



# POSTGRADUATE RESEARCH AND TRAINING

Academic Year 2011-2012



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## CONTENTS

1: WELCOME TO THE SCHOOL OF EUROPEAN STUDIES	1
2: SCHOOL INDUCTION ACTIVITIES & COMPULSORY TRAINING COURSES FOR FIRST YEAR RESEARCH STUDENTS	2
3: PHD LEVEL TRAINING PROVISION: GENERAL PRINCIPLES	5
4: TYPES OF TRAINING AND SKILLS DEVELOPMENT	6
5: THE RESEARCHER DEVELOPMENT FRAMEWORK	8
6: POINTS-BASED PGR TRAINING SYSTEM *Applicable to ALL students with a start date of October 2011 or later	9
7: RECORDING AND REFLECTING UPON SKILLS THROUGH PERSONAL DEVELOPMENT PLANNING (PDP)	11
8: RESEARCH TRAINING: AN INDICATIVE FRAMEWORK	13
9: ROLES AND RESPONSIBILITIES OF STUDENTS AND SUPERVISORS	15
10: PROGRESSION BOARD: FORMAL MONITORING OF RESEARCH STUDENT PROGRESS	18
11: RESEARCH ETHICS	19
12: APPLYING FOR FUNDING FROM THE PG COMMITTEE	20
APPENDIX 1: LIST OF SUPERVISORS AND THEIR SUPERVISEES	21

## 1). WELCOME TO THE SCHOOL OF EUROPEAN STUDIES

Cardiff School of European Languages, Translation and Politics (EUROP) is one of the largest and most dynamic inter-disciplinary centres of European Studies in the United Kingdom. It has an excellent research reputation, arriving in second position in the 2008 RAE according to the Research Power index, building upon the success of the 5 in the 2001 Research Assessment Exercise.

We are an inter-disciplinary School. Our main subject areas are European Union Studies; the politics, history, culture and society of France, Germany, Italy, Spain, and the UK; Welsh and sub-national governance and policies; European and comparative economic governance; political theory; normative international relations; language-based area studies; European and Latin American literatures and visual cultures; and Europe and Africa. In all these areas we have active internationally recognised researchers.

The School's Postgraduate Research is organised around multi-disciplinary research units and centres. They comprise three Research Units: European Governance, Identities and Public Policies (EGIPP); Languages, Cultures and Ideologies (LCI) [Histories, Memories and Fictions (HMF)]; and Political Theory (PT). The Research Centres include the Wales Governance Centre; the Collingwood and British Idealism Centre; the Centre for Ideology Critique and Zizek Studies; and the Institute for the Study of European Visual Cultures. Details of the research units and centres can be found on the school website [www.cf.ac.uk/europ](http://www.cf.ac.uk/europ).

We offer postgraduate taught courses across the full range of European Studies and specialised MPhil and PhD supervision in a wide variety of areas. We are also a large School with over 80 staff teaching more than 1100 students each year. A significant proportion of these students spend time in other European Universities as part of their studies, and we have close links with our European partners. Our research is also highly collaborative, involving intensive and rapidly-developing projects with Europe's most prestigious higher education institutions. We are international in outlook, but we have strong links with our local community and recognise the advantages we have, belonging to and living and working in the capital city of Wales with close access and links to the devolved government in Cardiff.

Kenneth Dyson FRHistSoc Acss FLSW FBA

Director of Postgraduate Research

Cardiff School of European Languages, Translation and Politics

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## 2). SCHOOL INDUCTION ACTIVITIES & COMPULSORY TRAINING COURSES FOR FIRST YEAR RESEARCH STUDENTS

New Postgraduate students are introduced to the School's research culture and its research units at Induction. There are also a number of compulsory courses run by the Graduate Centre for all new MPhil students and PhD students in their probationary year.

### Compulsory courses for all new research students 2011-2012

All new students should attend at least the following training sessions and events:

- A. School Postgraduate Induction
- B. Starting Out Induction Event
- C. RSSDP
- D. Training and the Research Plan
- E. Learning Central and PDP

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### A. SCHOOL POSTGRADUATE INDUCTION (COMPULSORY FOR ALL 1ST YEAR PGR STUDENTS)

**Monday 26<sup>th</sup> September 2011, 1.00-5.00pm**

An opportunity to meet fellow research students and staff in the School, and find out more about our research culture and the School's facilities.

Approximate Timings	Activity	Room
13:00-13:30	Welcome from Prof David Boucher, Head of School	H2.01*
13:30-13:45	Presentation by the Graduate Centre – Sarah Brasher	H2.01
13:45-14.00	IT Facilities in EUROP – Mark Cooper	H2.01
14:00-14.15	Library Facilities – Luisa Tramontini	H2.01
14:15-14:45	Research Culture in EUROP – Prof Alistair Cole	H2.01
14:45-16.00	Break	-
16:00	Drinks Reception	EUROP Foyer

*\*Humanities Building, Column Drive, CF10 3EU*

**Wednesday 28<sup>th</sup> September 2011, 3.00pm**

Meet with Prof Kenneth Dyson, Director of Postgraduate Research at the School, 3.00pm in Room 1.17. This is an opportunity to discuss all things research-related and ask any questions you may have.

**B. STARTING OUT INDUCTION EVENT  
(COMPULSORY FOR ALL 1ST YEAR PGR STUDENTS)**

Autumn 2011 Dates: Thursday 6 October, Wednesday 12 October, Tuesday 25 October – 9.00am to 3.00pm

Spring/Summer 2012 Dates: Tuesday 24 January, Monday 23 April, Thursday 12 July – 9.00am to 3.00pm

This event is an enjoyable opportunity to meet other research students and begin to develop those important personal and professional networks. It provides an introduction to research at Cardiff University, including rights and responsibilities, the facilities and services offered by the University Graduate College and presentations by existing students on starting and enjoying your research programme. Importantly, the event will introduce the training and development opportunities available at Cardiff University and enable you to begin planning your skills development. Advance booking is essential and places must be booked online at <https://rssdp.cardiff.ac.uk>

The aims of the workshop are for you to:

- Gain a better understanding of the nature of the PhD
- Become familiar with University regulations and systems
- Develop an awareness of sources of help and support
- Gain an understanding of the background and requirements of the Joint Skills Statement and how this affects you
- Understand the importance of monitoring your personal and professional development
- Gain an overview of the training and development opportunities available

Draft Schedule (subject to change)

<b>Approximate Timings</b>	<b>Activity</b>
09.00 – 09.15	Registration and Coffee
09.15 – 09.30	Housekeeping and Official Welcome
09.30 – 09.50	Getting to Know You – Icebreaker Activity
09.50 – 10.20	Rights and Responsibilities of the Research Student
10.20 – 10.40	Refreshments Break
10.40 – 11.10	Expectations of the Researcher and the Supervisor
11.10 – 12.00	The University Graduate College Programme and Planning your Skills Development
12.00 – 12.30	‘Starting and Enjoying your PhD’ – A Student’s Perspective
12.30 – 12.45	Graduate Centre and other University Services
12.45 – 13.00	Round-up and Evaluations
13.00– 14.00	Lunch

## **C. RESEARCHER & GRADUATE COLLEGE WORKSHOPS**

The Following Courses are **compulsory for 1st-year PGR students** and must be booked online at <https://rssdp.cardiff.ac.uk> :

- Library Catalogues; Electronic Journals; Dissertations and Theses (Humanities)
- Managing your references with EndNote
- Preparing and Presenting a Conference Paper
- Presentation Skills
- Web Searching and Bibliographical Databases

**Part-time students** should also attend the following workshop:

- The Part-time PhD – All in One Day

The following workshops are **optional but students are strongly advised to attend**:

- Academic Writing in the Humanities
- Academic Writing in the Social Sciences
- Accessing Archives
- Editing & Copyediting Your Work and Others'
- Planning for your first conference
- Rapid Reading
- Researching/Writing a Literature Review in the Social Sciences

## **D. TRAINING AND THE RESEARCH PLAN.**

All 1st, 2nd and 3rd year (or part-time equivalent) PhD students should meet with their supervisors in the first few weeks of the semester to agree a Research Plan and which training courses they will attend from October through to June. Note that all PGR students will be assessed by the School's Progression Board twice a year, and one area of assessment is training courses attended.

## **E. LEARNING CENTRAL (FORMERLY BLACKBOARD) AND PDP**

All PGR students should familiarise themselves with Learning Central and the Personal Development Planning (PDP) tool in order to track their progress throughout their course. Please see page 11 for further information.

### 3). POSTGRADUATE RESEARCH LEVEL TRAINING PROVISION: GENERAL PRINCIPLES

All full-time students are expected to submit within 3 years (5 years for part-time students). The training we provide is therefore designed to assist you in your journey towards a timely and successful submission.

#### THE HOLISTIC APPROACH IN CARDIFF

One of the most original features of Cardiff University's provision is that we provide access to a wide range of training provision at the three separate levels: the School, the Graduate College, and the Graduate Centre. With access to such a wide range of professional expertise, it is our ambition that students will experience a relatively seamless progression from initial training to more advanced work, thus providing the basis for continuing professional learning through their subsequent careers.

Students acquire core generic skills within the School by means of a comprehensive induction, training modules and supervision. Discipline-specific training is offered from a menu of units within the School, or in training events organised by the Research Units. At School level, each student is attached to a *Research Unit*. The Research Units foster clusters of research students with similar interests and bring them into frequent contact with leading academics. Training in presentational skills is developed through the Research Units, as well as through the student-led Research in Progress seminar. Students are expected to make presentations at progression events either at the end of their first year or early in the second year.

Students can also apply to the School Postgraduate Committee for funding to attend conferences pertinent to their projects.

#### HOW MUCH TIME SHOULD I SPEND ON TRAINING ACTIVITIES?

First-year PhD students should spend 20% of their time in Research Training Activities, a proportion that will tail off in the second and third years. Given an academic year of 44 weeks, this equates to 44 days equivalent training per annum. Expressed in terms of hours, this equates to just over 300 hours in total across the year, which ought to include the training activities themselves and preparation for these activities. Consistent with teaching modules (where 10 contact hours are accompanied by 80-90 hours of self-directed study), this should translate into 30-40 'taught' hours per year, or around 2 hours per week during semester. Preparation and reading should be divided between thesis specific study and preparation for research training. PhD students teaching on Undergraduate courses can count their teaching as a training activity. We would normally expect that the proportion of time spent by second and third year PhD students would be around 10-15%. For this reason, the School's Progression Board looks very closely at research training attendance.

*Students with a start date of **October 2011** or later should also refer to Section 4, 'Points Based Training System', for more information on how much time should be spent on training activities.*

#### 4). TYPES OF TRAINING AND SKILLS DEVELOPMENT

All PGR students in the School continue their research training throughout Years 1, 2, and 3 of their study. Our PGR students need to acquire a broad mix of generic research skills, transferable skills and subject-specific skills. By 'generic' research skills, we signify the skills that are essential for undertaking any type of research project: mastering information technology, for example, or improving writing styles. Transferable skills are those which improve employability in the broader labour market: these can range from mastery of a foreign language to good communication skills. Discipline-specific skills are more squarely focussed upon the academic discipline you are studying, such as political science, area studies, political philosophy, cultural studies or history. 'Generic' skills are mainly concentrated in the first year/18 months of the thesis; while subject-specific, relational and professional development skills become more prominent as the PhD progresses.

The University Graduate College Programme offers a comprehensive programme for postgraduate researchers to develop both their research and professional skills, and contains details of all the courses run across the University. Whether students and their supervisors look *primarily* to the University Graduate College will depend upon their thesis topic. However, *all research students and their supervisors must consult the UGC Programme and identify suitable training courses.* This is essential for PGR progression. You will receive a copy of the programme upon enrolment, or alternatively an interactive version can be accessed online at [www.cf.ac.uk/ugcp](http://www.cf.ac.uk/ugcp). Advised by supervisors, students need to book places on these courses and ensure they attend them. Courses can be booked online by following the links from the aforementioned address. In the first instance, it is the responsibility of the supervisor and the student to agree a programme of training that is appropriate to the needs of the student and the project.

#### GENERIC RESEARCH SKILLS

Most generic, across-subject courses will be put on by the University Graduate College. Supervisors and students are encouraged to consult the Programme at the earliest possible opportunity ([www.cf.ac.uk/ugcp](http://www.cf.ac.uk/ugcp)) to identify courses for the forthcoming semester/year. These courses are very practical and generic and ought to be useful for all students, particularly during the first 18 months of their PhD.

#### TRANSFERABLE AND SUBJECT-SPECIFIC SKILLS

These are more advanced courses delivered by the University Graduate College. Students and their supervisors are best placed to know which courses are suitable. It is imperative to identify appropriate training courses at the beginning of the academic year or before the start of each semester. Training Provision during the years of a student's thesis is likely to focus on issues of communication and dissemination skills, personal and employment-related skills, teaching skills and research governance.

#### Communication and Dissemination Skills

All PhD students require training in *communication and dissemination skills* and must attend sessions on writing and learning styles; techniques for articulating ideas; defending research outcomes at seminars; publishing strategies and developing esteem indicators. These are assured by courses provided by the Research and Graduate Schools and by involvement in the Research Units.

## **Personal and Career Development Skills**

*Personal and career development skills* are promoted through a wide range of courses. These include, but are not limited to, courses on: Effective CV Writing; Grant Funding; and Career Planning in the Arts and Humanities.

## **Research Management and Governance**

Skills relating to *Research Management and Governance* become increasingly important as the thesis progresses. Relevant courses could include: Practical Project Management; Accessing Archives; Managing your Supervisor; and Research Ethics (Research Governance, Working with Human Subjects & Social Science Research).

## **Teaching Experience**

We encourage our PhD students to gain *teaching experience*. The Graduate College are responsible for the provision of support for postgraduates who undertake teaching. Courses are aimed at students in the first and second years of study (with students actually undertaking teaching during the 2<sup>nd</sup> and 3<sup>rd</sup> years). Workshops are available on the following: Small Group Teaching in the Humanities (including a follow-up session); Introduction to Assessment and Feedback in the Humanities; and Teaching Skills.

Teaching is monitored by the staff responsible for running the module and includes sitting-in on tutorials, and second marking written assignments. Performance is monitored by means of student questionnaires. We engage research students in assessment activities, almost exclusively at the first year level. Where assessments contribute to final marks, they are double marked by members of academic staff. For further information on teaching opportunities please contact your supervisor.

## **SKILLS DISSEMINATION THROUGH RESEARCH UNITS**

The Research Units in the School have a vital role to play in the dissemination of subject-specific skills. Each research student is allocated to one of the following Research Units on registration: European Governance, Identities and Public Policies (EGIPP); Languages, Cultures and Ideologies (LCI) [Formerly Histories, Memories and Fictions (HMF)]; or Political Theory (PT). **The Research Unit is the basic institution with which PGR students develop ties. It is a building block in their intellectual development.**

The Research Units foster clusters of research students with similar interests and offer them experience of interacting with experienced, internationally recognized researchers, from Cardiff, the wider UK and abroad. Research Units organise their own Research in Progress seminars, as well as ensuring the participation of their students in the School-wide Research events. The Research in Progress series provides students with the opportunity to present papers in a non-intimidating environment. The series is designed to be preparatory to presenting papers at conferences in the student's second and third years. The RIP seminar is not only an important part of research training, but also an integral part of progression monitoring procedures. More details of the Research Units and affiliated Research Centres & Groups can be found on the school website [www.cf.ac.uk/europ/research](http://www.cf.ac.uk/europ/research).

Involvement in the Research Units will directly enhance oral and presentational transferable skills. Training activities include, more broadly, participation in staff seminars, external speakers and workshops put on by the unit. Research students should attend all School events that form an important part of research training.

## 5). THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Framework (RDF) is a tool for planning, promoting and supporting the personal, professional and career developments of researchers in higher education. It has been developed by Vitae in collaboration with the higher education sector and other stakeholders. It describes the knowledge, skills, behaviours and personal qualities of researchers and encourages them to aspire to excellence through achieving higher levels of development. The RDF provides a way for you to assess your strengths and areas for further development to ensure you progress in your career. In order to gain the most from your research degree you need to be actively involved in an ongoing cycle of self evaluation, reflection, target setting and action planning. The RDF is a valuable tool and is an effective aid to identifying suitable training courses.

The RDF is structured in four domains, which encompass what researchers need to know to do research, how to be effective in their approach to research, when working with others, and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

### **Domain A: Knowledge and intellectual abilities**

The knowledge, intellectual abilities and techniques to do research.

### **Domain B: Personal effectiveness**

The personal qualities and approach to be an effective researcher.

### **Domain C: Research governance and organisation**

The knowledge of the standards, requirements and professionalism to do research.

### **Domain D: Engagement, influence and impact**

The knowledge and skills to work with others and ensure the wider impact of research.

## THE RESEARCHER DEVELOPMENT STATEMENT

The Researcher Development Statement (RDS) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers. It is the evolution of the Research Councils' Joint Skills Statement (JSS) and replaces the JSS as the key reference statement for policy makers and research organisations. All the skills and attributes of the JSS have been incorporated into the RDS. A two-way mapping of the RDS and the JSS is available on the RDF section of the Vitae website (see below).

The Researcher Development Statement is derived from the Researcher Development Framework (RDF), a major new approach to researcher development. The RDS and RDF will contribute to researcher training and development in the UK by providing a strategic statement (RDS) and operational framework (RDF) to support the implementation of the Concordat to Support the Career Development of Researchers, the QAA Code of practice for research degree programmes and the 'Roberts' recommendations for postgraduate researchers and research staff. The RDS is structured in the same four main domains as the RDF (as listed above).

Further details can be found in the University Graduate College Programme or at [www.vitae.ac.uk/rdf](http://www.vitae.ac.uk/rdf).

## 6). POINTS-BASED PGR TRAINING SYSTEM

EUROP plays a leadership role in the ESRC-designated Doctoral Training Centre (DTC) for Wales. In compliance with ESRC requirements, from October 2011 we shall be introducing a 'points-based' training system for all new PGR entrants. *This will only apply to students with a start date of 1 October 2011 or later.*

### Purpose

1. To encourage PGRs to participate in formal and informal training activities that broaden their development as researchers beyond the confines of the knowledge and skills required for their project.
2. To strengthen transferable skills development.
3. In this way, prepare them as fully trained researchers able to manage a successful research career by making them conversant with approaches in different fields and by gaining an appreciation of the potential use and impact of their research within and beyond academia.
4. To provide students with a portfolio of evidence.

It provides an opportunity for students to engage more actively with staff and research units as part of their training process.

### How It Works

Points are assigned to formal and to informal training and development activities, structured around the four 'domains' of the Researcher Development Framework (RDF) and around a points tariff, yielding a 'points pathway' that the PGR student logs each year.

Students may record their participation in research training that is relevant to their project. However it will be zero-rated because the points system aims to encourage the development of skills beyond the confines of the research project.

The points system will form a central part of the twice-yearly PGR progress monitoring. Students are required to provide clear evidence that they have met the points tariff according to the School and University requirements. Students will need to provide formal evidence of activity, verified by supervisors (especially in case of informal activities).

The focus is on the development process rather than the specific outcome (so that preparing a journal article matters more than acceptance).

### The Points Tariff

**Full-time students** will need to accrue a minimum of **20 points** each year, subject to the following conditions:

- A minimum of *2 points in each of the four domains* to encourage breadth
- A *cap of 8 'countable' points in each of the four domains*, again to encourage breadth
- A minimum of *10 points derived from formal training* to encourage participation in line with ESRC requirements.

**Part-time students** will need to accrue a minimum of **12 points** per annum, with a minimum of 1 point in each of the four domains, a cap of 4 in each domain, and a minimum of 6 points derived from formal training.

The tariff is as follows, such that 10 days of formal training amounts to 20 points:

- A full-day training course = 2 points
- A half-day training course = 1 point
- A short (1-2 hours) training course = 0.5 point.

Informal activities are assigned points in an equivalent way.

### **The Four Domains**

The formal training courses available under the four domains are already specified in the University RDF, from which PGRs can select. Students should read the RDF carefully and, in consultation with their supervisors, select appropriate formal courses, remembering that these are to be outside the confines of the PhD project.

#### **Domain A: Professional and Intellectual Attributes**

The knowledge and intellectual abilities needed to be able to carry out research. Sub-domains include knowledge base, cognitive abilities and creativity.

- (1) Formal courses
- (2) Informal activities include attending School research seminars, engaging with research units and with relevant seminars in other Schools.

#### **Domain B: Personal Effectiveness/Career Development**

Personal qualities, career and self-management skills required to take ownership and control of professional development.

Sub-domains include personal qualities, self-management, professional and career development.

- (1) Formal courses
- (2) Informal activities include relevant field trips, internship/research assistance, professional placement, third-mission activities, organizing conferences, acting as PGR representative, helping with journal, peer review; preparing journal article, refereeing journal article, book review.

#### **Domain C: Research Organization and Governance**

Knowledge of the standards, requirements and professional conduct needed for effective management of research.

Sub-domains include professional conduct, research management and funding.

- (1) Formal courses
- (2) Informal activities include getting ethical approval, completing risk assessment, preparing research grant or fellowship application

#### **Domain D: Communication, Impact and Influence**

Knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.

Sub-domains include working with others, involvement in visits and open days, media interviews, newspaper article, consultancy, submission of article or book chapter, undergraduate teaching/tutoring/marking.

### **Process**

As **compliance with the points tariff is essential for progression** it is essential that students discuss and plan their formal courses and informal activities with supervisors during the first and second formal supervision sessions. Students should seek the supervisors' approval for their plan, ensuring that it complies with the tariff requirement. They should then keep a careful log of their training activities.

Remember: failure to comply means that the student will not progress and be subject to Progression Board procedures

## 7). RECORDING AND REFLECTING UPON SKILLS THROUGH PERSONAL DEVELOPMENT PLANNING (PDP)

### WHAT IS PERSONAL DEVELOPMENT PLANNING (PDP)?

PDP is a structured and supported process that will help you to review your learning experiences, set personal and academic goals and evaluate your progress towards these goals. At Research Degree level, PDP is designed to build on and enhance the skills which you have developed during your previous studies or work experience. PDP forms a core element of Cardiff University's **Skills and Employability Strategy**. It is designed to help you further develop as an independent learner, and will be of benefit not only during your time at Cardiff University, but throughout your career.

### WHAT ARE THE BENEFITS OF PDP?

Get the most from your Research Degree – Studying at Postgraduate level is a huge commitment and it is important to ensure that you make the most of your time at Cardiff. The PDP process will help you to:

- Identify your training needs
- Develop and enhance research-specific and transferable skills (e.g. oral and written communication skills)
- Monitor your personal and professional development
- Discuss your development needs with your Supervisor
- Enhance your ability to articulate and demonstrate your skills to a wide range of potential employers (both academic and non-academic) and professional bodies

During your Research Degree Programme you will be expected to maintain a **Research Student Log**. This process is designed to provide a framework to help you reflect on your progress and as a tool for helping you to identify the training and support you need to make your Research Degree a success. During this process you will participate in the following activities:

- Identification of training needs via a skills assessment exercise
- Establish development objectives
- Reflect on progress
- Record progress

### HOW CAN YOU RECORD THE OUTCOMES OF PDP?

PDP is an online resource, designed to guide you through the process of PDP and help you construct an electronic record of your development is available to all students (hosted in Learning Central <http://portal.cardiff.ac.uk> / [www.mwe.cf.ac.uk](http://www.mwe.cf.ac.uk)). The module provides guidelines for engaging in a process of PDP, a facility for recording personal development, and links to developmental opportunities available within the University and externally.

Students are encouraged to work their way through the module systematically from the beginning in order to become familiar with the rationale for engaging in a process of PDP and to be aware of the opportunities available to them.

**\* Note on saving work:** *work cannot be saved centrally using this module. If a student wishes to work on and save changes to a particular proforma delivered by Learning Central, then he/she will either have to save the document to their personal disc space or transferable media.*

## PERSONAL DEVELOPMENT PLANNING IN EUROP

Minimum expectation	School example
All programmes shall provide students with the opportunity to engage in a process of PDP and provide a means by which students can monitor, build and reflect upon their personal development.	EUROP students will be encouraged to use the Learning Central module in conjunction with developmental opportunities available both within and outside the School as a means of engaging with the PDP process.
Students shall be introduced to the opportunities for PDP at the start of their programme.	EUROP provide an Induction programme for beginning PhD students, during which the opportunities for PDP will be highlighted, including a briefing on the module
The opportunities for PDP and rationale for engaging with PDP must be clearly articulated, for the benefit of students, within student handbooks, etc.	The Research Training handbook is the principal resource for PGR students in EUROP, and the rationale for PDP will be articulated in this handbook.
All students shall be offered support in undertaking PDP – Schools are free to decide where this support should be located within the revised framework identified for student support and guidance but Schools must ensure that students have appropriate and regular access to a named individual who will support (and challenge) the student through the PDP process. For research students, the named individual is normally a supervisor.	Support will be provided via the supervision process.
All students shall be provided with a recording facility to structure the PDP process and to encourage students to plan, record and reflect upon their academic, career and personal development.	EUROP students will use the Learning Central module as a means of recording their process of PDP. EUROP will consider tailoring the module post-September.
Schools will be expected to promote PDP as a holistic development process and promote opportunities available outside of the School, including the Research Students Skills Development Programme.	Numerous external opportunities for personal development are available to EUROP PGR students e.g. the UGCP, conference attendance, involvement in the Research Units.

## 8). RESEARCH TRAINING: AN INDICATIVE FRAMEWORK

This indicative framework is meant to provide guidance to supervisors and students about how to plan PGR training. It is meant as a facilitating resource. The precise process of planning, recording and reflecting upon skills is the domain of Personal Development Planning.

There will of course be variations in individual cases to respond to changing student needs

Types of training support	Year One	Year Two	Year Three
Proportion of time on research training	20% of time on formal research training activities (at School [including research unit], intermediate and university levels)	15% of time on formal research training activities (at School [including research unit], intermediate and university levels)	15% of time on formal research training activities (at School [including research unit], intermediate and university levels)
Self-directed (RM)	Reading for courses and training activities	Reading for courses and training activities	Reading for courses and training activities
Supervisor support and mentoring (RM, PE)	6 monthly mentoring process (PE)  Meetings once every 3 weeks	6 monthly mentoring process (PE)  Meetings once every 5 weeks	6 monthly mentoring process (PE)  Meetings once every 6 weeks
Departmental Support (RST, RE)	Generic Research methods course EUT001, <i>where necessary</i> (RST)  Research in Progress seminar (CS, PE)  Involvement in Research Units	Involvement in Research Units (RST)  RIP seminar (RST)	Involvement in Research Units (RST)  RIP seminar (RST)
Workshops (PE, NT, CS)	Via the Research Units and RU research in progress seminar (PE, NT, CS)	Via the Research Units and RU research in progress seminar (PE, NT, CS)	Via the Research Units and RU research in progress seminar (PE, NT, CS)
Conferences (NT, CS, PE)	Postgraduate conferences of the main professional associations: PSA, UACES, ASMCF, AFS.	Postgraduate conferences of the main professional associations:	Postgraduate and main conferences of the leading professional associations.

Core and elective training courses (RST, PE, CS, CM)	<p>Courses focussed mainly on generic skills</p> <p>Graduate Centre for generic across subject skills</p> <p>RGS/RGSH for generic within subject and subject-specific skills</p> <p>Research Units and Supervisors for subject-skills</p>	Courses combining generic, and discipline specific skills with those relating to personal and professional development (CM)	Courses mainly focussed on future career development.
Formally assessed courses (RST)	<p>Generic Research Methods module for PhD students who have not already taken this</p> <p>Assessment for the elective courses determined at the beginning of the year with the Supervisor</p>	Assessment in relation to courses attended	Assessment in relation to courses attended
Informal opportunities (NT, CS, RE)	Networking and conferences, especially through Research Units (PE)	RIP or RU paper by second year at the latest (PE)	Participation in ECPR workshop, or similar (PE)

**Code:**

RST: Research Skills and Techniques  
RE: Research Environment  
RM: Research Management  
PE: Personal Effectiveness  
CS: Communication Skills  
NT: Networking and Team working  
CM: Career Management

## 9). ROLES AND RESPONSIBILITIES OF STUDENTS AND SUPERVISORS

The relationship between research students and supervisors (and with the wider School) is understood as strictly professional. It is a matter of both sides pursuing the highest academic standards and meeting the requirements for the award of the relevant research degree.

Each postgraduate research student has a supervisory team *with at least two members* of academic staff. In most cases, the School adopts the model of co-supervision, with both supervisors having significant academic input and both being expected to provide expert advice, direction, support and guidance to the student. One is designated as the main supervisor, however, and assumes overall responsibility for the management of the student. The main supervisor provides subject-specific support and guidance to students and is the primary source of advice on research design, methods and techniques. If the lead supervisor and the student co-pilot the Research Plan, the former provides the expertise to guide the research dissertation and perfect the research design.

The working relationship between supervisor and researcher is absolutely crucial to successful completion of the PhD thesis. There are University-level regulations about the roles, rights and responsibilities of supervisors and research students. These are set out briefly below and in more detail in the Cardiff University Research Degrees handbook - <http://www.cf.ac.uk/regis/sfs/rdqh/index.html>.

Central to this relationship is the progression of the PGR student to becoming an independent researcher. The supervisor's roles are to facilitate this progression; to provide authoritative professional assessment of whether the student is making this progression successfully; and to offer professional advice to the student. This progression is reflected in expectations of the frequency of formal supervision meetings. In Year 1 we expect on average a meeting at least every three weeks (at the outset perhaps weekly); in Year 2 at least every five weeks; and in Year 3 every six weeks. However, there will be a need for variation to suit individual cases. There will also be informal meetings.

Research students who are not present in Cardiff – whether because of extra-mural, part-time or on field research – are expected to make special efforts to keep their supervisors informed about their progress, including identifying problems and seeking guidance on a regular basis. Failure to do so on the part of a research student will be regarded in a negative light by the Progression Board.

Students should also be aware of the role of the School's Progression Board in safeguarding the highest quality professional standards of supervision practice (on the part of supervisors and research students) and the progression of students into independent researchers.

### THE SUPERVISOR'S DUTIES INCLUDE:

- being aware of the University's Regulations and Codes of Practice governing research degrees;
- ensuring that they regularly update their supervisory skills by attending University supervision training courses;
- regularly exchanging experience through the School's network of supervisors;
- giving guidance to PGR students about:
  - the nature of research in the discipline concerned;

- the standard of work expected in relation to the qualification aim;
  - the research plan, bearing in mind the deadline for Submission;
  - sources, methods and techniques;
  - training requirements, such as availability of courses through the Graduate College and the Graduate Centre.
- defining, in consultation with the student, the topic of the research programme and being satisfied that the proposed project can realistically be completed within the normal period of residence, as defined by Senate Regulation;
  - bringing issues relating to research ethics to the attention of the student; offering appropriate advice; and assisting the student in making a submission to the School's Ethics Committee which must approve all ethical aspects of research;
  - monitoring the student's progress throughout the planned timetable, advising as necessary on the completion of the successive stages of the work so as to bring about the timely submission of the thesis for examination;
  - requesting written progress reports and returning work with constructive criticism and in reasonable time;
  - ensuring that the student is given prompt and candid advice about any inadequacy of progress or the standard of the written work being produced, and alerting the Director of Postgraduate Research and the Progression Board to any difficulties in this regard;
  - providing, in accordance with the University's Monitoring Procedure, regular progress reports on individual candidates which will be assessed by the School Progression Board.
  - maintaining proper and frequent contact with the student and agreeing with the student the type of guidance and comment that he/she would find most helpful;
  - being accessible to the student at reasonable times when they may need advice;
  - paying special attention to the 'settling in' of new candidates and alerting the Director of Postgraduate Research to any particular difficulties that they are experiencing, especially in the early stages of their work, so that appropriate remedial help can be arranged;
  - ensuring that candidates are competent to perform their tasks safely, and that they comply with University and departmental health and safety procedures;
  - arranging for candidates to talk about their work to other staff or at seminars, so as to give them practise in oral presentations before their formal examination;
  - reading the draft thesis and advising on its amendment, before formal submission for examination;
  - providing guidance to candidates whose examined work has to be amended and re-submitted for further examination;
  - formally approving the submission of the thesis in conjunction with the Progression Board as satisfying the requirements of the research degree.

**THE ROLE OF THE SECOND SUPERVISOR IS:**

- To augment the advice of the primary supervisor. Draft chapters should be submitted to both supervisors, and they should compare notes before passing on comments to the student in order to avoid giving contradictory advice.

- To be on tap rather than on top. There may be aspects of the thesis that the student feels are best discussed with the secondary supervisor.
- The secondary supervisor takes on primary responsibility when the first supervisor is on sabbatical or some other prolonged period of leave.
- Students should meet with their supervisors at their earliest convenience in order to discuss who may be an appropriate secondary supervisor.

Candidates for research degrees 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 the work. Candidates for research degrees are responsible for their own work and for the timely submission of their theses.

#### **THE STUDENT'S RESPONSIBILITIES INCLUDE:**

- Taking minutes of each formal supervision meeting, agreeing them with the supervisors, and submitting copies of them to the PGR Office. These minutes are a requirement laid down by the Progression Board. They stipulate advice given, action agreed, and timetables of action.
- Agreeing with the supervisor the topic for the research programme;
- Agreeing with the supervisor an overall timetable for the completion of the work and a schedule of regular meetings at which the detailed planning/progress can be discussed;
- Informing her/himself about the School's policy on research ethics and submitting appropriate details for approval to the School Ethics Committee **before** research is undertaken.
- Alerting the supervisor, without delay, to any factors that have disrupted the schedule or otherwise impeded progress;
- Agreeing with the supervisor the type of guidance and comment that would be most helpful;
- Performing the research work according to the agreed timetable and meeting with the supervisor according to the agreed schedule;
- Submitting regular, written reports to the supervisor, as required by the University's Monitoring Procedure (see below). Timely submission of these reports is a requirement laid down by the Progression Board.
- Maintaining, at all times, a proper and professional relationship with the supervisor;
- Aiming to submit the thesis for examination within the permitted time-limit, subject to the supervisor's advice about the readiness of the thesis;
- Maintaining contact with the supervisor in the interval between the end of fee-paying residence and actual submission for examination;
- Consulting the Director of Postgraduate Research Studies in the event that the working relationship with the supervisor is problematic, or if they have any doubts about the quality of their supervision;
- Attending any interviews requested by the supervisor, the Director of Postgraduate Research Studies, the Progression Board, or the Head of Department;
- Engaging with the process of Personal Development Planning.

## 10) PROGRESSION BOARD: FORMAL MONITORING OF RESEARCH STUDENT PROGRESS

Throughout your study here the University requires you to submit regular progress reports. **Research students are required to complete Self-Assessment Reports at six-monthly intervals up until thesis submission.** Supervisors are required to produce a Student Progress report for each student working under their direction, at six-monthly intervals in conjunction with the Self-Assessment forms up until thesis submission. The results of this exercise are thoroughly scrutinised by the School Progression Board and reported to the Postgraduate Committee, and training and supervisory needs identified and acted upon. This process enables us to detect potential problems at an early stage. We make it clear to students that they should feel free to discuss supervisory problems, and that should there be a need to change supervisors that there will be no recriminations. However, if students should fail to heed warnings from the Progression Board, their registration will be terminated. The Progression Board's role is to ensure high quality standards in PGR.

The *annual* progression of research students is formally considered and recorded to ensure that academic progression is satisfactorily achieved. Progression Board may ask students to either a short interview or to make a presentation during which they are asked to present their work to date. Progression to the next academic year involves, at a minimum:

- A substantial literature review chapter (at the end of year one) and clear research plan with detailed design;
- Evidence of field research, a complete writing timetable, and substantial drafts of at least one additional chapter (at the end of year two).

The student can in addition request a meeting with the Progression Board to discuss her/his views on the state of progression of their thesis and to consider her/his concerns. The meetings will also give you the occasion to communicate your views on any aspect of your postgraduate experience.

Further Information on University Policy can be found at:

<http://www.cardiff.ac.uk/regis/sfs/regis/0910academicregsdocs/2.03%20Research%20Student%20Monitoring%20Procedure%202009-10.doc>

## 11). RESEARCH ETHICS

Academic research across ALL disciplines can raise serious ethical issues, and for any project the safety and protection of those involved is paramount. Cardiff University requires that research involving human subjects, material or data is subject to formal ethical review and approval before any work is undertaken. This applies to all staff and students.

Cardiff School of European Languages, Translation and Politics is a dynamic, multi-disciplinary environment. Our research encompasses the social sciences, arts and humanities and languages. Issues of research ethics vary between these academic disciplines and our review process is designed to reflect this diversity. The School Research Ethics Committee (SREC) is ultimately responsible for ensuring ethical research practice within the School.

Before you can start any research project involving human subjects, material or data you must obtain approval from the School Research Ethics Committee. Initially, please meet with your Research Supervisor. Where your research involves living subjects you will need to complete an Ethical Approval Form (PGR). This must be submitted for consideration by the SREC along with a copy of your research proposal. If you are planning on conducting interviews/using questionnaires you are expected to discuss this with your Supervisor in advance and obtain written and informed consent from all participants.

Please consult our **Research Ethics Policy** by visiting our web pages ([www.cf.ac.uk/eruop/research](http://www.cf.ac.uk/eruop/research)) for further information. Should you have any questions please contact:

Miss Jenny Hulin  
Postgraduate and Research Officer  
02920 874885  
[Europ-pgr@cardiff.ac.uk](mailto:Europ-pgr@cardiff.ac.uk)

Prof Alistair Cole  
School Ethics Officer  
02920 875608  
[ColeA@Cardiff.ac.uk](mailto:ColeA@Cardiff.ac.uk)

## 12). POSTGRADUATE RESEARCH SUPPORT FUND

1. Full-time and part-time research postgraduates (including those funded by external bodies such as AHRC) pursuing MPhil or PhD degrees, in the first, second, third, or fourth year of their studies are eligible to apply for a maximum of £350 financial support from the Postgraduate Committee in one financial year. The further funding of part-time students beyond the fourth year is at the discretion of the Committee.
2. All eligible students are entitled to call upon a personal allocation which may be spent on legitimate research related activities. **APPLICATIONS MUST BE DISCUSSED IN ADVANCE WITH THE CHAIR OF THE PG COMMITTEE (Peter Sutch) OTHERWISE YOUR EXPENDITURE MAY NOT BE REFUNDED.** For application and reimbursement procedures, please see below. Examples of legitimate expenditure might include: visits to outside libraries; photocopying; rare essential books (not held in the library), microfilming documents, visit a conference etc.
3. Applications for the funding of larger projects must be made on the appropriate form available from the Postgraduate Office, Room 0.02. **AGAIN, THESE MUST BE DISCUSSED IN ADVANCE WITH THE CHAIR OF THE PG COMMITTEE.**
4. Conference attendance may be supported on condition that it is central to the student's area of research. Applications for attendance at conferences which are not centrally related to the PhD topic, unless a paper is being presented, will not be considered. Students who receive external awards (eg. AHRC or ESRC) are required to seek funding from their awarding bodies in the first instance. If unsuccessful, applications can then be made to the PG Committee. Students not funded by external bodies will have priority.
5. Applications for funding are considered at the PG Committee which will meet on a Wednesday of the following months during 2011-2012: October, November, February, April and June. Applications must be submitted to the PG Committee Secretary at least one week before the Committee meets.
6. All of the above is subject to availability of funds.

### PROCEDURES FOR REQUESTING AND CLAIMING MONEY

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Firstly, please complete a funding request form (available on learning central or from the postgraduate office). When completing the form, please make your calculations carefully when stating the amount required because, if approved, you will not be reimbursed for any over-spend.

Ensure your supervisor has completed Section C with a supporting note and signature before you submit the completed form. Please note that forms must be submitted at least 1 week before the next Postgraduate Committee.

If your funding request has been approved, your claim must be submitted within 3 months of incurring the expense, with original receipts and before July 31 (where practicable), as this is the University's year end. Claim forms can be obtained from Mary Raschella, who can talk you through the filling out procedure.

If you have any queries regarding the Funding Request Form please speak to the PG Committee Secretary, Lisa Chivers (02920 876330 / [europ-pgt@cardiff.ac.uk](mailto:europ-pgt@cardiff.ac.uk))

If you have any queries regarding the claim forms please speak to the Finance Officer, Mary Raschella (02920 870245 / [RaschellaM@cardiff.ac.uk](mailto:RaschellaM@cardiff.ac.uk))

## APPENDIX 1: LIST OF SUPERVISORS AND THEIR SUPERVISEES\*

\*As of 29/02/2012

NAME	1 <sup>st</sup> SUPERVISOR	2 <sup>nd</sup> SUPERVISOR
	<b>Research Unit: EGIPP</b>	
David Broughton		Kristof Kark (FT WU 1 <sup>st</sup> supervisor Jo Hunt, CLAWS)
Alistair Cole	Mark Jordan (FT WU, 2 <sup>nd</sup> supervisor Martin Innes, SOCSI) Pamela Schmidt (FT WU) Nazan Yorgozlu (FT WU)	Marc Pollentine (FT WU) Odile Bomba Nkolo (FT) Francesca Dickson (FT) Sara Knight (FT 1 <sup>st</sup> supervisor Gareth Rees, SOCSI) Alexander Tuck (FT)
Hugh Compston		
Gordon Cumming	Dimitris Boutos (PT) Odile Bomba Nkolo (FT)	
Mark Donovan	Luigina Toscano-Davies (PT)	Pamela Schmidt (FT WU) Malgorzata Skwark (PT) James Wakefield (FT) Jonathan Kirkup (FT WU)
Pete Dorey	Jonathan Kirkup (FT WU) Leanne Marie-Cotter (FT)	Stephen McGlinchey (FT WU) David Riley (FT)
Andrew Dowling	Alexander Tuck (FT)	Manuel Urrutia (PT, 1st Supervisor D Chriost, WELSH)
Kenneth Dyson		
Paul Furlong		Nadia Al-Said (FT WU) Luigina Toscano-Davies (PT)
Steve Marsh	Stephen McGlinchey (FT WU) David Riley (FT) Malgorzata Skwark (PT)	Nadia Al Said (FT WU)
Nick Parsons		Dimitris Boutos (PT)
Stephen Thornton		Elise Reitveld (FT) Leanne Marie-Cotter (FT)
Richard Wyn Jones	Francesca Dickson (FT)	

	<b>Research Unit: PT</b>	
David Boucher	Sarah Gallimore (PT) Jennie Genborg (FT) Chih-Yang Liu (FT) Jia-Hau Liu (FT) Davide Orsi (FT) Hanno Terao (FT)	Antony O'Loughlin (FT WU) Gregory Walker (PT WU) Marc Pollentine (FT WU)
Edwin Egede		Leonard Gandiya (PT) Jennie Genborg (FT)
Bruce Haddock	James Wakefield (FT) Gregory Walker (PT WU)	Bruna Chezzi (PT WU) Matteo Fabbretti (FT) Sarah Gallimore (PT) Jia-Hau Liu (FT) Davide Orsi (FT) Ian Starbuck (PT) Nazan Yorgozlu (FT WU)

Peri Roberts	Gavin Cleaver (FT WU) Mark Judd (PT WU) Elise Rietveld (FT) Ian Starbuck (PT)	Lara Kennedy (FT)
Peter Sutch	Lara Kennedy (FT) Antony O'Loughlin (FT WU) Marc Pollentine (FT WU) Leonard Gandiya (PT)	Gavin Cleaver (FT WU) Mark Judd (PT WU)
Andrew Vincent		Hanno Terao (FT)

	<b>Research Unit: LCI</b>	
Tilmann Altenberg		
Jan Berendse		
Claire Gorrara	Iain Mossman (FT)	Matthew Berry (FT)
Heiko Feldner	Robert Crich (FT)	Lindsay Powell-Jones (FT)
Rachael Langford	Matthew Berry (FT)	Iain Mossman (FT)
Montserrat Lunati		Silvia Grassi (FT)
Vanna Motta		Seyed Heydarian (FT)
Alexis Nuselovici	Seyed Heydarian (FT) Matteo Fabbretti (FT) Remo Reginold (FT)	
Craig Patterson	Antia Pereira (FT WU, 2 <sup>nd</sup> supervisor Charlie Brooks, WELSH)	
Ryan Prout	Silvia Grassi (FT)	
Fabio Vighi	Lindsay Powell-Jones (FT)	Robert Crich (FT) Remo Reginold (FT)
Liz Wren-Owens	Bruna Chezzi (PT WU)	

FT = Full time

PT = Part time

WU = in writing up stage