environment and encourages anyone who has specific requirements that arise as a result of a disability to contact the Disability and Dyslexia service at 50 Park Place (029 2087 4844) in order that appropriate arrangements can be made. The Disability team have a general responsibility for the co-ordination of admission arrangements and post-entry support. They can advise and offer practical help and assistance on matters such as the Disabled Students' Allowance, general finance, car parking, accommodation, setting up care packages, equipment, study support needs, examinations and so forth. They are available during office hours. Appointments are not always necessary.

The Dyslexia Service at 50 Park Place provides a range of confidential services for dyslexic students and students who think they may be dyslexic. These include advice on applying for grants and examination concessions, and individual help with study skills, language skills and computer use. Individual assessments can also be arranged if the Head of the Dyslexia Resource Centre recommends an assessment is necessary. Students are responsible for covering the cost of the assessment themselves but can apply for funding from the University's Financial Contingency Fund to cover the cost of the test. For further information, see: <http://www.cardiff.ac.uk/dyslx/index.html>

**11. Disclosure of a disability or dyslexia**

Students are given a number of opportunities to make the University aware of their needs and will have been invited to fill in a disclosure form sent to them after they have received their offer of a place at Cardiff. This should enable the University to make any reasonable adjustments you may need to help you have an enjoyable and successful time here. You can fill in or update this form at any time and can choose who is allowed access to the information you give. Requests to limit access to the information you provide will be respected, although this may mean that it affects the scope of adjustments that we are able to make to support you.

For more information, ask the School Disability Contact (Jill Burnett, [encap-ac@cardiff.ac.uk](mailto:encap-ac@cardiff.ac.uk)) or your supervisor who will help with this, or contact the Disability and Dyslexia team at 50 Park Place. For further information, see: <http://www.cardiff.ac.uk/dyslx/index.html>.

**12. Dignity at Work and Study**

The School full shares the University's commitment to supporting, developing and promoting equality and diversity in all of its practices and activities. The University aims to establish an inclusive culture free from discrimination and based upon the values of dignity, courtesy and respect. The University recognises the right of every person to be treated in accordance with these values.

The aims of the University policy are to:

- promote a positive University environment in which people are treated fairly and with respect;
- encourage all University staff and students to play a role in creating and maintaining an environment in which harassment, bullying and victimisation are understood to be unacceptable forms of behaviour;

- provide a framework of support for University staff and students who feel that they have been the subject of harassment, bullying or victimisation;
- ensure that allegations of harassment, bullying or victimisation are addressed fairly, with respect for the rights and dignity of all those involved.

For further information, see the web site at:

<http://www.cardiff.ac.uk/cocom/equalityanddiversity/dignityatwork/index.html>

### **13. Equality and Diversity**

The School is very much aware of equality issues for both students and staff. It seeks to ensure good practice, to raise awareness and to consider existing provision. It takes seriously the need to implement the University policy on Equality and Diversity, and to keep under review all its policies and procedures in the light of policy. To that end, the commitment to apply and actively promote the principles of equality, diversity and access in all activities and to monitor the application of the University's policies in this area is integrated into the agendas of all School committees and boards and their performance is monitored by an Equality and Diversity Implementation Group. The Group consults regularly through the Staff-Student panels.

### **14. Harassment**

Harassment consists of behaviour towards another which causes, or which might reasonably be expected to cause, sufficient distress or annoyance to disrupt seriously the work or to reduce substantially the quality of life of that other, by means of bullying, verbally or physically abusing, ill-treating, or otherwise creating or maintaining a hostile environment for that other person. An extra problem is that harassment, by its nature, often takes place in circumstances where there are no witnesses. There are various courses of action open to anyone who believes that they are being harassed. If possible, the recipient should state clearly to the harasser that the behaviour is unacceptable and should cease. If this first rebuff is insufficient, the complainant is likely to benefit from the support of a third party. It is useful to make a note of the time, place, and nature of any specific incident. For further guidance, turn to the Student Advisory Service, 50 Park Place. To contact the Student Advisory Service please email [studentsupportcentre@cardiff.ac.uk](mailto:studentsupportcentre@cardiff.ac.uk) or telephone 029 2087 4844.

**SECTION 8: THE EMPLOYMENT OF RESEARCH STUDENTS**

As part of its training programme for postgraduate research students, the School aims to provide opportunities for teaching to students in their second year and above of PhD study. You will be given appropriate training and will be paid for your work. All PGR students will be contacted to make them aware of the process of applying for teaching in the spring of each year.

You will need the approval of your primary supervisor(s) before you can be considered for teaching, so you must consult with him/her before applying. Students in the first year of their dissertation research are not normally offered teaching. In order to ensure fairness, we also only offer this opportunity over a maximum of three years, independent of full- or part-time registration. We do not generally allow students on extensions or those who have completed their PhD to undertake teaching duties.

All PGR students who wish to teach are required to take the Higher Education Academy (HEA) accredited module, *Learning to Teach in Higher Education*. The 20-credit M-level module, designed to support postgraduate tutors in ENCAP with developing their small-group teaching skills, is available to all postgraduate tutors employed by the school who anticipate completing approximately 60 hours of undergraduate seminar teaching and related learning support activities over the duration of one or two years.

Teaching by postgraduate research students is governed by a number of University regulations. You cannot, for example, be given exclusive responsibility for a module or its assessment. You may not teach for more than six hours a week on average (including time nominally allowed for preparation). Any assessment you may be asked to do must be monitored by an experienced member of staff.

If you are allocated teaching duties it is the responsibility of the Head of School to ensure that you are mentored, and that peer observation of your teaching will take place at least twice a year. This will form the basis of your suitability to teach and/or determine further training requirements.

Students employed as Postgraduate Tutors are paid for teaching time and preparation and for attending meetings and marking assessed work. Tutors are expected to undertake appropriate training and to attend the lectures for the module they are supporting but payment is not made for this.

For further details of the University's guidance on teaching, see 'The Involvement of Postgraduate Research Students in Teaching Activities: A Code of Practice' at

<http://www.cf.ac.uk/regis/sfs/rdqh/a-code-of-practice-for-research-degrees.html#employment>

## SECTION 9: EXAMINATIONS PROCEDURE

The notes below are intended to guide you through the research degree examination process and to ensure that you, as the candidate, are fully informed of the procedures involved.

### 1. Preparing to submit your thesis for examination

When you are about three months away from submitting your thesis for examination, you should obtain a set of the Submission Forms and Procedure. Please ensure you follow the instructions provided, carefully. Copies of the Forms and Procedure are available from the office responsible for your research programme (see page 8). The forms can also be downloaded at <http://www.cardiff.ac.uk/regis/sfs/postgrad/index.html>

When you are near completion your supervisor and the Programme Director of Postgraduate Studies will consult and nominate the examining board. You will need to complete a 'Role of Supervisor' form, stating whether or not you wish your primary supervisor to be present. Should you wish your supervisor to be present, he/she cannot intervene during the viva unless this is requested by the Chair.

Do not underestimate the time it will take to polish and check your thesis. A rule-of-thumb is to put aside six months for this. The external examiner will check as much of the thesis as possible, covering all aspects of the work. You are bound to make some errors, but these should be minor slips rather than the multiple errors caused by failing to check your sources, your own text, your presentation and style.

Please note that the thesis should be submitted in temporary binding in the first instance.

- (a) Note that the thesis must not exceed **80,000** words and that **two** temporarily bound copies must be submitted, along with the submission paperwork.
- (b) Candidates are required to state (a) that the dissertation has not previously been accepted for any degree and is not currently being submitted elsewhere for any other degree; (b) that it is the result of independent investigation; (c) that the thesis is available for photocopying and for inter-library loan. These conditions are met by a simple statement which should be bound in the dissertation and signed.
- (c) Each copy of the dissertation must contain a summary of the work in a form suitable for publication and not exceeding **300** words. The summary, like the statement, should be bound in the dissertation.

### General layout

- (a) The thesis should be typed on A4 paper, using one side of the paper only, and should be temporarily bound in the first instance. This allows any corrections to be inserted before final binding. The size of margins should be approximately as follows: 3 cm (1¼ inch) on the left-hand side; 3 cm (1¼ inch) on the right; 2.5 cm (1 inch) at the top; 2.5 cm (1 inch) at the bottom of the page (you may use either footnotes or endnotes – see below). These are the standard settings on most word-processors.
- (b) The main text must be in double or in 1.5 spacing. Quotations, if of more than two or three lines, should be indented and in double or single spacing (the choice is yours). Use single quotation marks for matter quoted in the text; indented quotations do not need quotation marks.
- (c) Notes and references should be in single spacing at the end of each chapter, or at the end of the thesis as a whole (or as footnotes on the page). Index numbers for notes should be

inserted above the line, not in brackets on the same line: i.e. thus<sup>1</sup>, not thus (1). A new series of index numbers should begin for each new chapter.

- (d) Pagination should run through consecutively from beginning to end and include any appendices, etc.
- (e) The following order should be observed:
- Title page
  - Declaration page
  - Summary
  - Table of contents
  - List of abbreviations, symbols, cue-titles, etc
  - Text of thesis, divided into chapters, each with a descriptive title
  - Appendices, if any, with titles
  - Bibliography

## 2. The purpose of the viva

Your viva is an integral part of the research degree examination process; it is not merely a ritual. The oral examination serves a range of purposes, the balance of which may vary according to the differing qualities of each individual candidate. The essential purposes of the oral examination are:

- to enable the examiners to assure themselves that the thesis represents your own work;
- to give you an opportunity to defend your thesis and the ideas/outcomes it contains, and to clarify any seeming obscurities in it;
- to enable the examiners to assess your ability to locate your work within the particular field of learning to which your project relates.

The regulations with regard to the conduct of research degree examinations can be found at:

<http://www.cf.ac.uk/regis/sfs/rdgh/a-code-of-practice-for-research-degrees.html#examination>

The University Graduate College organises an annual Mock PhD Viva event that aims to de-mystify the PhD viva by providing an example of a 'good' and a 'bad' viva. A team of staff from the humanities take on the roles of Chair, Internal Examiner, External Examiner and PhD candidate. The processes involved before, during and after the viva are explained. Please see the Research Students' Skills Development Programme for the current academic year for the date of this year's mock viva. An example of a good viva can be viewed online as part of a series of on-line modules that can be accessed at <http://www.cardiff.ac.uk/ugc/index.html>

## 3. How to conduct yourself at the viva

Your Examiners will understand if you are nervous at the outset, and they will make every effort to put you at your ease.

If one of your Examiners asks a question that you do not understand, do not be afraid to ask for clarification, or to ask him/her to re-phrase the question. If you are unable to answer the question, then say so; do not try to 'flannel'.

The following are typical of the kind of questions you might be asked in a viva. Thinking about these now may help you to sharpen up the structure, content and presentation of your PhD before you submit it.

1. What is the rationale for the structure of your PhD? Why have you used these authors and not others? Or, why have you used a particular theoretical framework?)
2. What do your key critical terms mean? The implication here is that you need a justification somewhere in the thesis introduction for your method of reading and your critical approach.
3. Is the empirical work well designed and carried out?
4. Is the data analysis convincing and clear?
5. Is there appropriate use of figures etc where called for?
6. Are the aims and objectives specific, clearly stated and appropriate?
7. Attitudes towards previous scholarship - check that you have referred to a sufficient body of critical studies on your chosen text(s), that you have taken account of previous scholarly readings, and that you don't set up straw men – in the sense of claiming that a dominant critical reading that you are going to challenge is such and such when that isn't really the case; check that you **name** critics, rather than referring vaguely to a generalised critical consensus.
8. Your own scholarship – ALWAYS check that you have copied out quotations from primary texts with absolutely scrupulous accuracy; if the dating of works is crucial to your argument or part of your argument, make sure that you get this right. Be prepared to justify the edition you have used.
9. Be prepared to be asked about why you haven't consulted certain key works, and be prepared to admit that it might have been better if you had done so – or justify why it did not seem appropriate. Look at them before you submit the thesis.
10. You may be asked to comment on specific wording – especially if it is a generalisation. Be prepared to defend your propositions or admit that they could have been phrased more cautiously, judiciously or accurately.
11. You may be asked to justify the title of your thesis – especially if you haven't explained it in your introduction.
12. You may be asked about your scholarly future – what aspects of the thesis you might want to abstract and publish or develop, either as articles or as a book.

Be prepared to stay calm and give steady and full answers. The viva is a defence of the thesis, giving you the opportunity to discuss your work with experts. It may seem oppositional but this is not its purpose. It aims to get the best out of you, not to trip you up. You own the work, so speak with confidence.

#### **After the viva**

Before the end of the examination, your supervisor, should you wish him/her to be present, will be asked to withdraw to give you the opportunity to say anything to the Examiners that you would prefer to say without your supervisor being present.

Once your Examiners have finished their deliberations, you will be called back into the examination room to be informed of their decision. In due course, you will receive formal notification of your result from the University Registry.

If the Examining Board has made recommendation for an award, and has approved the required corrections where applicable, you will be required to upload the final version of the thesis into the University's digital repository before confirmation of the award. This will replace the 2 copies previously deposited in print in the Library Service and with the National Library of Wales. You may, if you wish, prepare for your own use, hard bound copies of the final version of the thesis. The University's digital repository can be accessed at <http://orca.cardiff.ac.uk/>

#### **4. Appeals against research degree examining board decisions**

A candidate who is not recommended for the award of the degree for which he/she has submitted, is at liberty to appeal against the decision of the Examining Board.

Appeals against the decisions of research degree examining boards are dealt with by the Director of Registry, under the Cardiff University Appeals Procedure (Postgraduate Research Degrees). The procedure may be consulted at: <http://www.cf.ac.uk/regis/sfs/regqs/cardiff-university-appeals-procedure-postgraduate-research-degrees.html>.

If a candidate wishes to appeal against the decision of the Examining Board, s/he must make a full, written application to the Director of Registry within two months of the date of notification, by the Registry, of the result.

If a candidate is not recommended for the award of the degree for which s/he has submitted, s/he may appeal against the decision as reached by the Examining Board, on the following grounds only:-

- defects or irregularities in the conduct of the examination or in written instructions or advice relating thereto;
- extenuating circumstances affecting performance, of which the Examiners were not aware;
- evidence of prejudice/bias/inadequate assessment on the part of one or more of the Examiners;
- inadequacy of supervision, in which case there must be exceptional reasons why this was not reported prior to the examination taking place.

Appeals which question the academic judgement of the Examiners are not admissible.

## **SECTION 10: DEALING WITH DISSATISFACTION AND COMPLAINTS**

The University's Code of Practice states that the Head of School should ensure that research students are fully aware of the channels of communication that exist for dealing with problems associated with their programme of study.

It is expected that most problems encountered by research students in the course of their studies will be able to be resolved within the School.

General concerns or dissatisfactions with the organisation of postgraduate studies, with facilities, etc., should be raised through your representative on the Research Committee or on the School Teaching, Learning and Quality Committee.

Normally, a research student with a particular problem will refer it to his/her supervisors, or if it concerns his/her relationship with a supervisor, to the Director of Postgraduate Research Studies for their programme. If necessary, the latter will refer the problem to the Head of School. If the Director is one of the student's supervisors, then he or she should raise the issue with the School Director of Postgraduate Studies or the Head of School. If the former is one of the supervisors, then contact the Head of School.

As stated above, should irreconcilable differences arise between a candidate and his/her supervisors, the Head of School will ensure that alternative arrangements are put in place. In the event that a research student is unable to reach agreement with the Head of School over the arrangements for their research programme, they may refer their problem to the Dean of Graduate Studies based in Academic Registry. The Dean of Graduate Studies will then attempt to negotiate a solution with the Head of School.

If all else fails, the student has recourse to the University's Complaints Procedure, details of which can be found at: <http://www.cf.ac.uk/govrn/cocom/student/index.html>

Please observe the proper channels and do not seek to short-circuit these mechanisms: the problem will only be referred back to the proper source.

**SECTION 11: A STATEMENT ON PLAGIARISM**

There are many definitions of plagiarism. The following statement has the advantages of clarity and comprehensiveness.

*Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offence known as plagiarism.*

'Ideas or phrasing' includes written or spoken material, from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. 'Someone else' can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our School or anywhere else; a paper-writing 'service' (online or otherwise) which offers to sell written papers for a fee.

The University uses an on-line service called Turnitin. This software searches the World Wide Web and extensive databases of reference material to identify duplication. The software makes no decisions about whether a student has plagiarised material; it simply highlights sections of text that have been found in other sources. In most cases this will be text that has been correctly cited. Work submitted to Turnitin will be stored electronically in a database or databases used for the study and may be compared against work submitted by students within this University or from other institutions taking part in this exercise. It will, therefore, be necessary to make electronic copies of your materials for transmission, storage and comparison purposes.

You have rights under EU Data Protection legislation and the 1998 Data Protection Act. Our involvement in this testing exercise is intended to protect your interests as a student (it would be unfair if someone gained an advantage over you as a result of cheating), but we recognise that some students might feel very uneasy about this form of electronic surveillance of their work. If you wish to be excluded from any sampling or inspection exercise, you must write to the Head of School, Professor Martin Kayman ([KaymanM@cardiff.ac.uk](mailto:KaymanM@cardiff.ac.uk)), stating that you wish to be excluded from any programme or system of electronic surveillance of your work.

We wish to stress as strongly as possible that our participation in this scheme should not in any way be a cause of concern for the vast majority of students. The intention is to identify the very small number of students who resort to unfair practices. Unless we hear from you to the contrary, your readiness to cooperate with this exercise will be assumed; that is to say, you have given us permission to inspect your work electronically. A random selection of work will be scrutinised, but where we suspect plagiarism to be evident in a piece of work, that piece of work, and possibly other work by the same student, will, if we feel it is appropriate, be submitted for scrutiny.

The School and Cardiff University takes plagiarism – deliberate or inadvertent – very seriously. You will receive detailed instructions on how to acknowledge sources and avoid plagiarism from your supervisors.

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**SECTION 12: ADVICE ON INTELLECTUAL PROPERTY RIGHTS****1. Introduction**

1.1 At various stages in the research process students may be advised to seek publication of parts of their work in advance of the submission of the completed thesis. For those students who are seeking to work in higher education following completion of their PhD research, publication of articles (and chapters for books) is highly desirable as it demonstrates capability in this area to a potential employer. Care should, however, be taken in this area and the following advice is based upon advice given by the School of City and Regional Planning and also draws heavily upon draft authorship guidelines devised by the British Sociological Association.

**2. Background**

2.1 Academic staff and postgraduate students publish their research for a number of reasons. They may wish to contribute to scholarly debate, disseminate information, inform policy, and provide feed-back to the community. In addition, it should be recognised that publications are increasingly important for research and lecturing careers. Assigning appropriate authorship for the publication is an important part of good research practice in projects involving more than one contributor. Problems arise when different contributors have different expectations of who should (and should not) be included as an author. In practice, it has been demonstrated that postgraduate students, junior research staff and those who are no longer employed when a paper is written (research staff working on contract), are those who are most likely to be disadvantaged when authorship is assigned.

2.2 Certain problems have been identified around 'honorary authorship' (named authors who have not met authorship criteria) and 'ghost authorship' (individuals who have not been named as authors but who have contributed substantially to the work). Unequal power relations may influence this process. The issue that is most likely to impact on postgraduate students is that of honorary authorship. They may feel pressured to assign honorary authorship to a supervisor or another member of academic staff working in their field, because they do not want to offend those who have substantial power over their future career or because they believe that including more experienced colleagues as authors will enhance their prospects of publication.

**3. Guidance to students and supervisors**

3.1 Where a student is intending to publish discrete parts of their work prior to the submission of the completed thesis, careful consideration should be given to whether this should be a sole-authored publication or should be joint-authored with the supervisor/ another colleague expert in the field. Students should be aware that they do have rights of publication independently of their supervisors.

3.2 There is an inherent danger that a joint publication could give rise to the examiners at the viva questioning the candidate closely about the work that each author contributed to the publication and it may make for a more difficult oral examination than would otherwise have been the case as one of the primary aims of the viva is to establish that the submitted work is that of the student.

3.3 Where it is decided that a joint publication on part of the thesis is appropriate and the student is satisfied that they will be able to defend their work and their publication decision at the viva, the student should normally be the first author on any multi-authored article based on their thesis or dissertation.

3.4 In some circumstances, there may be times when a student and supervisor, or other colleague, have worked together on a piece of research which does not form part of the eventual thesis, perhaps because the direction of the research has evolved. While issues around intellectual property rights' defence at viva do not arise here, nonetheless issues of authorship and the assignment of authorship rights are equally valid. In addition, the student and supervisor need to reflect on whether the student should be taking time out during their PhD/MPhil Research Programme to develop and publish that work. It may not be in the interests of the progress of the research for this to be done. If these circumstances arise, the Director of Postgraduate Research

Studies for the relevant programme should be consulted and a judgement taken of the desirability of publication.

#### **4. Attributing authorship**

4.1 Authorship should be reserved for those who have made a significant intellectual contribution to the research. Honorary authorship is not acceptable.

(i) Everyone who is listed as an author should have made a substantial direct academic contribution (that is intellectual responsibility and substantive work) to at least TWO of the four main components of a typical paper:

- Conception or design;
- Data collection and processing;
- Analysis and interpretation of the data;
- Writing substantial sections of the paper (e.g. synthesising findings in the literature review or the findings/results section.)

(ii) Everyone who is listed as an author should have critically reviewed successive drafts of the paper and should approve the final version.

(iii) Everyone who is listed as author should be able to defend the paper as a whole (although not necessarily all the technical details of, for example, data collection).

#### **5. Acknowledgements to contributors**

All those who make a substantial contribution to a paper without fulfilling the criteria for authorship should be acknowledged in the acknowledgement section of the paper. Their contribution should be specified. These might include interviewers, data processors, computing staff, clerical staff, statistical advisers and colleagues who have reviewed the paper or who have commented on a specific aspect of it.

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**SECTION 13: NATIONAL QUALIFICATIONS FRAMEWORK: Doctoral (D) Level: the PhD graduate**

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

***Description for qualifications at D level: Doctoral degree***

Doctorates are awarded to students who have demonstrated:

- i. the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- (a) make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- (b) continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;

and will have:

- (c) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

**Appendix 1: ENCAP POSTGRADUATE RESEARCH PROGRESS MONITORING AND 12 MONTH REVIEW**

**MONITORING IS VITAL TO YOUR SUCCESS. IT HAPPENS AT 6 MONTHS, AND THEN AT 12 MONTHS. THE 12-MONTH REVIEW IS ALSO A PROGRESS REVIEW STAGE.**

**PROGRESS REVIEW INVOLVES A REPORT FORM (BELOW), A SUBSTANTIAL PIECE OF WRITING, AGREED WITH YOUR SUPERVISOR, AN UPDATED RESEARCH PLAN, AND A REVIEW MEETING.**

**REPORT FORM**

**To be completed by all PhD students at six/twelve-monthly intervals throughout the course of their study. Please note that continued registration depends on the satisfactory completion of this form.**

**Please remember that the first year of your research (MPhil or PhD) is probationary.**

**Please note: for the 12-month review you should also submit a revised copy of your RESEARCH PLAN.**

**Report due 1st November (6-monthly)  
(Delete as appropriate)**

**Report due 1st May (Annual)**

**Name**.....

**Degree:**            PhD / MPhil

**Registration:** FT / PT

**Title of thesis**.....

.....

**Date commenced** ..... **Expected completion date**.....

**Report number**            1            2            3            4            5            6    Other

**Spanning the period** .....

**Name of Supervisor(s)**.....

**Name of second named contact** .....

Report on six months' work

- (a) Please outline your research project: what are you seeking to demonstrate?
- (b) What research have you completed in the past six months?
- (c) What written work have you produced in the past six months?
- (d) Please list other relevant activities you have engaged in during the period (e.g. conferences, library visits, research trips.)

**SELF-ASSESSMENT**

- (a) Have you maintained regular contact with your supervisor? Yes/No
- (b) Please provide a candid assessment of the progress of the project. Are you on schedule?
- (c) Are there any particular factors that may have impeded progress?
- (d) Plan for completion: What remains to be done? What is your timetable for completing it?
- (e) For 12-monthly reports also comment on your year's progress (May report)

**TRAINING**

***Please list both project-related and general training undergone over the last 6 months***

Training

Where Obtained

Assessment of Training

*Have you discussed your training needs with your supervisor and/or the Director of Postgraduate Research Studies?* Yes/ No

What additional training do you require for the next stage of your project?

Where do you expect to obtain this training?

What additional training do you need to develop your general skills and improve your employment prospects?

Where do you expect to obtain this training?

Where obtained: **SU**: Supervisor; **S**: in-School seminar/workshop; **RSSDP**: Research Students Skills Development Programme; **E**: elsewhere (please specify).

Signature of student and date:

.....  
.....

**Now pass this form to your the postgraduate administrative office responsible for your programme for onward transmission to your supervisor.**

***To be completed by the Supervisor***

- (a) Please give an account of your contacts with the student during the course of the period under review.
- (b) Please comment on the quantity and quality of the work during the course of the period under review.
- (c) What is your estimate of the likely completion date?
- (d) For 12-monthly reports also comment on the year's progress (May report)
- (e) Please add any additional comments.

Signature of Supervisor and date

...../.....

**To be completed by other member(s) of the supervisory team.**

- (a) Please add any additional comments.

Signature and date

...../.....

**Please return this form to your postgraduate administrative office.**

Signature of Programme Director of PGR Studies and date (6-monthly reported to relevant research sub-committee)

...../.....

Signature of Programme Director of PGR Studies and date (12-monthly reported to School Review Panel)

...../.....

**Appendix 2: ENCAP Research Ethics Policy (Staff and Post-Magisterial Postgraduate Research)<sup>1</sup>**

1. Different research areas of the School have very different levels and types of research activity where ethical issues arise. CLCR students and staff are extensively involved in empirical research into language and communication involving contact with human 'subjects' or informants. However, other areas of the School support research that will sometimes require formal ethical consideration and approval.
2. The ENCAP ethics policy is to promote understanding and debate of the ethical dimensions of research, as well as to ensure that particular research initiatives are carefully and formally scrutinised and that ethical approval for them is granted or withheld. The School Research Ethics Officer in consultation with the School Ethics Committee will have ultimate responsibility for the ENCAP ethics policy and all decisions made under its auspices.
3. ENCAP research, particularly in CLCR, involves both clinical and (predominantly) non-clinical research. Clinical research will be subject to specific ethical monitoring and assessment procedures, beyond the scope of the general School ethics policy and in many cases subject to the requirements of outside bodies.
4. Non-clinical research projects where ethical clearance may be required include surveys, formal and informal interviews, use of personal information about people, audio- or video-recording of conversations or other forms of social interaction. Relevant data may comprise oral communication, records of spoken or written communication, or personally written documents such as diaries, letters and electronic texts.
5. Some key qualities of ethical research are to recognise and implement principles of: confidentiality; anonymity; informed consent; the right of research participants to withdraw from the research at any time; and participants' right to have appropriate feedback.
6. A standard document (overleaf) will be completed by all postgraduate students and staff involved in relevant sorts of empirical research. The completion of the document will be a precondition of beginning the student's research project. Staff will be expected to submit forms prior to the commencement of their research project, or as soon as they become aware that their project has ethical implications. The document will be kept on file by the disciplinary Research sub-Committee (see also 9 below).
7. Ethical implications of the research project will be assessed by the appropriate authority (see points 8- below) and, where necessary, ethical approval will be formally given or withheld before contact is made with subjects or informants.
8. Assessment of the ethical implications of staff research projects in ENCAP, and the process of obtaining ethical approval where required, will be managed at different levels of responsibility and scrutiny, ordered hierarchically.

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<sup>1</sup> Please note that the procedures regarding ethical clearance are currently under review. You will be informed shortly of any pertinent changes.

9. With postgraduate student project research, supervisors will provide first-level scrutiny of ethical issues and implications. They will ensure that the standard document is circulated to students and completed by them, and they will review all individual proposals. They will refer cases that are problematic or considered to need formal ethical consideration and approval to disciplinary Research sub-Committees.
10. Members of staff will complete the same standard document in respect of their own research projects involving human subjects or informants, and forward them for discussion and approval to their sectional Research Committees.
11. Research sub-Committees will consider and grant/withhold ethical approval for all research projects referred to them, in all but exceptional cases. They will keep records of such decisions and report them, through relevant minutes, to the ENCAP Research Ethics Officer. They will refer all controversial or difficult cases directly to the ENCAP Research Ethics Officer, who may in turn seek the advice of the ethics committee of the School of Social Sciences or that of another School.
12. In many cases, it is recognised that the chairs of the Research sub-Committees will have to act executively, when ethical approval needs to be granted/withheld within a short deadline. It is recognised that staff research, especially if non-funded, does not typically have determinate start and finishing dates, and will not fit into the timetable of meetings of the relevant research sub-Committee or the School Research Committee. The procedure will therefore be as flexible as possible, in order to assist rather than hinder staff in their research.
13. The ENCAP Research Ethics Officer will monitor and advise on the operation of the School's ethics policy and liaise with chairs of relevant sub-committees, the ENCAP Research Committee, other schools' ethics committees and the University Research Committee.
14. Boards of Studies will keep under review the level of training and awareness of research ethics provided formally through taught programmes (for example through the undergraduate module in *Communication Research Methods* and the postgraduate module, *Foundations of Language and Communication Research*, in CLCR). School research committees and sub-committees will keep under review the level of staff development training available to staff and research students in research ethics. In particular, in the earlier stages of the implementation of the policy, training will be made available to staff on how ethical evaluation is undertaken, the nature of ethical concerns of which they should be aware in their own work and that of their students, and of how they should respond if they identify ethical concerns. The Research Ethics Officer will receive an annual review from all research sub-committees, and will in turn report to the University Research Committee.
15. The School, through its Ethics Officer, will ensure that relevant documents - such as learned societies' statements of ethical policy for research and outlines of good practice – are made available to all staff and students in the School, for example via the School's intranet.

**School of English, Communication and Philosophy**

**Ethical Approval Form**

Staff & MPhil/PhD Research Projects

**Must be submitted: Andrew Edgar, School Ethics Officer**

**(edgar@cardiff.ac.uk / Extension: 74935 / Room 1.41 Humanities Building)**

**Title of Project:**

**Name of researcher(s):**

**Date:**

**Signature of lead researcher:**

**Staff project** *(delete as appropriate)*

**Student project** *(delete as appropriate)*

**Recruitment Procedures**

		Yes	No	N/A
1	Does your project include children under 16 years of age?			
2	Does your project include people with learning or communication difficulties?			
3	Does your project include people in custody?			
4	Is your project likely to include people involved in illegal activities?			
5	Does your project involve people belonging to a vulnerable group, other than those listed above?			
6	Does your project include people who are, or are likely to become your clients or clients of the department in which you work?			
7	Does your project include people for whom English / Welsh is not their first language?			

**Consent Procedures**

		Yes	No	N/A
8	Will you tell participants that their participation is voluntary?			
9	Will you obtain written consent for participation?			
10	If the research is observational, will you ask participants for their consent to being observed?			
11	Will you tell participants that they may withdraw from the research at any time and for any reasons?			
12	Will you give potential participants a significant period of time to consider participation?			

**Possible Harm to Participants**

		Yes	No	N/A
13	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?			
14	Is there any realistic risk of any participants experiencing a detriment to their interests as a result of participation?			

**If there are any risks to the participants you must explain in your proposal how you intend to minimise these risks**

**Data Protection**

		Yes	No	N/A
15	Will any non-anonymised and/or personalised data be generated and/or stored?			
16	Will you have access to documents containing sensitive <sup>2</sup> data			

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<sup>2</sup> Sensitive data are *inter alia* data that relates to racial or ethnic origin, political opinions, religious beliefs, trade union membership, physical or mental health, sexual life, actual and alleged offences.

	about living individuals?  If “Yes” will you gain the consent of the individuals concerned?			
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**If there are any other potential ethical issues that you think the Committee should consider please explain them on a separate sheet. It is your obligation to bring to the attention of the Committee any ethical issues not covered on this form.**

**Please attach:**

**Full project proposal**

**Participant information form and Consent form (if available)**

### **Appendix 3: Joint Statement of the Research Councils/AHRC - Skills Training Requirements**

This document sets out a joint statement of the skills that doctoral research students funded by the Research Councils/AHRC would be expected to have or develop; these skills may be present on commencement, explicitly taught, or developed during the course of the research. It is expected that different mechanisms will be used to support learning as appropriate, including self-direction, supervisor support and mentoring, departmental support, workshops, conferences, elective training courses, formally assessed courses and informal opportunities.

#### **The full Framework can be accessed via vitae at**

<http://www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf>

#### **A. Research Skills and Techniques - to be able to demonstrate:**

1. the ability to recognise and validate problems
2. original, independent and critical thinking, and the ability to develop theoretical concepts
3. a knowledge of recent advances within one's field and in related areas
4. an understanding of relevant research methodologies and techniques and their appropriate application within one's research field
5. the ability to critically analyse and evaluate one's findings and those of others
6. an ability to summarise, document, report and reflect on progress.

#### **B. Research Environment - to be able to:**

1. show a broad understanding of the context in which research takes place
2. demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act
3. understand relevant health and safety issues and demonstrate responsible working practices
4. understand the processes for funding and evaluation of research
5. justify one's own research to the funding bodies and contribute to promoting the public understanding of one's research field
6. understand the process of academic or commercial exploitation of research results.

#### **C. Research Management - to be able to:**

1. apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
2. design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
3. identify and access appropriate bibliographical resources, archives, and other sources of relevant information
4. use information technology appropriately for database management, recording and

presenting information.

**D. Personal Effectiveness** - to be able to:

1. demonstrate a willingness and ability to learn and acquire knowledge
2. be creative, innovative and original in one's approach to research
3. demonstrate flexibility and open-mindedness
4. demonstrate self-awareness and the ability to identify own training needs
5. demonstrate self-discipline, motivation, and thoroughness
6. recognise boundaries and draw upon/use sources of support as appropriate
7. show initiative, work independently and be self-reliant.

**E. Communication Skills** - to be able to:

1. write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis
2. construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques
3. constructively defend research outcomes at seminars and viva examination
4. effectively support the learning of others when involved in teaching, mentoring or demonstrating activities.

**F. Networking and Teamwork** - to be able to:

1. develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community
2. understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams
3. listen, give and receive feedback and respond perceptively to others

**G. Career Management** - to be able to:

1. appreciate the need for and show commitment to continued professional development
2. take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability
3. demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
4. present one's skills, personal attributes and experiences through effective CVs, applications and interviews.

## **Appendix 4 School Funding for Postgraduate Conference Attendance and Research Travel**

### **Procedure**

The School makes funding available each year for PGR students who wish to attend conferences/undertake library or archive visits in order to assist with their PhD studies.

PGR students wishing to apply for funds need to complete an application form, including comments from their first supervisor, and need to send this to the School Finance Office. The Head of School considers all applications and students are informed of the outcome at the earliest opportunity.

### **Activities**

Funding support is available from the School for:

- a) attendance at a conference in order to present a research paper or lecture;
- b) attendance at a conference as a session chair or respondent, or as a member of the organising committee, if not funded by the organisation;<sup>3</sup>
- c) research travel to archives, libraries, and other relevant institutions;
- d) travel associated with necessary data collection;
- e) other possible individual research purposes (dealt with by the Head of School on a case-by-case basis).

### **Forms**

Please use the relevant form and return it to Rachel Webber in the School Finance Officer <[WebberR@cf.ac.uk](mailto:WebberR@cf.ac.uk)> **electronically**. You should do this *at least a month* before the event. The forms (available at S:\Postgraduate Shared\Postgraduate Research Travel Forms) have been redesigned and include space for:

- an abstract of the conference paper
- comments on the part the conference will play in assisting in the completion of your thesis and/or the development of your career
- comments from your supervisor

### **Report**

Following participation in a conference, those receiving funding are asked to provide a short report to the Head of School on the value of the event to their research. This report should be sent electronically to Rachel Webber at the same time as you present your receipted claim. You should, of course, also send a copy to your supervisor. The claim will not be approved by the Head of School until a report has been received.<sup>4</sup>

Both the abstract and the report will be made available for information to the School Director of Postgraduate Research Studies.

### **Funding**

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<sup>3</sup> Subject to specific approval by the Head of School.

<sup>4</sup> Authorisation of the claim will not itself depend on the content of the report.

In the course of their candidacy, postgraduate research students may apply for funding up to **£750** over a period of three consecutive years (full-time) or five consecutive years (part-time), with an annual maximum of **£375**.<sup>5</sup>

This is not an individual entitlement, as there are insufficient funds for everyone to have that amount. Rather, it is a guideline figure that seeks to maximise support but assumes that not all those theoretically eligible will apply for that amount in a given year.

Research students will normally only be funded to attend a conference if they are presenting a paper. It is not expected that this will happen in the student's first year, but, where appropriate, students may apply for up to an additional **£150** in that year to assist in attending a conference that will give them the opportunity to contact leading figures in their field.

Although support is in principle only available to fee-paying students, it is recognised that the possibility of presenting mature research at scholarly conferences is an important part of the career development for advanced students. This possibility cannot be extended beyond the first year following the end of the fee-paying period. Students and supervisors should bear this in mind when planning their applications for funding through their candidacies.

In each case, the application will have to be supported by a statement from the (first) supervisor explaining how the activity will advance the student's dissertation project and/or career prospects.

Within the maximum quantities and periods indicated above, PGRs may also apply for support for trips to consult a library or archive, or to gather data. The supervisor will have to explain why the trip is necessary.

**Note:** receipts will be required for all reimbursable expenses.

### **Research trips**

Given the pressures on its funds, the School cannot guarantee to support the full cost of research trips. In the case of library or data collection visits, only travel and accommodation will be covered. Here, guideline figures for trips to London, for example, will be the cost of two Advance Singles or an Off-Peak Return ticket and up to £90/night for hotel expenditure.<sup>6</sup> PGR students are requested to book their own travel tickets, since booking via the University-endorsed travel agency incurs a booking fee and is thus not a good use of research funds.

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<sup>5</sup> Except students who find themselves obliged to suspend their registrations.

<sup>6</sup> Applicants should note that the University's Purchasing Division has a contract with EXPOTEL, who offer government hotel rates for a number of London hotels (subject to availability). To book, call EXPOTEL on 0800 015 5254, and quote the School's code (PURCARUNI). Although you will not need to give a card number to guarantee the booking, you will have to settle the bill on departure, and then claim via an expenses form as usual.

