Postgraduate Research Student Handbook 2016/17

Faculty of Social, Human and Mathematical Sciences

This handbook contains specific information relating to your Doctoral Programme.

The handbook guidance is for all postgraduate students (PGRs) in the Faculty of Social, Human and Mathematical Sciences. In addition there are appendices which provide guidance specific to your Academic Unit or discipline.

This Handbook supersedes all previous editions, and is correct at the time of publishing. Rules, regulations and practices may change from time to time, which you will be notified of as appropriate.

Contents

WELCOME

Welcome from the Director of the Doctoral College – Professor James Vickers

The University of Southampton is a world-leading research university engaged in cutting-edge research and innovation across a wide range of disciplines. Our Doctoral Researchers are essential to the ongoing vitality of the University's research culture and developing the next generation of research leaders is central to our mission.

The Doctoral College is a focal point for the training and development of doctoral researchers and works in partnership with Faculty Graduate Schools and Professional Services to coordinate and enhance doctoral training across the University. In particular we aim to provide you with an attractive Professional Development Programme to enable you to maximise your potential as a researcher and enhance you future prospects.

We are also committed to developing a strong doctoral researcher community across the University. We aim to help generate links between disciplines, foster interdisciplinary research and support and enhance the wellbeing of all postgraduate researchers.

All new doctoral researchers are warmly invited to attend one of our 'Doctoral College Welcome' sessions in October (or January for later starters). To find out more about these please go to the Doctoral College website; and you can book your place via Gradbook.

Welcome from the Associate Dean – Professor Jim Anderson

Dear Students,

Welcome (back) to the University of Southampton and good luck on the year to come. For those among you just starting out on your doctoral studies, we're glad you've decided to continue your education with us here at Southampton and we hope you take advantage of all the opportunities that the University has to offer, both within your discipline and more widely. For those of you returning, you've progressed through your initial studies and are well on your way to achieving your degree now.

Within the Faculty, there are numerous staff who work to ensure the quality and innovativeness of your experience at Southampton. My role, as Associate Dean (Education), is to work closely with the Director and Deputy Director of the Faculty Graduate School to provide you with the best possible student experience and, if it is working well, I will be like the swan's legs underwater – working hard but never seen.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

Welcome from the Director of the Faculty Graduate School – Professor Melanie Nind

I would like to add my words of welcome for the academic year. As the Faculty Director of the Graduate School, it is my business to put you and your doctoral experience at the heart of our strategies and practices. I am delighted that our Periodic Programme Review of PhDs in the Faculty (which took place in May 2016) commended this student-centred focus in the Graduate School. I consider it a privilege to be working with such a diversity of doctoral students and I look forward to meeting many of you or hearing about your work. You can follow news from me on Twitter @GSO_FSHMS_UoS.

Welcome from the Deputy Director of the Faculty Graduate School – Professor Paul Hughes

I am very pleased to extend a warm welcome to you all. As Deputy Director of the Faculty Graduate School, I am in charge of organising postgraduate training for the faculty. I will meet many of you for the first time in the faculty training session that we run for postgraduate demonstrators in October. I look forward to meeting you and finding out about your research.

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide key information applicable to you and your programme during the 2016/17 academic year.

It is designed to complement the Student Portal, SUSSED. You can log on using your University username and password, and clicking on the 'Students'/ 'Researchers' tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations, and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare, and support facilities.

Please read the handbook right through initially, and then use it for reference during your time here. For more detailed information, please ask your supervisor, Director of Doctoral Programme, or the Faculty Graduate School Office.

GENERAL INFORMATION

Your Faculty Graduate School

The Faculty Graduate School oversees research student activities across Doctoral Programmes within the Faculty. It provides administrative support and ensures compliance with regulations and quality standards. It coordinates and sets policy and monitors your progress towards a higher degree. The Faculty Graduate School Advisory Group meets every two months to bring together representatives from the Faculty, the Academic Units and the PGR student body to ensure discussion of developments and review of research degree matters. Our aim is to provide support to students

- through efficient communication and administrative systems;
- through Faculty-wide induction, training and other events to bring you all together; and
- through supporting the work of the Doctoral Programme Directors (DPDs) who are responsible for the day-to-day planning and running of the programme. Each DPD works closely with a Doctoral Programme Administrator in the Graduate School Office.

Within the Faculty, the Academic Unit/Doctoral Programme is responsible for items including:

- academic supervision of your doctoral research;
- your subject-specific training;
- monitoring and reporting on your progress;
- pastoral support.

The Faculty is responsible for items including:

- administrative matters relating to your doctoral studies;
- overseeing the implementation of quality assurance;
- appointment of and receiving reports from examiners;
- making recommendations to Senate for the award of degrees;
- awarding and overseeing specialist scholarship schemes (VC, Mayflower);
- devising and implementing policies.

For general information on administrative matters, you should consult your supervisor, Doctoral Programme Director or the Faculty Graduate School Office.

DEANS, DOCTORAL PROGRAMME DIRECTORS AND STUDENT REPS

FACULTY STAFF

Role	Name
Dean (In charge of Faculty)	Professor Jane Falkingham
Associate Dean (Research)	Professor Daniel Muijs
Associate Dean (Education)	Professor Jim Anderson
Director Faculty Graduate School	Professor Melanie Nind
Deputy Director Faculty Graduate School (Training)	Professor Paul Hughes
Faculty Academic Registrar	Roz Stanton

DOCTORAL PROGRAMME DIRECTORS

Doctoral Programme	Director
Education	Dr Chris Downey (c.j.downey@soton.ac.uk)
Geography	Professor Paul Hughes (Paul.Hughes@soton.ac.uk)
Mathematics	Dr Patrick Beullens (P.Beullens@soton.ac.uk)
Social Sciences	Economics: Dr Jose Olmo (J.B.Olmo@soton.ac.uk) Gerontology: Professor Maria Evandrou (maria.evandrou@soton.ac.uk) PAIR: Dr Ben Saunders (B.M.Saunders@soton.ac.uk) SSPC: Dr Bindi Shah (B.Shah@soton.ac.uk) Social Statistics and Demography: Professor Vicky Hosegood (V.Hosegood@soton.ac.uk)
Psychology	PhD: Dr Christina Liossi (C.Liossi@soton.ac.uk) PhD Health Psychology Research and Professional Practice (Stage 2): Dr Sarah Kirby (Sarah.Kirby@soton.ac.uk) and Dr Ingrid Muller (I.Muller@soton.ac.uk) DClin Psych (Research): Dr Matt Garner (m.j.garner@soton.ac.uk) D Ed Psych (Research): Dr Hannah Kovshoff (H.Kovshoff@soton.ac.uk)

The Faculty also hosts students who are funded by the following Doctoral Training Centres/Centres for Doctoral Training. Students registered within FSHMS will be administered by FSHMS and required to complete the FSHMS progression milestones. Details of where you are registered may be obtained from the Faculty Graduate School.

EPSRC CDT in Next Generation Computational Modelling

Director	Professor Hans Fanghor (FEE)
Deputy Director	Dr Ian Hawke (Mathematical Sciences) - Emma

EPSRC CDT in WebScience Innovation

Director	Professor Leslie Carr (FPSE)
Deputy Director	Professor Susan Halford (SSPC)
CDT Manager	Lynn Oloro

EPSRC CDT in Complex Systems Simulation

Director	Professor Seth Bullock (FPSE)
Deputy Director	Professor Hans Fanghor (FEE)
CDT Manager	Tracy Cantlie

ESRC DOCTORAL TRAINING CENTRE in Social Sciences

Director	Professor Pauline Leonard
Deputy Director	Dr Amos Channon
DTC Manager	Glenn Miller

NERC DOCTORAL TRAINING PARTNERSHIP: "SPITFIRE"

Director	Professor Tim Minshull
Head of recruitment	Dr Gavin Foster
DTP Manager	Nicki Lewin

STUDENT REPRSENTATIVES ON FACULTY COMMITTEES/ADVISORY GROUPS

Doctoral Programme	Faculty representative
Education	Lina Khalil (L.Khalil@soton.ac.uk) Lily Binti-Salleh (RS.Binti-Salleh@soton.ac.uk)
Geography	Laura Crossley (lhc1g14@soton.ac.uk)
Mathematics	Maria Stylianidi Christodoulou (misc1g13@soton.ac.uk)
Social Sciences	ESRC DTC: Tristan Berchoux (tb2g14@soton.ac.uk) Cori Ruktanonchai cr2m14@soton.ac.uk Maja Palmer mefp1y15@soton.ac.uk Economics: Abbas Gillani aag1g14@soton.ac.uk Richard Kima rk2g15@soton.ac.uk Gerontology: Ning Wang - N.Wang@soton.ac.uk PAIR: Rubi Alvarez Rodriguez rar1g14@soton.ac.uk SSPC: Jack Webster jw30g11@soton.ac.uk Social Statistics and Demography: Stephanie Bispo s.bispo@soton.ac.uk Chloe Harvey c.m.harvey@soton.ac.uk (Semester 2)
Psychology	Kate Morton (Stage 2 Health Psychology) km1c13@soton.ac.uk DClin Psych – via Psych rep, as above DEd Psych – via Psych rep, as above

FACULTY GRADUATE SCHOOL ADMINISTRATIVE TEAM

The Graduate School Student Office is based in Building 58 (Social Sciences) Room 2111.

Reception is open: Monday – Friday 09.00 – 17:00

Doctoral Programme Area	First Point of Contact
Education:	Anna Lyon (Administrative Officer) Email: ed-pgr.fshs@soton.ac.uk Tel: 02380 595699 (internal 25699)
Geography:	Julie Drewitt (Senior Administrative Officer) Email: geog-pgr.fshs@soton.ac.uk Tel :02380 592216 (internal 22216)

Mathematics:	Kulvir Bouri (Administrative Officer) Email: maths-pgr.fshs@soton.ac.uk Tel :02380 597385 (internal 27385)
Psychology: **PhD Psychology & PhD Health Psychology Research and Professional Practice:**	Chris Baker (Senior Administrative Officer) Email : psych-pgr.fshs@soton.ac.uk Tel :02380 592527 (internal 22527)
Doctorate in Educational Psychology: **Doctorate in Clinical Psychology:**	Angela Goodall (Administrative Officer) Email: Edpsych@soton.ac.uk Tel: 02380 595321 (internal 25321) Pat Sherliker (Administrative Officer) Email: Clinpsyc@soton.ac.uk Tel: 02380 595320 (internal 25320) Gemma Harris (Administrative Officer) Email: Clinpsyc@soton.ac.uk Tel: 02380 591495 (internal 21495)
Social Sciences (Economics/PAIR/ Gerontology):	Glenda Cooper (Administrative Officer) Email: Socsci-pgr.fshms@soton.ac.uk Tel: 02380 596948 (internal 26948)
Social Sciences (SSPC/SSD):	Jane Parsons (Administrative Officer) Email: Socsci-pgr.fshms@soton.ac.uk Tel: 02380 597426 (internal 27426)
ESRC DTC Manager	Glenn Miller Email: Esrcdtc@soton.ac.uk Tel: 02380 593476 (internal 23476)
ESRC DTC Administrator	Gemma Harris (Administrative Officer) Email: Esrcdtc@soton.ac.uk Tel: 02380 591495 (internal 21495)
Team Leader	Claire Caffrey Email: cmc@soton.ac.uk Tel: 02380 593747 (internal 23747)

The Graduate School Office is responsible for a range of tasks relating to administrative requirements and reporting and advising students on every-day administrative and procedural issues. Please call into Reception to speak to one of the team or for non-urgent issues email them at the addresses above.

LINKS TO OUR FACULTY WEBSITE

The Faculty Graduate School has its own website and Twitter account @GSO_FSHMS_UoS. The website is an invaluable source of information so please make good use of it. The Twitter account is used for informal sharing of advice, resources and new stories; it will help you to stay connected with the Graduate School and wider research student communities.

Web Profiles

All PGR students are expected to create and maintain a web profile whilst they are studying here. Your web profile is linked to your discipline Academic Unit, your own research group and the staff list within the AU. The Web Profile Template will be sent to you by your designated GSO Administrator.

There are huge benefits to maintain a web presence in terms of increasing visibility within your research area. This will help to generate external interest in your PhD. Those wishing to cite your publications will be looking to this web profile, which in turn may help to generate invitations to speak at or attend relevant conferences.

Web profiles are easily created by completing the web form and sending it to Webamends@soton.ac.uk. It is then your responsibility to ensure that this information is kept up to date, again by emailing the details to Webamends@soton.ac.uk

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HOW WE KEEP IN TOUCH WITH YOU

Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. It is your responsibility to check your University email account regularly and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the University's regulations.

Your ID card

If you lose your ID card, you can order a new one via the University online store. If replacements are required for changes to course dates, then these will be checked by the Student Records team before the new card is printed.

Confirmation of your enrolment status

The Faculty Graduate School Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during

the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record as soon as a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates.

Access to facilities (desk, phone, lab, photocopying, computer policies)

The Faculty is required to provide students with:

- access to appropriate space to work, as indicated by the research student's academic needs analysis and by Faculty policy;
- the provision of laboratory and technical support where appropriate;
- access to either a laptop or a desktop computer from the standard range; a request for a more powerful specification computer forms part of the initial Academic Needs Analysis discussion
- appropriate access to telephone, fax and photocopying facilities;
- opportunities to meet and network with other research students and researchers;
- appropriate library and other academic support services;
- opportunity to apply for funds to support training opportunities and for attendance at conferences and other relevant events [including fieldwork].

SUPPORTING YOU THROUGH YOUR STUDIES/RESEARCH

Attendance

The University's attendance policy outlines the University's general expectations of attendance.

Holiday and absence due to ill-health

Information on holidays and absence can be found in paragraphs 61-62 of the *Code of Practice for Research Candidature and Supervision*.

External factors affecting your attendance or performance in your studies/research

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you. If you are absent from an assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Faculty Graduate School Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

Parental leave

If you become a parent during your studies, you are entitled to a period of maternity or paternity leave, suspended from your studies. Please consult the University's regulations on maternity/paternity leave for further information. With regards to suspension of candidature, the University will comply with its obligations under the relevant immigration legislation which may be updated from time-to-time. If you are concerned about your entitlement to remain in the UK as a result of suspension of candidature, you should seek urgent advice from the Student Visa Guidance Service.

Suspending your studies

Periods of authorised suspension are not included as periods of candidature. Information on suspension of candidature can be found in paragraphs 23-24 of the regulations and the

Quality Handbook. Applications for suspension should be made in line with the Regulations Governing Special Considerations for Research Degree Programmes.

Resolving issues

In the first instance, you should raise the issue informally with the most relevant member of staff involved. If the matter is not satisfactorily resolved, or for any reason you feel unable to speak to the staff member involved, you should should discuss the matter with a member of their supervisory team or their Doctoral Programme Director.

University Library Services

The University Library aims to support you by providing:

- access to the information and resources you need
- training to enable you to make the best use of them
- specialist guidance in areas directly relevant to you as a researcher and the research lifecycle.

Details of library services can be found through the webpages including information on academic and research support, loans and borrowing, opening hours and resources. Quick links are provided to our main library search engines – WebCat and DelphiS.

The library supports researchers in a number of key areas including:

- Information management e.g. EndNote
- Open Access Publishing
- Research Data Management
- Bibliometrics: Measuring Research Impact
- Systematic Reviews
- Theses
- Researcher IDs – ORCiD, DOI

Training courses may be booked via Gradbook, one-to-one via Library Deskside Training, drop-in via the Academic Skills Hub, by webchat and by email.

Keep up to date, ask questions and communicate with the library academic community on Facebook, via Twitter and our Library blog.

IT and IT support

iSolutions

The University's IT support service is called iSolutions. iSolutions provides help and support to students, staff and researchers across all aspects of IT. More information can be found here.

Getting help

The main contact route to get help from iSolutions is through ServiceLine, the central University IT helpline.

ServiceLine can be contacted:

- online
- by phone (Monday to Friday from 8.30am to 6.00pm on each day that the University is open) on extension 25656 (internal calls), 73-25656 (SGH) or +44 (0)23 8059 5656 (external calls)

- In person at the IT helpdesk in the Hartley Library on Highfield campus (Monday - Friday 09:00 - 17:00 each day the University is open)

IT Resources
For more information on the services iSolutions provides, refer to the staff pages on their website.

Learn with Lynda
Lynda.com is a library of high-quality video tutorials on a wide range of software and business topics. Your University account gives you access to all of it for free.

Lynda has over 4,000 courses, so there is something for everyone – find out more here.

Blackboard
Some courses and training sessions use Blackboard, the University's main online learning resource. You can log onto Blackboard using your University username and password.

iSolutions have provided an online site containing information and help for students using Blackboard

English for academic purposes
Registered students at the University of Southampton who would like help with their English can attend the free English language support courses provided throughout the academic year. Please see the Centre for Language Study website for more information.

YOUR SAFETY

Faculty Health and Safety Policy
Ensuring the health and safety of its staff, students and visitors is the first and primary goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'.

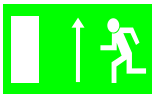
The University statement of Health and Safety Policy and Management System defines commitment, governance, responsibilities and management of Health and Safety.

Faculty arrangements to meet the requirements of the University H&S management system are documented in our Health and Safety Handbook available on SharePoint. The document should provide answers to most of your H&S questions and provides information on procedures and key contacts that can assist you.

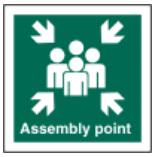
Important information to note as a priority is as follows:

Action in the event of a fire

If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). Ensure security are alerted by dialling 3311 (internal phone) or 023 8059 3311. The fire alarm is a continuously ringing bell.



On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).



On leaving the building make your way to the assembly point. Details of assembly points for Faculty buildings are given overleaf. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

Staff and students with mobility impairment should have been notified to Health and Safety personnel in order for a PEEP to be developed. If this is not the case, for example, in the case of a temporary impairment due to an injury, please contact the Health and Safety team using the details overleaf.

First Aid

In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 (internal phone) or 023 8059 3311 and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

Incident Reporting

If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your line manager/supervisor and the Faculty Health and Safety team.

Accidents, Incidents and Near Misses should be reported online here. The circumstances can then be investigated and measures put in place to minimise future risk.

Induction and Training

As a new member of staff or PGR student you should have the following expectations with regard to Health and Safety:

- To be made aware of local emergency arrangements and local H&S contacts (this document and overview from line manager / supervisor) on your first day.
- To receive a local and computer based H&S induction. The local H&S induction will seek to identify and/or raise awareness of significant hazards in your work and make you aware of your H&S responsibilities and training needs where applicable.

- That procedures, risk assessments and other written arrangements relating to your work are brought to your attention by your line manager / supervisor.

Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. Access by ID card is available from 06.00-23.00. Buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of Academic Unit.

Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays.

You must have received approval to work during the closure period from your Head of Academic Unit and this must be documented using **Form A**. When you are present in the building you should have access to a completed copy of **Form B** .

Further information

All H&S resources are maintained on the FSHS H&S SharePoint site. The H&S Handbook aims to link all resources together and should be your first point of reference.

Contact Information

A staff member's primary contact should be their line manager or supervisor. However, the following contacts may be used if necessary, especially for general enquiries:

Faculty Health and Safety Team (Social, Human & Mathematical Sciences) – fshssafety@soton.ac.uk				
Pete Dargie	Faculty Health and Safety Officer	44/3011	24513	P.G.Dargie@soton.ac.uk
Peter Morgan	Health and Safety Officer – Geography and Environment	44/1017	24673	P.R.Morgan@soton.ac.uk
Health and Safety Directorate	Please contact central H&S if local contacts (above) are not available	26 University Road	23277	hs@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	3311 (Emergency) 023 8059 3311	22811 (Enquiries) 023 8059 2811		unicc@soton.ac.uk
Estates and Facilities (Problems with power, lighting, heating or water supply)				
Estates and Facilities	Helpdesk	27474		Non urgent items should be reported

			using Planon Self Service (SUSSED home page > Personal Links).

Assembly points

Building	Assembly point
B32 (Education)	Plaza area at south of B32 (University library end).
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	Car park in front of B54
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
B44a (Psychology)	Car park in front of B44 (Shackleton)
44 Chamberlain Rd (Psychology)	Car park in front of B44 (Shackleton)
B54 & B56 (Mathematics)	Grassed area adjacent to Turner Sims Concert Hall
B58 (Social Science)	For those exiting Building 58 to the North from Level 2, this is the paved area across Salisbury Road, between buildings 53 and 59. For those exiting to the South from Level 1, this is the car park between Building 54 and the John Hansard Gallery.
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

Map images showing the location of the above assembly points may be found in Annex 7 of the Faculty H&S Handbook .

The University has provided a short Health and Safety video which we recommend all new students watch.

Students Undertaking Trips or Research with Increased Risks (including lone working)

All students will be required to undertake a compulsory on-line Risk Assessment Training course, details of which will be sent to you.

It is vitally important that students are familiar with the Risk assessment procedures and forms on the new Safety and Occupational Health website.

Students whose studies may include any 'lone working' activities must complete a Risk Assessment.

Students planning any trip outside the University in connection with their research must familiarize themselves with the guidance and complete a Risk Assessment Form.

The supervisor must approve and sign this. Completed forms must be returned to the Faculty Graduate School office.

If a student is to carry out research that is likely to involve increased risks or hazards, this

must be discussed with the Supervisor in conjunction with the Faculty Health and Safety team – contact details above.

Providing that a risk assessment has been completed, research students are automatically insured by the University for travel. Please see the Insurance FAQs on the University Finance website if you are unsure what to do. Details of the cover provided are specified here. Please ensure that you read and understand this information fully before you undertake any research trips.

Risk assessment

Your supervisor(s) and laboratory managers will give specific training in completion of risk assessments and Chemical Risk Assessment (COSSH) documentation where necessary for your research. It is your responsibility to abide by the institutional Safety Policies, to observe safe working practices at all times and to follow those procedures prescribed by your supervisor(s).

Access to buildings

Access to the buildings outside of the normal working day (which is 08:00 to 18:00, Monday to Friday, except during University closure periods) is by card access, using your University ID card. It is important for you to carry their ID card at all times. Access to most laboratories is restricted to card access, or in some cases keys will be issued after appropriate training has been given.

Out of hours working

The University has an Out of Hours Working Policy which is intended to discourage out of hours working (i.e. working between the hours of 23.00 and 06.00).

It is expected that the granting of access will only be made in very exceptional circumstances. Further information on the out of hour's policy can be found here.

Bringing children on campus

The Faculty buildings have not been designed to be a safe environment for unsupervised children and for this reason, children under 16 must be under the immediate and close supervision of a responsible adult at all times. Special care should be taken on, and adjacent to, stairs, and on balconies.

Fitness to practise

A programme of study which requires a student to undertake practical training in a quasi-professional role in relation to patients, clients, service users or the general public or where the qualification provides a direct licence to practise will be governed by a requirement that the student demonstrates their fitness to practise.

PROFESSIONAL DEVELPOMENT

The Doctoral College

The University of Southampton's Doctoral College offers a range of skills training and personal development opportunities for postgraduate research students, designed to complement the training delivered at academic discipline level.

The courses are themed within the four domains of the Vitae Researcher Development Framework (RDF) – which lists the set of skills successful researchers are recommended to develop. The themes are:

- Knowledge and techniques for research
- Improving personal effectiveness
- Research governance, organisation and professionalism

- Engagement, influence and impact

The training directory can be found here and courses are bookable through GradBook

Guidance on using Gradbook can be found here.

Training for students involved in teaching or demonstrating

Any postgraduate research student involved with undergraduate teaching MUST complete the 'Introduction to Teaching Skills for Postgraduate Researchers parts 1 & 2' courses, offered by the Doctoral College.

Details of the training can be found here and are bookable via GradBook.

Alternatively, your Doctoral Programme Director may recommend for you to complete a Faculty-approved course, which will be run locally.

Whether delivered at University or Academic Unit level, all demonstrator or teacher training should be recorded on PGR Tracker. Please note, ITSPG1&2 attendance data will automatically upload from Gradbook to PGR Tracker.

Faculty/subject specific training

Please see FSHMS Gradschool website

Seminars

Please see FSHMS Gradschool website

STUDENT SUPPORT

The PGR community at the University

Along with providing professional development training, the Doctoral College also acts as a hub for Southampton's doctoral research community.

As a doctoral researcher at Southampton, you're part of a community of around 3,600. There are a number of PGR student groups, societies and social opportunities which you are able to get involved with. Find out more about the doctoral community here.

Connect with the Doctoral College on Facebook and Twitter.

Faculty Graduate School is also a rich interdisciplinary community of PGRs and we encourage you to share in our Twitter conversations and Faculty events such as student conferences.

Festival of Doctoral Research

The Festival of Doctoral Research is an event hosted by the Doctoral College, which ran for the first time in May 2016. The Festival aims to celebrate and showcase the University's world-class doctoral research, encourage interdisciplinary working and bring the PGR community together.

Events which run as part of the Festival include:

- Three Minute Thesis competition
- Doctoral College Director's Awards
- Opposites Attract Collaboration Challenge
- Festival guest speakers

- PGR-tailored training workshops

Find out more information about the Festival here.

Union Southampton

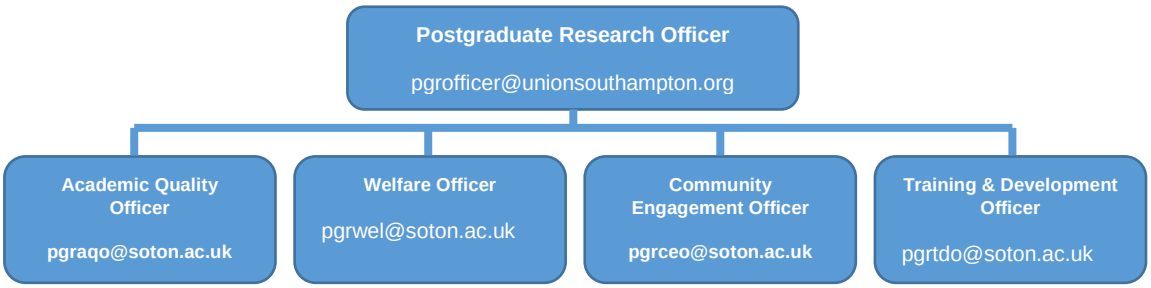
The Students' Union is a large organisation which is separate from the University and is there to represent your voice at every level and ultimately make your university experience the best and most enjoyable it can be. Union Southampton and its societies run loads of groups and events specifically for postgraduate students, but postgrads can also get involved in any part of the Union.

The Union is here to unlock the potential and enrich the life of **every** student (including PhD students). All students registered at the University of Southampton are automatically members of the Union. Full details of what they offer may be found at their website. You can also visit their Facebook page.

Student representation

The Postgraduate Research Committee at the Union is chaired by the Postgraduate Research Officer and exists to represent all areas of PGR life. These positions are elected each year and work very closely with the University and Union to ensure that all PGR needs are met. If you have any ideas or problems during your time as a PGR, please get in contact with the relevant representative who will be able to help support your needs.

Find out more about these roles and how you can put yourself forward for the October elections here.



Faculty representation

Each AU/Doctoral Programme cohort may elect representatives to staff-student liaison groups at AU/Doctoral Programme level. Issues which cannot be resolved at these groups may be raised by student representatives at the Faculty Graduate School Advisory Group (FGSAG) and if needs be at the Faculty Research and Enterprise Advisory Group (FREAG) or Faculty Programmes Committee (FPC). There are seats for student representatives of Doctoral Programmes on the three main Faculty committees/advisory groups.

The dates of the meetings can be found here.

Union Southampton (Us.) Advice Centre

The Advice Centre exists to provide free, independent and confidential advice to all students at the University of Southampton, including postgraduates. The experienced staff

in the Advice Centre can offer guidance on various matters that affect postgraduate students including dealing with financial problems, housing issues and academic matters; including supervisory complaints if the worst should happen. The Advice Centre can also direct you towards other appropriate support services if you need them. It's good to know they're always there. You can find out more here.

Student services

The Student Services Centre is located in Building 37 and offers a drop-in Reception and deals with general enquiries from financial information to University accommodation information. Please see their website or drop into the centre for details of their services.

Enabling Services

Enabling Services provides a wide variety of support for all students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here. Please see their website for further information and contact details.

Students with disabilities

Enabling Services recognises that students who have disabilities may have additional needs and require assistance to reach their full potential.

Enabling Services is experienced in supporting a wide range of disability and health conditions including:

- Sensory (visual / hearing) impairment
- Mental health problems
- Mobility impairment
- Physical disability
- Asperger's syndrome and other autism spectrum disorders
- Health conditions (e.g. diabetes, epilepsy, asthma)
- Chronic pain / chronic fatigue
- Any other condition which has a long-term and adverse effect on studying/research

Our support, information and advice are tailored to meet individual needs.

Students are encouraged to discuss with their supervisor any additional needs or assistance that they might require to help with their project, reports, research and thesis.

If a research student develops a disability during their studies, we would encourage them to disclose this to their supervisor and contact Enabling Services for advice. Where appropriate the supervisor will inform the Faculty Health and Safety Office.

Dyslexia/Dyspraxia Support

Students with specific learning difficulties (SpLD) such as dyslexia and dyspraxia often need extra support at University to compensate for disadvantages resulting from such difficulties. Our Dyslexia team specialise in helping students who are in this situation.

We also provide information to help academic or other staff understand the difficulties faced by students with SpLDs and guidance on inclusive strategies to ensure teaching and learning are accessible to all students.

Mental Health and Wellbeing

The Enabling Services website has advice on managing anxiety, stress and other mental health problems as well as links to useful external resources. They also run wellbeing workshops and courses throughout the year. If you have an existing mental health condition or experience difficulties during your studies, you should contact Enabling Services as soon as possible to find out how they can support you.

Other sources of advice and help are available, including your GP and Steps to Wellbeing for NHS psychological care in Southampton, as well as Solent Mind.

Crisis Support

The University First Support team can be contacted during office hours to arrange support for students who may be facing difficulties in their life or dealing with a crisis; to contact the team call +44(0)23 8059 7488 or email firstsupport@soton.ac.uk.

Between 6pm and 8am, Student Services, in conjunction with University Security, provide an Out of Hours service for very urgent situations. Please contact the University Security team on +44(0)23 8059 2811.

Health services

All students are required to register with a doctor. This can be one of the local GPs either at the University Health Service or Highfield Health or with another local GP.

SUPERVISORS

Supervisors

Your Doctoral Programme Director will allocate you to a Supervisory Team. The supervisory team consists of at least two members, one of whom is called the 'main supervisor'. The main supervisor has overall responsibility for the supervision of the design and progress of your research project and for providing academic advice. A member of the supervisory team is also responsible for ensuring that the administrative processes are completed in a timely manner throughout your candidature. This role is normally performed by the main supervisor but in certain cases it is the responsibility of a separate co-ordinating supervisor.

The supervisory team will be chosen to provide suitable academic expertise and where your project requires further expertise, an additional supervisor (who may be external to the University) can be appointed to provide the required specialist advice. As well as providing academic support and advice, the supervisory team reports to the Faculty on your work and progress and can provide you with – or point you to - pastoral support.

The code of practice gives more details on how the regulations are implemented and details the expected duties and responsibilities of students and staff.

Support

As well as providing academic support during your studies, your supervisor is also responsible for providing pastoral support and/or advice. This may involve referring you to other sources of support, independent mentors and other student support services and checking with you about the effectiveness of any support you are receiving from the University services, and responding to any on-going or acute difficulties.

The supervisory relationship

It is essential that a good working relationship is established between the research student, your supervisor(s) and your advisory team, and that responsibilities on both sides are clearly defined and understood. Clear and regular communication between research students and their supervisors is a key ingredient to the completion of a successful and productive PhD.

YOUR RESEARCH PROGRAMME

Regulations and Code of Practice

Duration of study

The minimum and maximum periods of candidature stated within the University regulations can be found as follows: Paragraph 17-18 of the Regulations for MPhil, PhD, DBA; paragraph 3 of the Regulations for the degree of Integrated PhD in named subjects; paragraphs 15-16 of the Regulations for Mayflower Scholars; paragraph 5 of the Regulations for research degrees with a major taught component; and paragraph 6 of the Regulations for Doctor of Medicine. However, these may vary by Doctoral Programme. Your period of candidature will have been provided in your offer letter, and detailed in your Doctoral Programme Profile.

If your studies are being funded partly or fully by an external organisation, it is your responsibility to ensure your sponsor is aware of your period of candidature in relation to their offer of funding.

As stated in paragraph 18 of the Regulations for MPhil, PhD, DBA, a research student who fails to submit a thesis by the end of the maximum period of candidature will be deemed to have withdrawn from their studies.

PGR TRACKER

PGR Tracker is a browser-based software which tracks the progress of each Postgraduate Research student against Research Milestones as prescribed by the University's Regulations and Code of Practice for doctoral degrees, from registration to graduation. PGR Tracker holds: student record data; documents uploaded by students; records of supervisory team meetings; progress reports; confirmation of PhD registration documents; manually updated training records; training records auto loaded from Gradbook; supervisory team information; key administrative forms; and some financial information.

It is compulsory that all staff and students use PGR Tracker. The Graduate School Office are happy to give one-to-one or small group tutorials (please contact your designated Administrator to arrange). An on-line familiarisation tool is also available.

CRITERIA FOR THE AWARD OF MPHIL AND PhD

The criteria for the award of MPhil and PhD are listed in paragraphs 3-7 the Code of Practice for Research Candidature and Supervision. These are cited from Part A of the UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, November 2014.

Activity reports

Students who enrolled on their doctoral studies after 1st August 2016

All students are expected to complete and submit Activity Reports on PGR Tracker, or equivalent system, every three months, with your first report submitted from month 4 of your candidature. It is your responsibility to ensure that you complete and submit these reports in a timely fashion. Completion and submission of Activity Reports will be used as an indicator of academic engagement, and discussed during your Progression Reviews.

If your studies are funded partly or fully by an external organisation, there may be a requirement for you or your supervisor to complete additional reports for your sponsor.

These reports do not form part of the University's progression processes. As part of the annual enrolment process, all students give their consent for the University to provide appropriate information on request to third parties, such as sponsoring organisations.

Activity reports should include

- number of supervisions since last activity report
- achievements since last report
- challenges resolved or ongoing
- current focus of work

PROGRESSION MILESTONES

Students who enrolled on their doctoral studies after 1st August 2016

As stated in paragraph 64 of the Code of Practice for Research Candidature and Supervision, if you enrolled on your doctoral studies after 1st August 2016, you will be required to undertake three Progression Reviews during your studies within the timescales shown in the first table below

In all cases, the time windows refer to periods in which progression decisions must be made. These timings may be adjusted on a pro-rata basis for students registered on non-standard research programmes where other duties are a formal part of the programme; these timings are shown in the tables below

Your assessment in each Progression Review will be based on a piece of submitted work, followed by a viva with a Progression Review Panel. You will be required to provide all the relevant material by a submission deadline stated in PGR Tracker, or equivalent system.

Two attempts at each review are permitted. The second attempt at the Progression Review will involve a re-viva. However, if the assessors deem that the Report is sufficient to progress, the re-viva will be cancelled.

Failure to meet the criteria for a successful progression review will lead to a termination of candidature in line with the Procedures for Circumstances that may lead to Withdrawal or Termination. Interim Progression Reviews will take place for part-time students who have not undergone a Progression Review in the previous 12 months. Exceptional Progression Reviews may be scheduled, on the direction of your Director of Faculty Graduate School, if significant academic concerns have been raised about your candidature.

Progression Review submission and decision windows for standard PhD programmes

Standard Programmes	***Full time***			***Part Time***		
Academic Needs Analysis	*Months 1-3*			*Months 1-3*		
	Student Submission	***First attempt decision***	***Second attempt decision****	***Student Submission***	***First attempt decision***	***Second attempt decision ****
First Progression Review	*Months 7-9*	*Months 8-10*	*Before end of month 12*	*Months 17-20*	*Months 18-21*	*Before end of month 24*
Second Progression Review (Confirmation)	*Months 17-20*	*Months 18-21*	*Before end of month 24*	*Months 29-41*	*Months 30-42*	*Before end of month 48*

Third Progression Review	*Months 29-32*	*Months 30-33*	*Before end of month 36*	*Months 60-65*	*Months 61-66*	*Before end of month 72*

*The submission deadline for second attempts will be set in the action plan following your first attempt.

Progression Review submission and decision windows for iPhD programmes

iPhD Programmes	***Full time***			***Part Time***		
Academic Needs Analysis	*Months 13-15*			*Months 25-18*		
	Student Submission	***First attempt decision***	***Second attempt decision ****	***Student Submission***	***First attempt decision***	***Second attempt decision ****
First Progression Review	*Months 19-21*	*Months 20-22*	*Before end of month 24*	*Months 38-41*	*Months 39-42*	*Before end of month 45*
Second Progression Review (Confirmation)	*Months 29-32*	*Months 30-33*	*Before end of month 36*	*Months 49-59*	*Months 50-60*	*Before end of month 65*
Third Progression Review	*Months 41-44*	*Months 42-45*	*Before end of month 48*	*Months 75-80*	*Months 76-81*	*Before end of month 86*

*The submission deadline for second attempts will be set in the action plan following your first attempt.

Generic guidelines for the format of submission and criteria to be used to define the outcomes from Progression Reviews are detailed in the Quality Handbook. However, the precise requirements can vary by Faculty, and by discipline. Details are stated below. Further information about Progression Reviews are detailed in paragraphs 64-69 of the Code of Practice for Research Candidature and Supervision

Academic Needs Analysis
An Academic Needs Analysis (ANA) must be conducted when you start your studies. This involves you in discussing your needs with your supervisory team. You are required to make a formal record of this on PGR Tracker by the end of month 3 (whether you are full-time or part-time). The ANA includes identifying the training necessary for successful completion of the programme, but should also address other ways of addressing skills gaps. (There is Gradbook training available on making the ANA work for you.) Some of the training may be required by the Doctoral Programme, some may be required by the supervisory team, and some may relate to your own personal needs. If there are any problems encountered in accessing the training resources or facilities you have identified this should be indicated in this report and appropriate action taken. You can also pass on needs for training not yet provided on Gradbook or by the Faculty to your student representative to bring to the attention of FGSAG. A statement concerning whether ethics approval is required (and/or has been obtained) must also be included in the ANA. Ethical approval can be applied for through the online system ERGO.

The ANA is an ongoing process and you should review your needs as and when necessary as well as at the formal progression milestones. It is likely that your needs will change as you progress through your studies and research and this must be documented formally.
Quarterly Activity Report
You are responsible for keeping a record of your supervision meetings and the decisions made therein. It can be helpful to send brief notes of these to your supervisor as a shared record and to allow any misunderstandings to be clarified. Your formal responsibility though is to record on PGR Tracker a record of your activity, including the number and focus of supervisions, on a quarterly basis (four times per year). This will also help you in preparing for your formal progression reviews.

1st Progression Review	
Criteria	***Submission Requirement***
The Progression Review Panel must satisfy themselves that the student: • is undertaking a viable research project; • has made satisfactory progress to date; • has developed an adequately detailed plan of work to enable the research degree to be completed within the allowable registration period; • has defined the preliminary objectives and scope of the research project adequately; • has made an appropriate survey of the relevant literature and demonstrated an ability to make critical evaluation of published work; • has acquired an adequate knowledge and understanding of applicable research methods, and provided a justification of their appropriateness in the research • has begun discussing the ethical implications of their research with their supervisory team and can articulate how these are incorporated into their research plans • has initiated the required ethical approval procedures, and addressed any conditions of ethical approval as appropriate at this stage of research	**Either** A written report that: • defines the aims and objectives of the research project; • describes how the proposed research relates to other work in the area; • presents the work that has been carried out to date; • justifies the chosen research methodology; • presents a plan for progression to confirmation. **Or, for PhDs based on 3 paper thesis:** • One report that summarises the training carried out including discussion of progress; • A draft of a first research paper (that clearly states the aims and objectives of the study, places the idea/contribution in the literature, provides a comprehensive literature review, includes a clear discussion of the methodology (ideally, the draft should also discuss the potential implementation of an empirical application/lab experiment if suitable for the specific research project) and discussion of data availability/construction.

<table>
<tr><th colspan="2">Confirmation of registration for PhD</th></tr>
<tr><th>Criteria</th><th>Submission Requirement</th></tr>
<tr><td>The Confirmation Panel must satisfy themselves that the student has demonstrated the ability to:
manage the research project;
become proficient in the special field of research involved;
achieve success at PhD level given adequate motivation and perseverance;
The panel must also satisfy themselves that:
the project being undertaken is of sufficient scope, originality and theoretical interest to constitute a genuine contribution to the subject in the form of the understanding of a problem, the advancement of knowledge or the generation of new ideas.</td><td>Either:
An interim thesis of 25,000-35,000 words that includes:
an overview of the research problem and rationale for the project;
a substantial literature review;
a well-developed plan for fieldwork and data analysis (if applicable)
Or, for PhDs based on 3 paper thesis:
A final version of the first research paper (which after polishing/revisions can be submitted to a reputable international journal in the discipline i.e. containing complete analysis and discussion of data/experiments (if empirically based) or discussion of the theory presented (if theory based);
An outline/draft of a second research paper (as above)</td></tr>
<tr><th colspan="2">3rd Progression Review</th></tr>
<tr><th>Criteria</th><th>Submission Requirement</th></tr>
<tr><td>The Progression Review Panel must satisfy themselves that the student:
has made satisfactory progress to date;
has developed an adequately detailed plan of work and is on track to enable the research degree to be completed within the allowable registration period;</td><td>Either:
A written report that:
outlines the thesis structure;
summarises work that has been carried out to date including the new material added to the interim thesis since the confirmation;
summarises work still to be done;
outlines a plan for submission of the thesis.
Or, for PhDs based on 3 paper thesis:
An advanced version of a second research paper. The version should also contain preliminary results of the study and be in a state such that after three more months of work it can be considered as a final research paper;
A draft of a third research paper.</td></tr>
<tr><th colspan="2">Interim Progression Reviews</th></tr>
<tr><th>Criteria</th><th>Submission Requirement</th></tr>
<tr><td>The Progression Review Panel must satisfy themselves that the student:
has made satisfactory progress to date;
has developed an adequately detailed plan of work for next progression review;
is on track to enable the research degree to be completed within the allowable registration period.</td><td>A written report which:
presents the work that has been carried out to date;
presents a plan for the next stage of the PhD;
outlines a plan for submission of the thesis (as applicable).</td></tr>
</table>

Students who enrolled on their doctoral studies before 1st August 2016

As stated in paragraph 64 of the Code of Practice for Research Candidature and Supervision, if you enrolled on your doctoral studies before 1st August 2016, you will follow the Progression Monitoring timings and procedures as determined by your Faculty at your time of admission.

Progression Review submission and decision windows for standard MPhil/PhD programmes (programme commencement 1 August 2015 to 30 July 2016)

Standard Programmes	***Full time***			***Part Time***		
Academic Needs Analysis	*Months 1-3*			*Months 1-3*		
	Student Submission	*First attempt decision*	*Second attempt decision**	*Student Submission*	*First attempt decision*	*Second attempt decision **
Year 1 progress Review	*Months 7-9*	*Months 8-10*	*Before end of month 12*	*Months 17-20*	*Months 18-21*	*Before end of month 24*
Second Progression Review (Upgrade)	*Months 17-20*	*Months 18-21*	*Before end of month 24*	*Months 29-41*	*Months 30-42*	*Before end of month 48*
Third Progression Review	*Months 29-32*	*Months 30-33*	*Before end of month 36*	*Months 60-65*	*Months 61-66*	*Before end of month 72*

*The submission deadline for second attempts will be set in the action plan following your first attempt.

Progression Review submission and decision windows for iPhD (programmes (programme commencement 1 August 2015 to 30 July 2016)

iPhD Programmes	***Full time***			***Part Time***		
Academic Needs Analysis	*Months 13-15*			*Months 25-28*		
	Student Submission	*First attempt decision*	*Second attempt decision **	*Student Submission*	*First attempt decision*	*Second attempt decision **
First Progression Review	*Months 19-21*	*Months 20-22*	*Before end of month 24*	*Months 38-41*	*Months 39-42*	*Before end of month 45*
Second Progression Review (Upgrade)	*Months 29-32*	*Months 30-33*	*Before end of month 36*	*Months 49-59*	*Months 50-60*	*Before end of month 65*
Third Progression Review	*Months 41-44*	*Months 42-45*	*Before end of month 48*	*Months 75-80*	*Months 76-81*	*Before end of month 86*

*The submission deadline for second attempts will be set in the action plan following your first attempt.

Progression Review submission and decision windows for standard MPhil/PhD programmes (programme commencement prior to 1 August 2015)

Standard Programmes	***Full time***	
	Student Submission	*Final Decision*
Academic Needs Analysis	*Months 1-3*	
Annual Progress Review Year 1	*Months 9*	*Month 12*
Annual Progress Review Year 2	*Month 21*	*Month 24*
Annual Progress Review Year 3	*Month 33*	*Month 36*
Annual Progress Review Year 4 (if not submitted)	*Month 45*	*Month 48*
Upgrade to PhD	*Month 39 (at the latest)*	*Month 42 (at the latest)*

Standard Programmes	***Part-time***	
	Student Submission	*Final Decision*
Academic Needs Analysis	*Months 1-3*	
Annual Progress Review Year 1	*Months 9*	*Month 12*
Annual Progress Review Year 2	*Month 21*	*Month 24*
Annual Progress Review Year 3	*Month 33*	*Month 36*
Annual Progress Review Year 4	*Month 45*	*Month 48*
Annual Progress Review Year 5	*Month 57*	*Month 60*
Annual Progress Review Year 6	*Month 69*	*Month 72*
Annual Progress Review Year 7 (if not submitted)	*Month 81*	*Month 84*
Upgrade to PhD	*Month 75 (at the latest)*	*Month 78 (at the latest)*

Confirmation of PhD status/Upgrade (transfer) from MPhil to PhD

Students who enrolled on their doctoral studies after 1st August 2016

If you enrolled on the degree of PhD after 1st August 2016, you must successfully meet the requirements of a Confirmation panel to submit for a PhD. The Second Progression Review will form the Confirmation.

Students who enrolled on their doctoral studies before 1st August 2016

If you enrolled on the degree of MPhil/PhD before 1st August 2016, you are required to upgrade (transfer) from MPhil to PhD registration if you wish to submit for a PhD, within the timescales set out in the tables above and in paragraph 64 of the Code of Practice for Research Candidature and Supervision.

You must meet the criteria set, and provide the supporting evidence, as detailed in paragraphs 73-75 of the Code of Practice for Research Candidature and Supervision. Generic guidelines for the format of submission, and criteria to be used to define the outcomes from Confirmation of PhD status/Upgrade (transfer) from MPhil to PhD, are detailed in the Quality Handbook. However, the precise requirements can vary by Faculty and for our Faculty they are included in the tables above.

You should be aware that the Panel may recommend that a student is transferred to an MPhil programme if the criteria are not met. With regards to the transfer of programme, the University will comply with its obligations under the relevant immigration legislation which may be updated from time to time. If you are concerned about your entitlement to remain in the UK following a failure to progress you should seek urgent advice from the Student Visa Guidance Service. Full details can be found in paragraphs 70-79 of the Code of Practice for Research Candidature and Supervision.

Unsatisfactory progress

Your supervisor should inform you of unsatisfactory progress as soon as it becomes apparent. Your supervisor should discuss this with you and put in place steps to resolve the issue. If there is continued unsatisfactory progress, the Faculty will follow the procedures as laid out in the Procedures for Circumstances that may lead to Withdrawal or Termination.

Special Considerations

During your studies, there may be exceptional circumstances outside of your control which have or will negatively affect your research candidature; including performance in a recent or upcoming Progression Review or final viva voce examination, or your ability to meet a deadline for submission of a Progression Review Report or final thesis. In accordance with the Regulations Governing Special Considerations for Research Degree Programmes you may apply for: an extension to your candidature; a suspension from your candidature; an extension to a Progression Review Report submission deadline; or for Special Considerations to be given to work to be assessed. Applications should be submitted using the **Special Considerations Form** found here or from your Faculty Graduate School Office. Full details can be found within the Regulations Governing Special Considerations for Research Degree Programmes.

EXTENSION TO CANDIDATURE

Extension of candidature may be granted only where there is a good cause and on your specific application. Requests for extension should be made well in advance of your original thesis submission date. Information on extensions to candidature can be found in paragraphs 25-26 of the regulations and the Quality Handbook. Applications for extension should be made in line with the Regulations Governing Special Considerations for Research Degree Programmes.

If your studies are funded partly or fully by an external organisation, you may be expected to progress and complete your studies within a timeframe specified by the sponsor. Where requested by your sponsor, the University will provide regular reports on your academic progress. However, it is your responsibility to discuss any issues relating to unsatisfactory progress and extension of candidature with your sponsor at the earliest opportunity, particularly where your period of candidature may extend beyond the agreed funding period.

Withdrawal or Termination of Candidature

There are several circumstances where a Faculty may recommend termination of candidature. The Procedures for Circumstances that may lead to Withdrawal or Termination outline procedures for:

1. Termination as a result of a recommendation from a Progression Review (including from an Upgrade/Transfer or Confirmation Panel)
2. Termination outside of a Progression Review due to significant academic concerns (including Interim Progression Reviews)
3. Termination as a result of failure to undertake the expected responsibilities of a PGR student
4. Termination (deemed withdrawn) due to lack of contact
5. Termination (deemed withdrawn) as a result of failure to submit a thesis by the end of the maximum period of candidature.

NOMINAL REGISTRATION

Nominal registration is an optional enrolment status that may be requested following a minimum period of supervised candidature. Full details of nominal registration can be found in paragraphs 81-82 of the Code of Practice for Research Candidature and Supervision, and paragraphs 19-22 of the regulations. A 'nominal writing up fee' is payable to the University if you do not submit your thesis within six months of transferring to nominal registration. Details can be found in paragraph 10a of the University's Fees, Charges, and Expenses regulations.

Please note: full tuition fees are payable throughout your period of candidature until your transfer onto nominal registration has been confirmed. See University Fees for more details.

PhD THESIS SUBMISSION

Intention to submit

You must inform your Faculty Graduate School Office of your intention to submit no later than two months before your date of submission. This should be done using the form on PGR Tracker; or if your Faculty does not use PGR Tracker, manually using the 'Intention to submit' form in the Quality Handbook, handed into your Faculty Graduate School Office. Information on decision and notification to submit can be found in paragraphs 84-85 in the Code of Practice for Research Candidature and Supervision.

Production and submission of the thesis

The requirements for the production of the thesis, and procedures for submission are set out in the University's Guidance for Completion of Research Degree. You should read this guidance carefully well in advance of preparing the final version of your thesis.

Further information on thesis submission including: declaration of authorship; academic integrity; and thesis written in a language other than English, can be found in the Code of Practice, paragraphs 87-89.

Faculty policy on referencing and academic writing

Please refer to the Appendix for your Programme.

You might find the following guidance on writing to be useful in terms of presenting a case that is sensitive and courteous in the language used. The Faculty encourages all students to think carefully about the impact of the words they use. The University has a Dignity at Work and Study Code has guidance to aid your understanding of what is appropriate and inappropriate in your interactions with people generally within the University and in activities outside of it. The use of gender-neutral language means avoiding use of exclusively male terms which may convey the impression that the world in general is inhabited primarily by men; women are effectively excluded. When reference to both sexes is intended a large number of nouns use the suffix 'man' thereby excluding women from the picture we present of the world. These should be replaced by non-sex-referent alternatives. Some examples are given below:

Gender-specific	**Gender-neutral**
the man in the street	people in general
lay man	lay person
man-made	synthetic, artificial
chairman	Chair, chair person
man power	workforce, staff labour power
to a man	everyone, unanimously
man hours	work hours
one man show	one person show
policeman, fireman	police officer, fire fighter
forefathers	ancestors
dear sir	dear sir/madam, dear colleague
housewife	home maker, home worker

The generic 'he' should be avoided; it is better to use he/she or s/he, or change the sentence to use the plural 'they'.

Many words and phrases in current use patronise and offend people with disabilities and reinforce a negative stereotype; some care and thought will ensure a more positive and accurate use of language. Emotive descriptions should be avoided. For example

Avoid	**Use**
victim of/crippled by/suffering from	a person who has/with
wheelchair bound	uses a wheelchair
handicapped	disabled
mental handicap	learning difficulty/ intellectual disability

People should not be labelled with the condition they have: the description 'a person with arthritis' is to be preferred to 'an arthritic'. It is also sensitive to avoid deficit-oriented metaphors of disability e.g. 'blind to reason' 'deaf to arguments'.

It is difficult to be definitive about language for different ethnic groups but it is essential that appropriate language is used to avoid offence, discouragement or needless conflict. Some broad general principles are:

1. Using pejorative and demeaning language is unacceptable.

2. People should not be stereotyped according to ready-made assumptions.

3. Ethnocentric ideas should be avoided.

4. Terms used to describe people of different races or ethnic groups should, as far as possible, be the terms that they prefer.

Thesis Submission

Candidates retain access to library and computing facilities until their thesis is examined and, where appropriate, any revisions requested by the examiners have been made.

Further information on electronic submission of theses, including copyright, intellectual property rights, restrictions and file formats can be found on the Library Theses guide. Thesis templates using Microsoft Word and LaTeX are also accessible from this link.

Journal Paper Submission

Publishing journal papers may be central to your PhD submission or an addition to it. Your supervisor will be able to advise you on the possibility of publishing parts of your thesis in appropriate academic journals if you have the time to do so. In some cases, it may be appropriate for you to publish co-authored papers with your supervisor (or others). Co-authorship is not a right for supervisors nor is there any informal etiquette which sees co-authorship on every occasion as an expectation. No presumption should exist about authorship and in every case a decision should be made on a genuine assessment of the contribution of both the research student and supervisor. It may help to refer to conventions used by academic journals or disciplines in assessing whether contribution to the production of a paper is sufficient to justify ownership. The guidance here may also be useful.

The Viva Voce examination

Once you have given notice of intention to submit, appropriate examiners will be appointed and arrangements made for your examination. The following information on the examination can be found in paragraphs 90 – 104 of the Code of Practice for Research Candidature and Supervision: nomination of examiners; the role of the main supervisor in the examination process; the viva voce examination itself; the recommendations of the examiners; and consideration of the examiners' recommendations. It is general policy in our Faculty to use Independent Chairs for PhD vivas. Their role is to be an independent observer and manager of the meeting, and to ensure that procedures are followed properly to enable a process that is rigorous, fair, reliable and consistent.

Submission after a successful recommendation of an award

Information on the procedure for submission of your thesis after successful recommendation of an award can be found in paragraphs 64-69 of the University's Guidance for Completion of Research Degree.

RESEARCH INTEGRITY, ETHICS AND INTELLECTUAL PROPERTY

Academic integrity

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. Faculties that have Professional, Statutory and Regulatory Bodies and that lead to professional registration may have additional reporting requirements.

A student who is suspected of having committed a breach of academic integrity, including assisting another student to commit or attempt to commit such a breach, shall be subject to the implementation of academic procedures as detailed in the University's Breaches of academic integrity include such practices as plagiarism, collusion and cheating

A student who is found to have committed a breach of academic integrity will incur a penalty in accordance with the penalty guidelines listed in the University policy on Academic

Integrity . The severest breaches may result in the reduction of class of degree award, deprivation of a University qualification, termination of programme and/or the implementation of disciplinary procedures.

Doctoral Programmes should provide you with more information on acceptable forms of referencing, pertinent to the discipline.

Ethics

The University of Southampton is committed to undertaking its research, teaching, enterprise and other activities within a comprehensive ethical framework. It is the University's expectation that staff, students and visitors should be aware of ethical considerations, ensure that they act in an ethical manner when engaged on University business and conduct their projects and studies to the highest ethical standards and to the highest standards of research integrity, quality and scientific rigour.

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised. Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

The University recognises its responsibilities to researchers and the wider community, and is strongly committed to fostering a culture and understanding of effective research governance, integrity and probity across the full spectrum of its research activities. The University is committed to and supports the Universities UK Concordat to Support Research Integrity which sets out expectations on the University as an employer of researchers, as well as on individual researchers. To promote the culture of research integrity the University has produced a number of policies and procedures, and published a Research Integrity Statement.

Obtaining ethics approval

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo.soton.ac.uk). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact your divisional 'ethics champion', or a member of the Faculty Ethics Committee via risethic@soton.ac.uk.

Research requiring ethical review is subject to the scrutiny of a faculty-based ethics committee, or to sponsorship review where ethical review will be undertaken by a national body (e.g. National Research Ethics System, NRES). Where ethics review is required, ethics approval must be sought ***prior*** to commencing a research project; ethical review cannot be undertaken retrospectively.

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (https://intranet.soton.ac.uk/sites/researcherportal/) and in the useful guidance under the Downloads section on the ERGO page.

Please note that the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained approval via ERGO!** Retrospective approval is never granted. Note that you will be prompted about research ethics on PGR Tracker.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html).

For more information visit:

- Research Integrity and governance webpages
- Ethics policy
- Researcher Portal
- Ethics and Research Governance Online – ERGO

You can email the Faculty Ethics Committee via risethic@soton.ac.uk and the Research Integrity and Governance team on rgoinfo@soton.ac.uk.

Ethics training

All new doctoral researchers are required to undertake basic ethics awareness training via the online module 'Ethics 1: Good Research Practice', and to complete the short quiz at the end of the course materials. Further information and instructions on how to access this course and the quiz are available here.
If your research will involve you working with human volunteers, you should also complete 'Ethics 2: Working with Human Subjects', accessible in the same way as Ethics 1.

Where appropriate you should also seek higher level and/or tailored training on research ethics and the use of ERGO, the University's electronic document-handling system for obtaining ethical approval. (The ERGO website includes a wealth of guidance documentation under the downloads section and the Research Portal has a dedicated section on ethics.) Your supervisor and Faculty Graduate School will also be able to advise further on available training and guidance.

Intellectual Property

Please read the University regulations at
http://www.calendar.soton.ac.uk/sectionIV/ipr.html

The University's Research and Innovation Services (RIS) are responsible for the protection and commercialisation of intellectual property developed by staff and students. More information on intellectual property and the support available in this area information can be found on the Researcher Portal.

RIS is also responsible for putting in place agreements with companies for research and development projects including sponsored PhD studentships. If your PhD is being supported by a company, whether through funding or in-kind support, then the University should have in place an agreement with the company which will also have terms covering IP. It is important you understand the terms of that contract as they will apply to anything you generate. You also need to be careful with how you use the company's confidential and secret information. Your supervisor should have a copy of the contract but if you would like guidance on what it means then please contact riscontracts@soton.ac.uk.

FINANCES

University fees

Fees for Doctoral Programmes are listed on the Postgraduate Fees and Funding webpage and are reviewed annually. Information on funding and postgraduate loans can be found here.

If your studies are funded partly or fully by an external organisation, the University will continue to request payment of fees until you enter nominal registration. If your candidature will extend beyond the period of funding agreed by your sponsor, it is your responsibility to enter into discussions about funding arrangements beyond this period. You will become personally liable for the payment of your tuition fees once your sponsor's funding period has ended.

Additional costs

Additional costs can be found in the 'Fees, Charges and Expenses Regulations' in the University Calendar.

Faculty finance contacts and location

Please see Graduate School Website

Research Training Support Grant (RTSG)

The RTSG* (£750 per annum for three years for full-time students, from year two for IPhD students, pro-rata for part-time students) can be used to meet the following costs and expenses incurred by award-holders during the course of their supervised studies:

- UK fieldwork expenses (and overseas on specific request);
- UK/EU/international conferences, seminars and events;
- Purchasing of scientific equipment and materials that they will be using;
- Purchasing of small items of equipment e.g. cameras, tape recorders, films, cassettes or telephone and photocopying facilities in the department/faculty;
- Language training courses undertaken in the UK prior to an overseas fieldwork trip;
- Reimbursement of interpreters, guides and assistants;
- Survey costs, e.g. printing, stationery, and telephone calls; &
- Gifts for local informants

In exceptional circumstances, we may consider requests to purchase a laptop or other computer equipment from the RTSG allowance. This must be justified based on the nature of the research and as being essential for the successful completion of the PhD, and a statement of support from your supervisor is required prior to any purchase of such equipment. In these instances, any equipment purchased in excess of £200 should remain in the custody of the University of Southampton following completion of the award.

On specific request, unspent funds may be carried forward to academic years (the above limits apply) but any unspent funds will be frozen on submission of PhD, or switch to nominal registration, whichever is sooner, and returned to the Academic Unit to be redistributed for future years.

All computer and related equipment must be purchased via an e-mail request to Serviceline (Serviceline@soton.ac.uk), who will order the equipment on your behalf from approved University suppliers.

You may not buy any computer or related equipment yourself and claim it back.
See instructions on: https://intranet.soton.ac.uk/sites/finance/wiki/Homepage.aspx

If you have queries about purchasing items using your RTSG allowance and for travel claim forms and advice on how to claim **please contact the Finance Office**. In all cases, original receipts or tickets are required to support the claim. Please collect travel and requisition claim forms from Building 58 or alternatively they can be found on the Finance website.

Students should familiarise themselves with the full Expenses & Benefits manual to ensure they are spending within University terms and conditions:

Students and supervisors should discuss the RTSG budget and its use at the initial Academic Needs Analysis, and at least at the annual reviews thereafter. Expenditure should normally be agreed in advance with the main supervisor.

*Students on the Taught Doctorates in Psychology have a programme specific allocation. Please refer to your Programme Specific Handbook

Conference and visits

If you wish to attend a conference or visit a laboratory, you should discuss the matter with your supervisor in the first instance.

REGULATORY ISSUES

Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students outlines the regulations and procedure that should be followed should you wish to steps that should be followed when making an academic appeal.

Student complaints

The Regulations Governing Student Complaints sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

Dignity at work and study

The University's Dignity at Work and Study Policy applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect.

Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

Equality and diversity

The Equality and Diversity objectives are designed to enhance equality, diversity and inclusion across the University, and reflect the wide-range of work undertaken in this area. Equality objectives will continue to be formulated to ensure that the aims of the University Strategy are achieved in a way that includes all individuals: staff, students and visitors from all backgrounds.

Athena SWAN

The University of Southampton is a founding signatory of the Athena SWAN Charter and has held a Bronze Athena SWAN Award since 2006. As a signatory, we recognise the specific challenges that affect men and women in academic careers, which leads to fewer women at senior levels of higher education. We are committed to addressing these issues, to maximise the potential of all our people.

Data protection

The University will aim to ensure that all information stored is as accurate as possible, kept up to date; and safeguarded from unlawful disclosure. Within the constraints of the Data Protection Act, the Faculty will not release information to family members, prospective employers or other universities without your consent.

Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the Student Discipline Regulations , in accordance with the evidence and circumstances presented. Information for students on discipline is available from the Student Services website.

EMPLOYABILITY

Careers

The Careers and Employability Service provide help and support to all students, helping them to stand out from the crowd and make successful transitions into their chosen careers and workplaces.

Events are currently being added all the time and can be viewed and booked here.

Our all-year round offer includes:

- Skills sessions and Workshops
- Employer/Alumni connections and opportunities to develop work experience through placement and volunteering.
- Individual advice and guidance through Drop-in and career guidance appointments with a professional practitioner

Bespoke Career Development for Researchers

Dedicated Career Practitioners are seconded to the Doctoral College to run a bespoke programme of talks, training sessions and individual coaching specifically focused on a research career, both inside and outside of Academia.

Sessions include:

- Exploring a Career outside Academia
- Introduction to Personality
- CV, Applications and Interviews
- Successful Interviews
- Networking for Researchers
- Exploring Enterprise & Business Planning

Group sessions can be booked via GradBook and individual appointments by telephoning

or visiting the Careers Service (02380 593501, Building 37, Highfield Campus).

INTERNATIONAL STUDENTS

VISA/Tier 4 Information

If you studying here on a Tier 4 visa, there are certain conditions (responsibilities) that you are expected to comply with during your time in the UK. Please refer to the Visa webpages for further information.

The Visa & Immigration Student Advice Service (VISAS Team) provides students with information and guidance on visa and immigration issues; the Team offer appointments (booked through the Student Services Centre) and twice weekly drop-in sessions. The VISAS Team is based in Registry, Room 2035, Building 37, Highfield. Please see the above website for further information.

If your situation changes and this will affect your visa status you must ensure that you inform your supervisory team and the Faculty Graduate School Office immediately. Please note that whilst the Faculty Graduate School Office is responsible for ensuring that your student record is correct and reflects your current circumstances, they are not legally allowed to offer you any immigration advice.

Please note, postgraduate research students granted a visa for a PhD that fail a progression milestone and are given the option to transfer to an MPhil programme, cannot do so on their current visa as the MPhil is at lower academic level. Such students must leave the UK and apply for a new visa for their MPhil programme of study. More information can be found on the Visa website.

The International Office

International Office staff have extensive experience advising and supporting international students and University colleagues on a wide range of issues. They also develop and maintain relationships with Government ministries, agencies and other sponsoring or scholarship organisations. More information can be found on their webpages or you can contact international@southampton.ac.uk for further guidance.

A FINAL COMMENT

As anyone who has ever undertaken one will tell you, getting a postgraduate research degree involves a lot of hard work. Determination and perseverance are as necessary as intelligence and bright ideas. What the Faculty of Social, Human and Mathematical Sciences tries to do is provide an encouraging and supportive environment, and to make the process of supervision as friendly and constructive as possible. In the end, however, no higher degree is gained

without a great deal of effort on your part. When you do run into difficulties, your supervisor and other members of your supervisory team will usually be able to help. But remember there are other staff and postgraduate students in the Faculty who have probably been through many of the same problems, so talk to them too. You can take some encouragement from the success of previous students. If they can do it, so can you!

APPENDIX I

Postgraduate Research Student Handbook

Social Sciences

PhD Economics

PhD Gerontology

PhD Politics

PhD Social Statistics and Demography

PhD Sociology, Social Policy and Criminology

This information is designed to be a specific guide for your postgraduate research within the Social Sciences Academic Unit.

The Head of the Social Sciences Academic Unit is Professor Derek McGhee (d.p.mcghee@soton.ac.uk) and the Director of Research and Enterprise, responsible for your induction to the Academic Unit and overseeing postgraduate research progress in the AU, is Professor Rosalind Edwards (r.s.edwards@soton.ac.uk). They welcome your comments.

Choice of Research Topic

Social Sciences will only accept a research student for whom it can provide suitable supervision and appropriate facilities. This will have been considered at the time of your application. Often, the initial proposal a student makes is altered quite substantially as the research progresses. This is part and parcel of the creative process. However, such changes must have the agreement and support of the supervisor and the supervisory team. For everyone's sake it is important that the supervisor can continue to offer appropriate supervision and that the facilities required by the project - including access to whatever data are necessary for the conduct of the research and appropriate means of analysis - are available.

Research Seminars

Each Department within the Social Sciences runs a Research Seminar series with internal and external speakers, and you are very welcome to attend seminars in other disciplines as well as your own. Details are circulated via the Departmental and AU email lists. You are also most welcome to attend any research seminar organised anywhere in the University.

Research Training in Social Sciences

Social Sciences provide a number of programmes which are recognised for the provision of research training in their respective disciplines and by the Economic and Social Research Council. Students also will be expected to attend appropriate courses or workshops provided for professional development. Arrangements for research training in subsequent years will be agreed with your supervisory team and approved as part of the annual review process.

Objectives of Research Training

The principal aims of research training are to:

i. facilitate the preparation and successful completion of your postgraduate thesis;

ii. prepare you for research within the social sciences, so that you become conversant with key research methods in social science;

iii. develop your critical awareness of, and your capacity to evaluate, the complexity of theories and explanations in social science;

iv. give you knowledge of the basic principles of research strategy and design so that you can formulate researchable issues and construct effective research programmes;

v. help you to identify and develop appropriate methodological skills to enable you to carry out your research;

vi. help you develop the wider skills required for your future involvement with research activity and career development;

vii. provide you with access to expertise from outside your immediate disciplinary group; and

viii. create a forum of peers so that you can discuss issues relating to postgraduate research and provide mutual support.

At the outset of your studies you will discuss your individual training requirements with your supervisor and supervisory team and together reach an agreement about the training modules which should be followed. Your training programme will depend upon your discipline, the subject and nature of research, and your experience of research methodologies. You will need to take into account which modules are compulsory for students in your discipline area. A typical full-time students will take the majority of their research training modules in year 1, but it is expected that this training will continue into future years, drawing on subject-specific activities as well as those provided by the Researcher Development and Graduate Centre. Part-time students will usually spread their research training over a longer period, depending on their specific needs, prior experience, etc. Please take timetabling constraints into account when planning your pathway through the modules available.

Programme Research Training Schemes within Social Sciences

Each Postgraduate Research Course organises its own training programmes, reflecting the needs and prior experience of the individual students. Your personal training programme will be arranged in the light of this. Details of the specific arrangements made for students in individual programmes can be found at:
http://www.southampton.ac.uk/socsci/postgraduate/research_degrees/courses.page?

A number of programmes run research training modules which, while primarily intended for students on those programmes, may be available to other students on the recommendation of their supervisor and with the agreement of the programme concerned. **If you wish to attend one of these modules or any others within the Academic Unit, Faculty or University, please check with the convenor of the module concerned before registering**.

Details may be found in the Student Record System Self Service Programme Catalogue.

These modules are listed below and details are available via the website:

Economics

The following modules may be available and of interest to students outside Economics, subject to the required pre-requisites:

ECON6001	Preliminary Mathematics and Statistics
ECON6003	Quantitative Economics
ECON6004	Quantitative Methods
ECON6007	Labour Economics
ECON6008	Industrial Economics
ECON6009	Topics in Economics
ECON6015	Finance
ECON6016	International Trade
ECON6017	Economic Policy in Development
ECON6021	Microeconomics
ECON6023	Macroeconomics
ECON6024	Econometrics I
ECON6025	Topics in Economic Theory
ECON6032	Topics in Macroeconomics
ECON6037	Experimental Economics
ECON6039	Empirical Finance

Please see the Economics postgraduate study webpage for details.

Gerontology

The following modules are available to students from outside Gerontology:

GERO6017	Research Methods for Ageing Societies (semester 1)
GERO6018	Perspectives in Gerontology (semester 1)
GERO6019	Demographic Change, Ageing and Globalisation (semester 2)
GERO6020	Ageing, Health and Well-being (semester 2)

Please see the Ageing/Gerontology postgraduate study webpage for details:
http://www.southampton.ac.uk/socsci/postgraduate/taught_courses/ageing.page?

Politics and International Relations

The following modules may be available to students from outside Politics:

RESM6001	Philosophy of Social Science Research
RESM6002	Research Design and Practice
PAIR6001	Global Politics and International Relations
PAIR6007	Citizenship and Democracy

Please see the Politics and International Relations postgraduate study webpages for details:

Research Methods

The following research methods modules may be available to students in Social Sciences:

RESM6001	Philosophy of Social Science Research
RESM6002	Research Design and Practice
RESM6003	Qualitative Methods 1
RESM6004	Quantitative Methods 1
RESM6005	Survey Design
RESM6006	Qualitative Methods 2
RESM6007	Quantitative Methods 2

Details may be found at the ESRC DTC webpage. You are welcome to attend these even if you are not an ESRC-funded student.

Social Statistics and Demography

The following modules are likely to be of interest to students outside social statistics:

DEMO6020	Demographic Methods I (Semester1)
STAT6076	Survey Data Analysis (Semester1)
STAT6086	Survey Methods I (Semester 1)
STAT6085	Design and statistical analysis of surveys (Semester 1)

Other modules may be available if students require training in more detailed aspects of statistics or demography. Please see the Social Statistics and Demography webpages for details.

APPENDIX II

Geography and Environment

Postgraduate Research Student Handbook

Welcome from the Doctoral Programme Director

It is with great pleasure that we welcome all new postgraduates to the Geography and Environment Academic Unit (GEAU) at the University of Southampton. We hope that you will have a memorable and enjoyable time here. We also welcome back all our existing students at the beginning of the new academic year; keep up the good work!

Embarking on a postgraduate degree is exciting and challenging. However it can also be a daunting experience for many reasons: the time commitment, the intellectual challenge; new surroundings, and the uncertainty – which often stems from not having done a PhD before! We hope that your Induction and this guidance document can at least address the latter concern.

During your PhD formal support will come from the Graduate School as well as your supervisor and other members of your supervisory team. For many post-graduate students support is provided by other postgraduate students. Being part of a large and thriving Graduate School and knowing that others around you are sharing your experience (the highs and the lows) is important.

Dr Paul Hughes, Doctoral Programme Director

Welcome from the Head of Geography and Environment

Welcome to Geography and Environment, and to our postgraduate handbook. Whether you are a new or a returning student, we hope that you will find this a valuable resource to enable you to make the most of the opportunities and facilities that we offer. The Academic Unit prides itself on being one of the leading research and teaching geography departments in the UK, and aspires to be among the best in the world. We are a large community, comprising over 60 staff, 600 undergraduate students and 80 PGR students.

Postgraduate students are an essential part of the Academic Unit community, providing energy and new ideas which are the lifeblood of a leading research department. Being a postgraduate can be immensely rewarding - you have freedom to explore your own ideas, you can discover things not known previously, you play out your research on an international stage, you can publish in the world's leading journals, and your future career options can be enhanced. Nevertheless, being a postgraduate student is challenging and requires extremely hard work. You can sometimes feel isolated, not least because your research plan is yours alone. Fortunately, the Academic Unit puts in place several support mechanisms as detailed in this handbook. For example, as this handbook explains, each student has a supervisory team that provides a formalised system for ensuring supervisory support. Further, the Academic Unit has a large Graduate School of around 60 students and this helps to provide a support network. Please do engage with other students - it will help you (and them) during your studies.

Please take the time to read this handbook and related documents, and consult them often during the year. They contain a synopsis of some important University rules and regulations, explain what we expect of you, and set out what you can expect of us. They also guide you regarding where best to seek help in case of any difficulties.

As the Head of Academic Unit, I am very keen that you enjoy your time in Southampton while taking the first steps in your research careers. For most purposes, your first ports of call will be your supervisors, the Faculty Graduate School Office and the Director of the Graduate School, but please don't hesitate to get in touch with us in any situation where I may be able to assist. Aim high and have fun!

Professor Steve Darby

Introduction to the Geography and the Environment Graduate School

The Geography and Environment Graduate School was formally established in 1995, building on a tradition of postgraduate supervision going back over 50 years. Its main purposes are to support and enhance graduate research, and to improve the quality of graduate education. The Graduate School is part of Geography and Environment, which provides and facilitates education and research in Geography and Environment within the University of Southampton. The Graduate School implements policies and procedures that relate to postgraduate students and postgraduate research and provides the administrative support necessary for postgraduate students to negotiate their way through the academic system and obtain their degrees.

The primary aim of postgraduate work is the research training of the student and the production of a thesis which advances knowledge. The MPhil or PhD thesis is a tangible demonstration that a given level of research skill has been achieved, so that the prompt submission of a thesis is regarded both by the Academic Unit and by funding institutions as an essential component in the training process. The research requirements, suggested research timetable, and postgraduate supervision system described here are, consequently, all geared to encouraging thesis completion within the funded project duration.

Geography Graduate School Staff and Key Personnel

Name	Title	Room Tel Email	Will help you with:
Paul Hughes (S2)	Doctoral Programme Director	44/2033 X22489 paul.hughes@soton.ac.uk	Academic issues, policy, grievances
Julie Drewitt	Senior Administrative Officer (Graduate School)	58/2111 x22216 Geog-mpgr.fshms@soton.ac.uk	General matters of reporting, progression & all administrative matters relating to your studies etc.
Peter Dargie	Health and Safety Officer	44/3011 x 24513 p.g.dargie@soton.ac.uk	Health and safety/Fire warden/Risk assessments
Peter Morgan	Technician/ health and safety officer	44/1017 x 24673 p.r.morgan@soton.ac.uk	Laboratory suite and technical support
Hayley Essex	Technician	44/2029 x22226 h.j.essex@soton.ac.uk	Technician (Level 2 and 3 labs)
Tom Bishop	Technician	44/1009 x28119	Technician (Level 1 labs and Chilworth Hydraulic Facility)
Dorothy Byatt	Librarian	Library X22791 drb@soton.ac.uk	Library enquiries

Contacting Geography and Environment

By post: Geography and Environment
Graduate School 58/2111
University of Southampton
Highfield
Southa
mpton
SO17
1BJ

By phone: +44 (0) 2380 592216 (internal 2216)

By email: geogpgr.fshms@southampton.ac.uk

If you know who you want to get hold of in the School, it is usually best to contact them directly. Room numbers, phone numbers and email addresses for all the key staff are kept up to date on the website.

Annual Postgraduate Conference

This compulsory annual event provides the opportunity for all postgraduates to give oral presentations to staff and students, and to receive feedback. It is one of the mandatory training activities. This year's conference will take place in Shackleton Lecture Theatre A (*to be confirmed*) in mid-June.

The conference, which is advertised across the University of Southampton, showcases the exciting research carried out by postgraduates within Geography and Environment. It is a great opportunity to learn about the investigations being undertaken across the five research groups (see Section 12.1) and to give the presenters encouragement and support.

First years students are required to produce posters, whilst the second and third years make presentations. Each oral presenter has 15 minutes for their talk plus five minutes for questions. The presentations and posters are an integral part of the postgraduate training programme and two members of staff will therefore make notes on each talk or poster as the basis for formal feedback. There will also be the opportunity for peer review of posters and talks.

The posters will be on display in and around the *undercroft* (the area adjacent to the Graduate Student Hub in Building 44, Level 1) throughout the conference, and a formal session for feedback will be arranged.

Tea, coffee and lunch are provided.

Postgraduates can invite a speaker to this event – resources will be provided by the Faculty Graduate School for this – however organization of the conference and the speaker is the responsibility of the PGRs.

Research in Geography and the Environment

Research Groups

Research in Geography and Environment at Southampton is focused around five themes. These inevitably reflect shifting staff interests but are defined in sympathy with international research priorities so as to permit a significant contribution to high profile debates. Your research will be allied to staff in these groups and as such you will be linked to the Research Group of your main supervisor. However you may attend other research group meetings if you feel this is helpful for your research. The five themes are described as follows.

Population, Health and Wellbeing (PHeW)

Theme Leader: Professor David Martin

Members: Dr Samantha Cockings, Dr Nathaniel Lewis, Professor Graham Moon, Dr Andrew Power, Dr Andy Tatem, Dr Julie Vullnetari, Dr Eleanor Wilkinson, Dr Jim Wright

The Population, Health and Wellbeing (PHeW) Research Group offers substantive expertise on population, health and wellbeing allied to excellence in GIS, spatial analysis and qualitative methodologies, and its research uses innovative approaches in these three areas. Central to the research direction of PHeW are commitments to methodological pluralism and excellence, environmental and social perspectives, and the interplay of blue-skies and applied research.

Economy, Governance and Culture

Theme Leader: Dr Nick Clarke
Members: Dr Bradley Garrett, Dr Brian Hracs, Dr Thomas Kemeny, Dr Dionysia Lambiri, Dr Nathaniel O'Grady, Dr Suzy Reimer, Dr Emma Roe, Professor Peter Sunley, Professor Neil Wrigley

The group's research focuses on the geographical analysis of global economic change, innovation and knowledge. It examines how economic spaces have been transformed by globalisation and how firms, labour and states are responding to the risks and opportunities of the 'post-crisis' economy. We explore how the geographical mobility of knowledge and people fosters innovation, especially in global retailing and service industries. We are also studying how socio-economic networks, inequalities and practices can be best governed and managed.

Global Environmental Change and Earth Observation (GECEO)

Theme Leader: Dr Jadu Dash
Members: Dr Ellie Biggs, Dr James Dyke, Mr Chris Hill, Craig Hutton, Emeritus Professor Ted Milton, Dr Booker Ogutu, Dr Gareth Roberts, Dr Emma Tompkins

The group is engages in world-leading research on both environmental change and use of Earth Observation (EO) data, geostatistical tools, and process models. Its focus is the investigation of global environmental change and its impacts on society and natural resources at multiple spatial scales. Two key research areas are: i) the development and application of models and algorithms for retrieving information from a synthesis of Earth observation data (from airborne and satellite platforms) and from field instrumentation and surveys; and ii) the use of mixed methods to understand the human dimensions of environmental change. We develop geographical information systems (GIS) and computational models for environmental management and policy-decision support, as well as engage in and shape high level policy debates on food security, adapting to climate change, and water resource use.

The Palaeoenvironmental Laboratory at the UoS (PLUS)

Theme Leader: Professor Tony Brown
Members: Professor John Dearing, Professor Mary Edwards, Dr Paul Hughes, Dr Pete Langdon; Emeritus Professor Keith Barber

The group uses data on past environments allied with a range of modelling approaches to understand mechanisms of environmental change and to anticipate future change at a range of temporal and spatial scales. The group focuses on two critical areas: sustainable practice and management at the interface of human and natural systems, and understanding long-term climateand ecosystem dynamics, particularly in the high latitudes of both hemispheres. We are known for developing new sensors of past biodiversity and climate change. The group operates the Palaeoenvironmental Laboratory at the University of Southampton (PLUS).

Earth Surface Dynamics (ESD)

Theme Leader: Professor Steve Darby
Members: Professor Paul Carling, Professor Jane Hart, Dr Sally Hayward, Dr Jo Nield, Professor David Sear; Dr Julian Leyland

The ESD group undertakes internationally-leading geomorphological research. Our aim is to understand how land surface systems respond to past, present and future environmental change. The fundamental processes driving change are investigated through multi-disciplinary scientific research involving field and laboratory experimentation linked to numerical prediction. We apply this knowledge to address key land management issues (soil erosion, flooding, land loss, and ecosystem degradation), and members of the group have close links with Government organisations, NGOs, managers, engineers, and industry.

Facilities in the Academic Unit

Academic Unit Resources

Travel and GEAU Vehicles (see section 14.5)

You are encouraged to attend academic conferences and training courses. UK Research Council-funded research students receive support for this and details are provided in the appropriate Research Council handbooks. You should travel by the most cost-effective method, taking into account any discounts available (e.g. Student Railcard). All students have access to the vehicles designated to support postgraduate research, but availability cannot be guaranteed. If no vehicle is available for an essential purpose and no alternative mode of transport is possible, you should consult the Head of Academic Unit.

General

Geography and Environment will try to provide the resources and support necessary for you to complete your research on time. However, resources are finite and you should not assume that the Academic Unit will be able to provide everything you may need. In consultation with your supervisor you may need to apply for additional funding, for example for higher specification computing equipment or for additional fieldwork funds.

Computer facilities

All actively registered PGR researchers are provided with access to a university workstation machine (either desktop or laptop), which is owned and maintained by the central computing service, iSolutions (x 25656 internally). Through these PCs users have access to a wide range of software, both standard (e.g. MS Office) and specialist (e.g. ArcGIS, ENVI, IDL, IMAGINE, Matlab, S-Plus, Minitab).

Geography and Environment also has a specialist Gecomputation Suite (Level 1, Room 1069) which offers 5 PCs with access to specialist software and some with larger monitors etc. Students choosing to work from home are not permitted to take desktop machines home, they must switch to laptops.

Map Library and Digimap

The Geography and Environment map library is located on level 1 of the Hartley Library and is available to all members of the University community. The library contains a comprehensive collection of topographic and specialist maps of the UK, at a range of scales, with reasonable coverage of the rest of the world. For digital maps of the UK the University subscribes to the Digimap Ordnance Survey collection and Historic Digimap (edina.ac.uk/digimap).

Photocopying

There are photocopiers at all library sites as well as in the Graduate Hub, but the photocopying service is administered by iSolutions. Please see the following website for further details: http://www.southampton.ac.uk/isolutions/students/printing/

Telephone

Access to internal and external facilities is provided. All external calls must be related to research and should be prefixed 91. A telephone is located in the lobby area of the hub and can be used for national and local calls when required. A further telephone for emergencies only is located within the Hub.

Vehicles

The Academic Unit owns two vehicles for the support of research and teaching.

Vehicle Induction

Anyone wishing to drive a GEAU vehicle needs to complete a vehicle induction. These are run periodically. Inform Peter Morgan (x24673, 44/1017, P.R.Morgan@soton.ac.uk) as soon as possible if you would like to use a GEAU vehicle to support your work.

Bookings, priority and maintenance

Vehicles are booked by using the folder in the GEAU Post-room (44/2007). In case of conflict, priority will always be given to those carrying bulky equipment, making journeys that cannot reasonably be undertaken by public transport, or where several members of the Academic Unit are able to travel together by car more cheaply than public transport. Academic Unit field courses will take priority over all other uses. The Academic Unit will consider hiring vehicles for essential use only when Academic Unit vehicles are unavailable. Day-to-day maintenance is undertaken by Tom Bishop who is responsible for the vehicles, and to whom all faults should be reported.

Insurance

Our vehicles are precious resources, essential to the work of many people: please take care of them. **Please note that the vehicles are strictly for use on BONA FIDE UNIVERSITY BUSINESS ONLY: inappropriate use will invalidate our insurance cover.**

Under 23 years or endorsements on drivers licence

If you are under 23 or if your driving licence shows any endorsement in excess of a single 3-point speeding penalty, inclusion within the University insurance policy is not automatic. In either case you must consult the Head of Academic Unit well before you need to drive the vehicles. Persons aged 21-23 need the explicit written permission of the Head of Academic Unit to drive university vehicles stating the specific purpose of the journey, although this does not need to be repeated on a per-trip basis. We have prepared a pro-forma for this purpose which is held by the technician responsible for the vehicles. If you have more than 3 points on your licence, permission to drive will need to be referred by the Head of Academic Unit to the university's finance department.

Charges

At present **users are charged a mileage rate (40p/mile for 0-50 miles; 23p/mile >50 miles)**. The exception is Research Council funded students who should charge actual fuel costs incurred. All opportunities to charge vehicle use to research awards or studentships should be pursued.

Laboratories

The **Director of Resources and Infrastructure** is **Prof Mary Edwards.** However**,** Geography and Environment has a suite of **laboratories** managed by **Peter Morgan.** The technicians are Hayley Goodes, Tom Bishop, Liam Riddy and Darius Beben. If you require laboratory and field equipment support, contact Peter Morgan in the first instance. If you require geocomputational support, contact Liam Riddy.

Palaeo-Environmental and Earth Surface Process Laboratories

Teaching Laboratory

This teaching space can accommodate 35 students. It is equipped with microscopes and smart board. This is used for undergraduate practical classes and independent work on 3rd year dissertation projects (Technician Tom Bishop)

Earth Surface Processes Laboratory

Physical Geography laboratory for research and teaching of sedimentology and geochemistry. Methods include carbon content measurement by loss on ignition, wet sieving, dry sieving, suspended solid filtering, magnetic susceptibility, soil and water chemistry. Facilities include freeze drying and cold storage (Technician Tom Bishop)

Palaeo-environmental Laboratory

Postgraduate and research laboratory for palaeoenvironmental research, with binocular, petrological and biological microscopes with various interference optics and the capacity for photomicroscopy. Also equipped with scanning electron microscope with backscatter-based elemental analysis. Proxies studied include pollen, plant macrofossils, diatoms, testates and chironomids. (Technician: Hayley Goodes).

A range of Russian, Livingstone, Dutch, Makereth, Geocore, UWITEC and VanWalt percussion coring systems are available alongside inflatable lake coring platforms.

Chemical preparation Laboratory

The lab has three fume cabinets, including one set up for work with Hydrofluoric (HF) acid. Equipment available in this lab includes 2 centrifuges, water baths, wet and micro-mesh sieving apparatus, heater-stirrers, hot-plates and vortex mixers. (Technician: Hayley Goodes). RO water is available in all laboratories.

Analytical Laboratory

Clean lab environment for preparation of samples for scanning electron microscope work and preparation of tephra (volcanic ash) samples and resin- mounted stub specimens for electron-microprobe analysis. Equipped with benchtop fume hood, laminar flow cabinet, centrifuge, microbalance bench and epi-illumination and incident reflected light microscope. (Technician: Tom Bishop).

Chilworth Hydraulics Laboratory

At the Chilworth engineering building at the University Science Park there is a 6.5m flume for simulating river flows and larger outdoor flumes can be used in collaboration with Civil Engineering and Environment.

The Fish Research Facility is a purpose built suite of mesocosms designed to be used for the experimental manipulation of spawning and rearing habitat of benthic spawning fish. It could also be used in experiments requiring different environmental conditions to be manipulated for other species. The treated water is recirculated through 48 individual tanks, thus each has the same water supply. This can be manipulated prior to each tank. (Technician Tom Bishop)

Environmental Sensing Facility

EXO1 Sonde: Water sensor with interchangeable probes, datalogger, GPS and wireless communications for water quality assessments.

Ground penetrating radar: Sensors & Software GPR with 50, 100 and 200Mhz aerials and cart for subsurface survey.

M9 river surveyor: Is a small ADCP with GPS and IMU for river velocity profiling.

Various Miniature temperature and humidity sensors, standalone logging rain gauges, wind speed gauges, weather stations, safety equipment, satellite phones, field water chemistry test kits.

Syquest Bathy-2010 CHIRP: Sub-bottom profiling for lake sediments. (Technicians: Tom Bishop, Hayley Goodes and Darius Beben, variously).

Small unmanned Aerial Vehicles

The QuestUAV Q-200 Surveyor Pro is an auto-piloted unmanned airborne system. It has a stabilised camera which will take aerial photographs to a 1cm resolution over a survey area of up to 100ha. We also fly a modified DJI F450 multirotor platform with a Naza2 flight controller and a stock DJI S1000 with a A2 flight controller with 2.4Ghz downlinks that can lift a range of payloads. (Technician: Tom Bishop).

Terrestrial Laser Scanners

Terrestrial laser scanning creates accurate three-dimensional images of real- world objects. A laser scanner records millions of highly accurate, unique points by sweeping its laser beam over a surrounding scene or object. The scanner's XYZ measurements are recorded, and displayed as a 'point cloud' which can be viewed, measured and navigated as a 3D model.

Geography and Environment has three Terrestrial Laser Scanners (Leica Scanstation 1, C10 and P20). The main purpose of the scanners is to build 3D representations of various environments for a multitude of applications, but also to detect micro-scale changes in environments over a given time period. Data collection is rapid and user-friendly, with the P20 able to record and store 1 million data points every second. (Technician: Liam Riddy).

Total Stations

A Total Station is an electronic surveying instrument, which combines the functionality of a theodolite and an electronic distance meter into a single package. This allows the user to undertake topographic surveys, such as river profiles, slope measurements, bank surveying, beach profiles and many other projects, to an extremely high degree of accuracy.

The TCRP 1205+ is accurate to 1mm using a prism up to a range of 3km, and about 2mm when operating without a prism up to a range of 1km. Typically, a prism is attached to the top of a pole carried by the user, who would carry out the survey by operating the Total Station remotely. We also run a smaller version (Leica TS06) without the remote control option. The Total Station can also be used in conjunction with the Laser Scanners to tie together the Laser Scanner data with other ground and survey measurements. (Technician: Liam Riddy).

The Total Station can also be used in conjunction with the Laser Scanners to tie together the Laser Scanner data with other ground and survey measurements.

Differential GPS

Differential Global Positioning System (dGPS) is an enhancement to the more familiar GPS that provides improved location accuracy, from the 7-10 metre hand-held GPS accuracy, to sub-centimetre accuracy.

dGPS uses a base station fixed over a given point which continuously logs its position using available satellites, and a hand-held system then communicates with the base via a radio link, whilst also receiving signals from satellites. The software within the instrument can then process both signals and more accurately determine the user's position on the Earth's surface.

The department has two separate Leica GS09 dGPS units available to users; however these can be combined when dealing with large sites to collect data more rapidly. dGPS can improve any project where standard GPS is present, by being able to much more confidently position features in a topographic survey. High-power radio modems are also available for this equipment. Researchers are currently using the dGPS units to detect change in river profiles in Pakistan, Cambodia and also track the migration of bed-load in the Severn Estuary.

Geography and Environment has a geocomputational specialist, Liam Riddy (44/1009, x24647) who supports the use of DGPS, laser scanner and total station and associated software.

For further information on all laboratory facilities, see the website at
http://www.southampton.ac.uk/geography/research/facilities.page

Postgraduate Training

Introduction

Training is a compulsory element of all UK PhD degrees. There are several routes by which training is given dependent on the needs of the student. Each student should discuss their needs with the supervisory team. Training is a continuous and recorded process throughout the MPhil/PhD programme, but it is particularly important that this consultation takes place at the beginning of Year 1. Each postgraduate must maintain a **Training Record (via PGR tracker)** that certifies successful completion or attendance on a particular training activity and its credit value.

The scope and nature of 'training' is wide and diverse. It includes:

- formal instruction in subject-specific areas in GEAU or elsewhere in the University e.g. enrolling on taught modules
- informal instruction within the GEAU, e.g. working with your supervisor, annual conference and attendance at Academic Unit seminars
- courses for specific techniques e.g. attendance at NCRM events
- courses for generic research and presentation skills e.g. through Gradbook, Vitae, or Researcher Development & Graduate Centre (RDGC)
- national or international student training courses e.g. summer schools, institutional visits
- specialised training in areas such as First Aid, GEAU Vehicle induction, Introduction to Teaching Skills for PG Researchers (ITSPG1 & ITSPG2).

Formal training through taught modules

All graduate students can enrol on modules taught by GEAU, attend modules taught within the wider Faculty of Social and Human Sciences, as well as sit in on modules across the university (with the convenors consent). Graduate students should only consider attending level 6 (i.e. masters level) modules. Appropriate modules to study should be discussed with supervisors. This discussion should occur at the earliest opportunity as modules commence in either early October or late January and are often not repeated until the following year.

Informal instruction

There are many ways in which informal instruction can occur including supported 'learning by doing' with supervisory guidance, attendance at research seminars, Graduate School induction, and participation in the GEAU Graduate School Conference.

All Year 1 graduate students are encouraged to attend the annual Graduate School and Faculty induction programme. This takes place over 2 days at the start of each new academic year (usually end of September) providing basic information on the process of the PhD, administration, key contacts, and an introduction to other PGRs and staff in the academic unit. Informal instruction will be provided on an on-going basis by your supervisor and the supervisory team.

Graduate students are required to deliver a seminar/lecture on their research during each year of full-time registration, at the annual Postgraduate Conference. Part-time candidates must present a seminar/lecture every other year of their part-time registration, and are welcome to present others if they wish. **Attendance at the**

Graduate School Conference and appropriate research seminars is compulsory for all full-time graduate students as part of their training (see below).

Research seminars by staff and visiting speakers are also arranged by the Academic Unit within the main research themes: attendance at theme seminars is compulsory for all full-time graduate students. Seminars can provide valuable opportunities for themes to meet, and also for postgraduate students to meet and be involved with cognate staff outside their direct supervisory team. In addition, the Academic Unit runs an annual lecture in honour of Professor Ken Gregory, a previous Head of the Academic Unit, Deputy Vice-Chancellor and Principal of Goldsmith's College, University of London. The Gregory Lecture series aims to bring some of the world's top-ranking geographers to Southampton, and all staff and postgraduates are expected to be present.

Formal training at other UK institutions

Opportunities occur every year for training at other institutions. Through your supervisor you should be able to find out about other training that exists that is necessary for your studies at another institution. A good source is the National Centre for Research Methods (NCRM) which documents all ESRC approved training across the UK. Your RTSG is available to support you to pay for this, and your supervisor should advise you where to go to find additional funds if needed.

National or international student training courses

National or international student training courses notably summer schools and institutional visits are popular ways of engaging with a wider academic community within your subject area. Information about summer schools will be circulated through the email lists by the Director of Graduate School – however ask your supervisor if you have specific needs in this area. Institutional visits can also support learning. University of Southampton is part of the World Universities Network (WUN) through this you can arrange (and request funding for) institutional visits, for more information visit the website. Eleanora Gandolfi is the WUN coordinator in Southampton (email: wun@southampton.ac.uk) .

Training to teach

There are often opportunities to assist with teaching in the Academic Unit, by demonstrating to groups of undergraduates, or on undergraduate field courses in the UK and overseas. Students are encouraged to take advantage of these opportunities to gain practical experience but must attend the appropriate training course provided by FSHS. More information about demonstrating can be found below.

Demonstrating

Demonstrating is the term used at the University of Southampton to refer toteaching undertaken by post graduate students. Students tend to benefit both from the experience of teaching, and from the weight that such activities add to subsequent job applications.

The large number of undergraduates taking some units (notably the core first year units), and the need for specialist skills teaching, mean that postgraduate demonstrators are often requested to assist to ensure that teaching runs properly, and to assist with practical sessions etc. Postgraduates with the specialist skills, who have

completed the university training "Introduction to Teaching Skills for PG Researchers" (ITSPG1 & ITSPG2), are encouraged to undertake a limited amount of laboratory demonstration to undergraduate classes, to participate in the associated assessment procedures, and to give undergraduate supervisions.

Payment is made at standard University rates (currently £14.52).

Postgraduates wishing to demonstrate will be issued with a University contract of employment. You will also be required to complete a medical questionnaire before employment begins, in common with all other University members of staff. **Postgraduate demonstrators must take the appropriate course in demonstrating skills offered by the RDGC prior to any demonstrating or teaching activity, i.e. ITSPG1 (or Intro to Demonstrator training for Lab based disciplines) and ITSPG2.** See more information on these half day courses here.

While demonstrating and teaching duties are not compulsory (nor can employment of this kind be absolutely guaranteed), postgraduate students are encouraged to undertake at least some demonstrating during their tenure if it is offered to them, as this provides valuable experience and contributes to your Training Record. In practice, almost all full-time, resident students do some demonstrating.

It should be noted that the Research Councils set maximum numbers of hours of paid employment of their award holders. The following is a note of the agreed conventions under which demonstrating takes place:

- Academic staff are responsible for organising and running practical classes as well as for the grading of undergraduate work.
- Large undergraduate numbers may mean that practical classes have to be divided into groups and the practical run on more than one occasion.
- Postgraduate students may be offered the opportunity to undertake demonstrating during their first two years of registration as part of their training and of their general role in the School.
- Where demonstrators are employed, Academic staff are still ultimately responsible for the practical class and will make arrangements to ensure that demonstrators:
    - are adequately prepared for their demonstrating sessions (e.g. briefing sessions, attendance at the introductory lecture);
    - undertake 'clinics' as necessary, and at set times;
    - where marking is required, know as precisely as possible what is expected of them and are provided with guidance on points to look for in answers; model answers, where appropriate; likely problems, common mistakes, etc.; and standards expected.
    - undertake no more than three hours demonstrating per practical;
    - do not spend more than one hour per practical on marking, except by prior agreement;
    - are monitored in their work.
- Practicals must be structured and should avoid being too open-ended.
- Each practical class should normally be preceded by an introductory session and accompanied by a set of written instructions which cover not only the performance of the practical work but also the form and, where appropriate, the length of the output to be handed in for marking.

- Demonstrators should remain with the class throughout the time assigned to it and staff should normally be present throughout the first time the practical is run, and as long as is necessary to ensure the smooth running of subsequent practicals.

Please be aware that claims for payment for demonstrating should be submitted to the finance officer in a timely fashion, preferably at the end of every month and any claims that are received after the end of the academic year in which they were incurred will not be paid. For financial purposes the year end is **July** each year.

Training courses offered in 2016/17

The following training courses have been identified by previous students and staff in Geography & Environment as important as part of PGR progress. The training courses are optional at present, but we expect attendance at those marked with an * unless you discuss with your supervisor a reason for non- attendance. Reasons for non-attendance include:

- not relevant to your course of study e.g. if you are <u>not</u> working with human subjects, nor using data related to people such as census data, you do not need to attend the Ethics training
- too basic for your needs e.g. you are doing advanced statistical modelling for your PhD, therefore you may choose another option instead of Statistics for Geographical Research

Please note that unless stated otherwise – all training courses are open to all years, however, if you are outside the 'Suitable for' group, please inform the course provider (name in **bold**) if you plan to attend – unfortunately numbers are limited by room size. Where possible courses will be recorded; these recorded sessions available for later download if you are unable to attend.

Training in semester 1

Exp	Title	Suitable for	Provider	Type of event
*	Library Induction	Y1	**Dorothy Byatt** (Library)	Information session
	Vehicle Induction	Y1 (but all welcome)	**Peter Morgan**	Information session
*	Academic Integrity	Y1	**Dr Brian Hracs**	Information session
*	Ethics	Y1 (but all welcome)	**Dr Brad Garrett**	Information session
*	Meeting the PGR Director and discussing PhD process/handbook	Y1 (but all welcome)	**Dr Paul Hughes**	Q&A session
	First Aid	Y1	**Peter Morgan**	Workshop

	Fieldwork and expedition safety	Y1	**Peter Morgan**	Workshop

*	Research methods and design (Physical Geography)	Y1 & Y2, priority for Y1	**Maarten Van Hardenbroek**	Workshop
*	Research methods and design (Human Geography)	Y1 & Y2, priority for Y1	**TBA**	Workshop
*	Introduction to remote sensing	Y1	**Dr Gareth Roberts**	Lecture Comp. lab practical
	GIS for Geographers	Y1	**Prof Andy Tatem**	Computer training
	Introduction to academic writing for Geography PGRs	Y1	**Dr Brian Hracs**	Lecture + workshop
	Introduction to remote sensing	Y1	**Dr Gareth Roberts (?)**	Lecture and computer lab practical
	Introduction to laboratory Facilities	Y1	**Please contact Peter Morgan for an individual introduction to the labs if you require it**	Laboratory

Training in semester 2

Exp	Title	Suitable for	Provider	Type pf event
	LaTeX typesetting of theses	Y2-3	**Dr Tom Bishop**	Computer lab practical
	Introduction to programming for Geog researchers	Y1 and Y2	**TBC**	Lecture and computer lab practical
	Writing grant proposals for Geographers	All years	**Prof Steve Darby (?)**	Lecture

	Statistics in geographical research	Y1 and Y2	**TBC**	Lecture
	Preparing for success after the PhD	All years	**Dr Brian Hracs**	Lecture
*	Building your Geography networks	Y1 (but all welcome)	**Sam Cockings**	Lecture

APPENDIX III

Southampton Education School

RESEARCH STUDENTS & SUPERVISORS

Including details of
ESRC DTC and EDUCATION
RESEARCH TRAINING PROVISION

Introduction

Welcome to the Southampton Education School and the Faculty of Social and Human Sciences Graduate School. We hope you too enjoy your time here, and find it challenging and satisfying in equal measure. If at any stage you find yourself in need of advice or assistance, please contact us - we are here to help and support you in your research.

Research Degrees team:

- *Dr Chris Downey,* Director of Postgraduate Research Degrees
- *Dr Michaela Brockmann,* Deputy Director of Postgraduate Research Degrees
- *Dr Michael Tomlinson,* EdD Programme Leader
- *Dr Gary Kinchin,* Research Training Provision Co-ordinator
- *Anna Lyon,* Postgraduate Administrator

Being a research student is a rewarding experience. For students on some programmes (Integrated PhD, EdD) this will include a taught component, but all students will at some stage take responsibility for investigating, in depth and under supervision, a subject of special interest. By the time you register, you are likely to have a good feel for your research topic and how it will be pursued, but this focus will be further developed over time in consultation with your supervisor. Advice and support will be available to you at every stage of your studies, from your supervisor and additionally where appropriate from other tutors.

The purpose of the Student Handbook is to provide you with important information and to show where you can obtain further guidance. It provides a *general* guide to all our research programmes. This Education specific appendix to the Faculty Student Handbook is intended to help signpost you to Education specific information and details of research training that we provide for research students within the Southampton Education School.

Pursuing a research degree can be an isolating experience. For this reason and to broaden your experience, we would urge you to participate to the fullest extent in opportunities for training and debate offered at the School. Alongside the University and the Faculty, we in the Southampton Education School offer you a research environment of the very highest quality. Please participate in our seminars, training programme and events they will help to ensure your success.

We wish you well with your research!

Organisation of research in the Southampton Education School

Management

Academic matters at the Southampton Education School are managed by the Head of Academic Unit and senior staff in liaison with the staff of the Faculty. Policy is implemented through a committee structure, of which the Research Degrees Committee (RDC) is part. The RDC is chaired by the Director of Postgraduate Research Degrees who leads the Research Degrees team with a Deputy Director of Postgraduate Research Degrees and an EdD Programme Leader and Research Training Provision Coordinator. We liaise closely with the Faculty Graduate School and RDC reports up to the Faculty Graduate School Advisory Group (FGSAG).

Research in the Southampton Education School

The School has an excellent national and international reputation for its research and scholarship. Members of staff are in demand as key speakers at international conferences, and are prominent in national and international research organisations and as editors of research journals.

The Southampton Education School continues to be successful in obtaining external research funding from, for example, the Economic and Social Science Research Council (ESRC), the European Union (EU), various UK government departments and charitable funding bodies. A strong research culture is enriched by the large number of research students within the School (currently over 130). The School also plays a leading role in a number of research groupings in specialist fields which include colleagues from across the University and external institutions. Examples include the National Centre for Research Methods.

The Southampton Education School has put in place a number of features that together create an environment in which students can engage in creative and scholarly work through dialogue with staff and other students. The characteristics of this environment are:

- a broadly based Research Training Provision which examines research both as a philosophical and social practice as well as a set of methods, skills and procedures;
- effective arrangements for supervision of research topics by academics who are themselves active in research in a relevant area of expertise;
- regular research seminars given by visiting academics, staff and students at which different research topics and methodologies are discussed;
- provision of facilities, both social and academic, for students which improve communication, reduce isolation and give support in bringing student research to a successful conclusion.

The Southampton Education School website

The Southampton Education School website http://www.soton.ac.uk/education can be consulted for further information on courses, seminars, staff details, research centres, funded projects and other research matters.

Quality assurance and student representation

The RDC meets three times per year - more frequently if required - and is responsible for developing and monitoring school policy and quality assurance in the supervision and training of research students. The RDC oversees all research degree courses, including the Research Training Provision (RTP). It also discusses problems regarding individual

student progress. Research students (usually one each from PhD and EdD cohorts) are represented on the RDC and items of concern to students may be placed on the agenda either via one of the student representatives or directly in writing to the secretary of the RDC, Postgraduate Administrator, Anna Lyon.

The normal route for raising individual concerns is as follows, in ascending order:

- through the supervisor in the first instance
- then through the relevant Module Tutor or RTP coordinator Dr Gary Kinchin
- Programme Leader (Dr Michael Tomlinson for the EdD, Dr Chris Downey for other programmes)
- to the Director of Postgraduate Research Degrees (Prof Kalwant Bhopal) and through them on to the Director of the Graduate School (Prof Melanie Nind) or Head of Academic Unit (Prof Marcus Grace).

You can also raise individual concerns through your Annual Progress Report, which requests feedback on the year's progress, and any obstacles that have occurred in the course of the year.

Meetings of the Research Degrees Committee

Typically, the RDC meets in November, February and May. Exact dates are notified to all students, to their representatives and are posted on the School's website. Agendas for these meetings are circulated in advance of each meeting and any items to be raised by students (or staff) must be brought to the attention of the relevant Postgraduate Secretary (Anna Lyon) two weeks in advance of the meeting. Reports from all meetings go to the Faculty Graduate School Advisory Group

The Research Degrees Examination and Review Board meets in September each year to review, and formally report on, the progress of students registered for postgraduate research degrees with a taught component.

Methods for evaluating the quality of teaching and learning

The School is committed to the highest standards of teaching and supervision for research degree students, who have the opportunity to comment on the quality of a programme in one or more of the following ways:

- offering feedback in sessions at the point of need;
- completing a student evaluation questionnaire (or other form of evaluation) for each module;
- acting as, or reporting to, a student representative on the RDC or Faculty Graduate School Advisory Group (FGSAG), or providing feedback to the appropriate student representative on the RDC or FGSAG;
- providing feedback to the appropriate tutor or to the Director of Postgraduate Research Degrees;
- completing an evaluation for the Research Training Programme (RTP);
- in meetings with supervisors.

The quality of programmes for research students is monitored by:

- external (to the university) examiners, who produce an annual report;
- ESRC accreditation procedures;
- annual module reviews, evaluations and updates;
- feedback on student assignments by assessors and moderators;
- regular monitoring by the RDC;
- periodic programme reviews;
- staff appraisals;

- annual reports to the School's Academic Standards and Education Committee/FGSAG;
- peer observation of staff teaching;
- periodic reviews as part of the university structures.

Facilities available to full-time and part-time research students

The Southampton Education School is located in Building 32. Details of some of the facilities available to you are here and the Faculty Graduate School Handbook has further details.

Study facilities

Desk space is provided for all full-time research students. You will be asked to vacate your desk space when you move to nominal registration or on submission of your thesis at the end of your period of study. The Postgraduate Administrator (Anna Lyon) is responsible for desk allocation.

Research expenses and Research Training Support Grant (RTSG)

Personal research expenses are a student's sole responsibility, except where prior arrangements have been agreed with the School through the supervisor, and students should take care to budget sufficient funds for these. Students in receipt of a scholarship should clarify what research expenses can be reclaimed from the sponsor. Research students are also encouraged to academic conferences relevant to their research area and where appropriate, to present papers on aspects of their own research. You may also decide you need to take up specialist research training opportunities that are provided externally to the Education School Research Training Programme, the Doctoral Training Centre and wider research training provision across the Faculty Graduate School and Doctoral College.

To help with expenses directly related to your research a sum of money is set aside as a Research Training Support Grant (RTSG). Please see main Handbook. You will need to apply for these funds ideally before payments are made.

So, the steps are:

(i) Agree a plan for conference papers as part of the academic needs analysis agreed with your supervisor.

(ii) Make an application to the Director of Postgraduate Research Degree Programmes for release of funds using the form available online, including the costs being claimed, the rationale for the choice of research related expense, training opportunity or conference (include the confirmation that your poster/paper has been accepted), and your supervisor's supporting signature.

(iii) The application can be made at any time in the academic year.

(iv) Expenses that are paid out by students in advance and can only be claimed back retrospectively on the production of full receipts/detailed evidence of expenditure.

Specific support for your studies at Southampton Education School

Research environment

The Education School maintains a research culture in which staff and students can explore mutual interests. In addition to regular research seminars, national and regional

events are held periodically. These provide students with opportunities to meet other researchers and where appropriate present work to a wider audience or to a peer-support research group. With over 130 research students at the School, there are numerous opportunities to rehearse academic arguments.

Southampton Education School research seminars

All students are strongly encouraged to attend and contribute to the research seminar programme of Southampton Education School and their research centre. The seminars are held during term time and they afford an opportunity to meet other researchers and to hear about different aspects of research at the School. Part-time students should attend wherever possible and the organisers welcome presentations by students. Details of seminars are advised to students at the start of each academic year and can also be found on the Southampton Education School website.

Doctoral Training Centre (DTC) and Education Research Training Provision (RTP)

The Southampton Education School runs a well-established Research Training for all its research students. The programme integrates the Doctoral Training Centre (DTC) provision with the Education-specific research training provision (RTP).

Student researchers have different needs as far as research training is concerned: some will want to develop specific skills to enable them to reflect effectively on their past and present research practice while others will need to develop a range of basic skills appropriate to a professional social science researcher. Following discussions with your supervisor(s) you should develop a research training plan that describes a 'package' of training appropriate to your needs.

Full-time and part-time PhD students at any stage in the doctoral process may attend these modules, especially where they form part of your agreed training plan, as determined during your individual needs analysis undertaken with your supervisors. You are recommended to submit assessments in these modules to provide clear evidence of your progress on the PhD for your annual progress review. Details of assessments can also be found in the module profiles below. Participation in further research training modules beyond those identified in your individual needs analysis, is always encouraged, but take care not to lose focus on the important task of working towards your thesis.

The DTC/ Education RTP forms a compulsory part of the Integrated PhD and EdD doctoral programmes, and it is part of the final assessment for the award of Doctorate in Education (EdD).

All students are encouraged to participate actively in the DTC/Education RTP in order to familiarise themselves with techniques and methodologies beyond and outside the scope of their own research design.

Aims of the DTC and Education Research Training Provision

Planning and undertaking graduate research is something that should be done only under the guidance of a supervisor. The purpose of supervision is guidance and no formal training programme or series of lectures, no matter how good, can substitute for it. The RTP is intended as an introduction to various important aspects of research in education and to provide a secure theoretical foundation for supervised student research. The RTP does not encourage or equip students to undertake research without supervision. Close and continued contact between student and supervisor is absolutely essential.

The principal aims of the Research Training are to do the following:

- facilitate and support the preparation and successful completion of research-based dissertations/theses;
- prepare students for research in education, so that they are familiar with key research methods in educational research;
- raise student awareness of alternative approaches and develop a technical language for discussion;
- develop critical awareness of (and capacity to evaluate) the complexity of theories and explications within educational research;
- give students knowledge of the basic principles of research strategy and design so that they can formulate researchable issues and construct effective research projects;
- help students identify and develop appropriate methodological skills for conducting their own research;
- create a supportive forum so that students can discuss with peers issues relating to postgraduate research.

For the Integrated PhD and EdD students the DTC and Education RTP are delivered through a series of core/compulsory and optional modules. 'Core' modules are modules which must be taken and passed by all students on a particular programme. 'Compulsory' modules are modules which must be taken by all students on a particular programme. Where programme regulations specify, a student may be required to select a Module from within a group of Modules. Once this module is selected, it then becomes core. For information on the core and compulsory elements of your Programme please refer to the relevant section of your Programme Specification.

Course details of modules and the annual schedule for delivery are provided further below. General queries about the DTC and Education RTP should be directed to the Education RTP Coordinator (Dr Gary Kinchin, email: gdk@soton.ac.uk) or the Postgraduate Administrator (Anna Lyon, Graduate School Office - Building 58, room 2111, email: ed-pgr@soton.ac.uk). Queries regarding individual modules should be made to Module Tutors.

Attendance (for EdD students)

Attendance at the RTP is a requirement for the completion of the EdD.

Students on the EdD **must attend at least 80%** of each required module. Those unable to meet this criterion will be asked to repeat the module(s) concerned. Students who are unable to attend or who will be late for a particular session should inform the tutor, who maintains an attendance record.

Assessment

The assessment of module assignments plays a key role in monitoring student progress. A module assignment can take a variety of forms such as an essay, research bibliography, portfolio of smaller elements of work, statistical analysis, group presentation, an observational project or some action research. Some modules may require you to present aspects of your research for peer critique and tutor feedback.

Submission of course work and assessment

Written assignments are assessed at the end of each module. The following is the procedure for their submission:

- Module tasks and/or assignment topics are set by Module Tutors and assessed by them.
- Assignments are normally due for submission two-three weeks after the final session of the module – please see table of assignment deadlines further below.
- Assignments will be handed in online via Blackboard. All assignments will be

submitted electronically via Turnitin and must be submitted by 23:59 pm of the day that they are due.

- A sample of assignments is moderated.
- You will receive the tutors' remarks on your work as soon as it has been assessed, normally within four weeks of receiving the work (allowing additional time for university closure periods and public holidays).
- If an assignment fails to achieve the pass mark your work will normally be subject to referral. Referral is the opportunity to retake the assessment or an alternative assessment of the failed Module in order to achieve the required pass mark.
- Should your assignment fail to achieve the required pass mark you are strongly encouraged to seek support and guidance from the Module Tutor regarding the feedback on your work prior to re-submission. You are also encouraged to inform your supervisor that your assignment has not achieved the required pass mark, who may be able to provide you with further support and advice.
- When a referral is assessed the mark is capped at the minimum pass mark (i.e. 50%) or progression mark (60%).
- For Integrated PhD students assignments need to achieve a mean mark of 60% or more in order to progress to the thesis stage of the programme.
- For EdD students assignments must be completed with at least a mark of 50% to count towards the award of a degree, although six of the modules on the EdD programme need to be passed at 60%.

Blackboard can be accessed from any location with a stable internet connection, therefore it is your responsibility to ensure that you have access to Blackboard in good time to submit all files associated with your assignment either on or before the deadline. Failure to ensure you have an appropriate and stable connection will not be accepted as a reason for late submission unless we are aware that access to Blackboard is compromised for all students. If you know that you will not have internet access on the day the assignment is due then you will either need to submit your assignment early or make a paper submission to the Graduate Office (Building 58, room 2111) before 4pm on the day of the published deadline. When you submit via Blackboard you will receive an email receipt for your assignment submission.

If you make a paper submission (which should only happen in cases when access to Blackboard is impossible) then the correct Programme name, Module Code and Student ID Number should be entered on an Assignment Cover Sheets which staff in the Graduate Office can supply. Part of the Assignment Cover Sheet is returned to you as a receipt.

You are advised to retain the receipts of emails as proof of submission and you should retain an exact electronic copy of each assignment you have submitted.

As far as possible, for both methodology modules and taught degree core modules, tutors have tried to ensure that course work grows naturally from course content, and that students can make links between the module content and their individual research projects, though some modules have a more generic focus for their assignment, especially where analysis of data is required. The provision of feedback from tutors, together with the procedures for dealing with potential difficulties in submission, enables students to maximise the benefits that course assignments are designed to provide.

A consistent approach towards over-length work has been adopted across the Faculty. Where relevant and appropriate, assignment length will be stipulated as either a word limit (i.e. 2000 words) or as an acceptable word range (i.e. 1800 to 2200 words). In the case of the DTC and RTP assignments there is a word limit of 2,500 words (unless otherwise advised in the module handbook). Your work will be over-length if you go even one word over the limit. There are no complicated penalties to apply. Instead,

over-length work will be addressed through marking only that portion of work that falls within the word limit. Your mark will be based on this portion of your work with the result that the mark will usually be lowered.

Your individual module leaders will provide further details via their Blackboard sites. This approach to over-length work does not apply if a piece of work has not word limit, however, you should attend to any length guidance given by your module co-ordinators.

Assessment criteria:

70%	**Distinction** is awarded when all relevant performance indicators are achieved
60-69%	**Merit** is awarded when most relevant performance indicators for this level are achieved and a Distinction is not awarded.
50-59%	**Pass at M-level** is awarded when most relevant performance indicators for this level are achieved, and neither a Distinction nor a Merit is awarded
35-49%	**Referral** is awarded when there is failure to meet the performance indicators for a pass, but where resubmission or submission of an equivalent assignment is merited.
Below 35%	**Fail** is awarded when an assignment fails to meet the performance indicators for pass grades and when re-submission is not automatically allowed.

For further details, please see the Assessment Performance Indicators on the following pages.

Assessment Typical Performance Indicators

This table indicates the standards of work expected. You should view these as indicative of 'typical performance' and illustrative of the quality of work at each level. The emphasis placed on the individual items will depend on the assessment concerned. Some items inevitably impact on others. For example, if you do not engage with any literature sources it makes it impossible to demonstrate an appreciation of the issues and make related critical points. Your tutors will use this table to support summative and formative feedback. There will inevitably be some professional judgement involved in deciding on a particular mark.
Word Count: We reserve the right to penalise gross over or under wordage in assignments or dissertations. We encourage you to view the stated word count as a maximum figure.

Assessment Items	39% and less	40-49%	50-59% - PASS	60-69% - Merit	70% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of reading any relevant sources and/or materials.	Your work indicates some evidence of reading and understanding relevant sources.	It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.	You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.	You have produced evidence of a critical application of a wide range of relevant sources. You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research	You have described some aspects of methods used/adopted but you have not made it clear if	You have identified appropriate research questions. You have described methods of data collection, either in	It is evident that you have methodological awareness. You have devised relevant research questions and described	You have devised perceptive research questions and demonstrated methodological understanding describing

	methodology or methods.	these are adequate or appropriate.	your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate

			indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	sustained and coherently argued. Your clearly relate your discussion and conclusions to the focus of your work.	constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. You work reflects the required length. With a few exceptions references and citations are consistently and accurately presented.	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

Assessment requirements

For the assessment requirements and criteria of each programme, including those related to the Research Training Programme, please see your relevant Programme Specification.

Integrated PhD

Doctorate in Education (EdD).

The portfolio size for the EdD degree programme is 30,000 words (12 x 2,500 assignments).

Note: Assignments have maximum wordage limits imposed to which students must adhere. You must aim to keep your assignment to 2,500 words as communicating succinctly is a research skill you need to develop and we need to assess. A mark reduction may be applied if assignments exceed the stated maximum word length. In addition any work beyond the maximum word length will not be assessed.

Extensions for Assignments

You should be aware that requests for an extension are not granted automatically. Any formal request for an extension must be made in good time using the appropriate form available from the Graduate School Office or the FSHS Graduate School Blackboard site. Requests for extensions may be refused if there is insufficient evidence or time to assess the evidence provided.

Late Submission of Assignments and Special Considerations

Work which is submitted late without an extension being approved will be penalised.

Work submitted after the deadline will be marked as usual, including moderation or second marking, and feedback prepared and given to you. However the final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

If there are mitigating circumstances that you wish to be taken into consideration you will need to contact the Programme Leader to explain the special circumstances and these will be considered when making recommendations to the Board of Examiners and Review Board.

The University has a well-established process for the consideration of exceptional circumstances which are reviewed from time to time. Exceptional circumstances arise outside the reasonable control of the student and prevent them from either demonstrating or acquiring the skills, knowledge or competencies required to meet the learning outcomes associated with a module or programme of study.

A non-exhaustive list of examples of commonly accepted grounds are:

- Bereavement – death of a close relative or significant other
- Serious short term illness or accident (the nature of which in an employment context would have led to an absence on sick leave)
- Evidence of a long term health condition worsening
- Significant adverse personal or family circumstances
- Other significant exceptional factors that are outside the students control (e.g. Jury Service) or for which there is evidence of stress caused.

Full details of all Regulations are available from:

http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html

Resubmission of Assignments (Referral)

Where an assessment fails to meet the requirements to gain the required mark (including non-submission), you will have an opportunity to resubmit this piece of work on one further occasion. This is normally resubmitted within two weeks for full time students and four weeks for part time students from the time the assignment has been returned.

Additional Training

Students for whom English is not a first language may be able to attend appropriate language (spoken and written) courses in the use of English for academic purposes. See http://www.southampton.ac.uk/cls/english/

Role of Module Tutors

It is the Module Tutor's responsibility to ensure that:

- the content, methods, outcomes and assessment of the module match the programme specification;
- students on the module know in advance of any required reading or preparation, and that students have been advised of dates and locations for sessions;
- the module is evaluated by students following or during the last session of the module using the appropriate form (which is also available electronically but which will in the normal course of events be handed in hard copy to and collected from students);
- they collect any paper submissions of student assignments from the Postgraduate Administrator on or shortly after the hand-in date
- assignments are moderated and feedback is made available to students (normally within four weeks of the hand in date);
- students can seek support and guidance on assignment feedback in the case of a referral but students are not allowed to resubmit an assignment more than once;
- a module report is summarising the assessment outcomes, student evaluation reports and a review against the module profile including strategies for module development.

Course Evaluation

At the end of each module, students are required to complete the module evaluation questionnaire provided by the Module Tutor. Students may of course remain anonymous. Evaluations are considered by the Research Degrees Committee (RDC).

DTC and Education RTP online resources

Additional learning resources are provided on Blackboard. Blackboard is an easy-to-use Web-based system that supports learning. It can provide:

- access to module information, such as the syllabus and reading lists;
- access to handouts, presentations, useful Web links and other resources;
- online discussion areas and chat rooms;
- online multiple-choice tests;
- special facilities for small-group project work.

Please follow the Instructions for how you can access Blackboard.

Modules

The Doctoral Training Centre (DTC) Research Training Provision comprises the following modules:

DTC Modules	
RESM6101	Philosophy of Social Science Research
RESM6202	Research Design & Practice I
RESM6103	Qualitative Methods I
RESM6204	Quantitative Methods I
RESM6106	Qualitative Methods II
RESM6007	Quantitative Methods II
RESM6205	Survey design

The Education Research Training Provision (RTP) comprises the following modules for the academic year 2016-17:

RTP Modules	
EDUC6367/8012	Case Study
EDUC6368/8013	Analysing secondary data from schools and other educational institutions
EDUC6374/8015	Quantitative Approaches to Examining Classroom Practice
EDUC6383/8014	Developing Psychometric Scales for Education Research

EdD-specific Modules	
EDUC8027	Professional Education II
EDUC8025	Thesis Studies

There are also PGR Student Workshops that will focus on the developing and strengthening your generic academic skills such as reading, notetaking and writing skills.

ESRC DTC and Education Research Training Provision for 2016/2017:

		Week starting	Date	Monday morning Room: 32/2097	Monday afternoon/evening Room: 32/2097	Date	Wednesday morning Room: 32/2097	Wednesday afternoon/evening Room: 32/2097	Thursday Room 32/2097	Friday Whole day sessions 9:30-16:30
Semester 1		26.09.16							**EDUCATION PGR Induction** **3.00pm -6.00pm** **32/2097**	
	1	03.10.16	3rd	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	5th		Wednesday Workshop 1.00-3.00pm **NOTE 32 room 2111**		
	2	10.10.16	10th	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	12th	**Faculty Graduate School Induction** **11.00-3.00pm**	**Faculty Graduate School Induction** **11.00-3.00pm**		
	3	17.10.16	17th	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	19th	Quantitative Methods 1 (RESM 6204) 09.30-12.00 Chris Downey	Wednesday Workshop 1.00-3.00pm		
	4	24.10.16	24th	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	26th	Quantitative Methods 1 (RESM 6204) 09.30-12.00 Chris Downey	Wednesday Workshop 1.00-3.00pm		

		Week starting	Date	Monday morning Room: 32/2097	Monday afternoon/evening Room: 32/2097	Date	Wednesday morning Room: 32/2097	Wednesday afternoon/evening Room: 32/2097	Thursday Room 32/2097	Friday Whole day sessions 9:30-16:30
	5	31.10.16	31st	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	2nd	Quantitative Methods 1 (RESM 6204) 09.30-12.00 Chris Downey	Wednesday Workshop 1.00-3.00pm		
	6	7.11.16	7th	Philosophy of Social Science Research (RESM 6101) 10.00-12.00 Bruce Macfarlane	Qualitative Methods 1 (RESM6103) 2.00-4.00pm Kalwant Bhopal	9th		Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz		
	7	14.11.16	14th		Case Study (EDUC 6376) 2.00-4.30pm Melanie Nind	16th	Quantitative Methods 1 (RESM 6204) 09.30-12.00 Chris Downey	Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz		
	8	21.11.16	21st		Case Study (EDUC 6376) 2.00-4.30pm Melanie Nind	23rd	Quantitative Methods 1 (RESM 6204) 09.30-12.00 Chris Downey	Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz	Analysing secondary data from schools and other educational institutions (EDUC 6368) 5.00-8.30pm Chris Downey (*N.B. this module is taught with MSc Education module EDUC6351 School Effectiveness and School Improvement*)	

		Week starting	Date	Monday morning Room: 32/2097	Monday afternoon/evening Room: 32/2097	Date	Wednesday morning Room: 32/2097	Wednesday afternoon/evening Room: 32/2097	Thursday Room 32/2097	Friday Whole day sessions 9:30-16:30
	9	28.11.16	28th		Case Study (EDUC 6376) 2.00-4.30pm Melanie Nind	30th	Quantitative Methods 1 (RESM 6204) Quantitative Methods 1 09.30-12.00 Chris Downey	Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz	Analysing secondary data from schools and other educational institutions (EDUC 6368) 5.00-8.30pm Chris Downey	02.12.16 **RESM6106** **Room: 32/2097** **Qualitative Methods 2a** Melanie Nind
	10	05.12.16	5th		Case Study (EDUC 6376) 2.00-4.30pm Melanie Nind	7th	Quantitative Methods 1 (RESM 6204) Quantitative Methods 1 09.30-12.00 Chris Downey	Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz	Analysing secondary data from schools and other educational institutions (EDUC 6368) 5.00-8.30pm Chris Downey	
	11	12.12.16	12th		Case Study (EDUC 6376) 2.00-4.30pm Melanie Nind	14th	Quantitative Methods 1 (RESM 6204) Quantitative Methods 1 09.30-12.00 Chris Downey	Research Design and Practice (RESM 6202) 2.00-4.00pm John Schulz	Quantitative Approaches to Examining Classroom Practice (EDUC 6374) 5.00-8.30pm Chris Downey (*N.B. this module is taught with MSc Education module EDUC6351 School Effectiveness and School Improvement*)	
		19.12.16					University closure			Christmas vacation until 3rd Jan.

		Week starting	Date	Monday morning Room: 32/2097	Monday afternoon/evening Room: 32/2097	Date	Wednesday morning Room: 32/2097	Wednesday afternoon/evening Room: 32/2097	Thursday Room 32/2097	Friday Whole day sessions 9:30-16:30
		26.12.14								
		02.1.17	2nd	BANK HOLIDAY						
	12	09.1.17	9th			11th			Quantitative Approaches to Examining Classroom Practice (EDUC 6374) 5.00-8.30pm Chris Downey	13.01.17 **RESM6106** **Room: 32/2097** **Qualitative Methods 2a** Melanie Nind
	13	16.1.17	16th		Psychometric Scales (EDUC 6383) 1.00-4.00pm John Schulz	18th	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey	Quantitative Approaches to Examining Classroom Practice (EDUC 6374) 5.00-8.30pm Chris Downey	

		Week starting	Date	Monday morning Room: 32/2097	Monday afternoon/evening Room: 32/2097	Date	Wednesday morning Room: 32/2097	Wednesday afternoon/evening Room: 32/2097	Thursday Room 32/2097	Friday Whole day sessions 9:30-16:30
Semester 2	1	23.1.17	23rd		Psychometric Scales (EDUC 6383) 1.00-4.00pm John Schulz	25th	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey		

					Quantitative 2 (Soc Sci) 2.00-4.00pm					
	2	30.1.17	30th		Psychometric Scales (EDUC 6383) 1.00-4.00pm John Schulz Quantitative 2 (Soc Sci) 2.00-4.00pm	2nd	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey		
	3	06.2.17	6th		Psychometric Scales (EDUC 6383) 1.00-4.00pm John Schulz Quantitative 2 (Soc Sci) 2.00-4.00pm	8th	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey		10.02.17 **EdD Module** **Room: 32/2103** **Professional Education2 (EDUC8027)** Lianghuo Fan
	4	13.2.17	13th		Quantitative 2 (Soc Sci) 2.00-4.00pm	15th	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey		
	5	20.2.17	20th		Quantitative 2 (Soc Sci) 2.00-4.00pm	22nd	Wednesday Workshop 10.00 am -12.00 noon	Survey Design (RESM 6205) 2.00-4.00pm Chris Downey		24.02.17 **EdD Module** **9:30-16:30** **Room: 32/2103**

										Professional Education 2 (EDUC8027) *TBC*
	6	27.2.17	27th		Quantitative 2 (Soc Sci) 2.00-4.00pm	1st				
	7	06.3.17	6th		Quantitative 2 (Soc Sci) 2.00-4.00pm	8th				
	8	13.3.17	13th		Quantitative 2 (Soc Sci) 2.00-4.00pm	15th				
	9	20.3.17								
		27.3.17								Easter Break
		03.4.17								
		10.4.17								
		17.4.17	17th t			19th				
		24.4.17	24th			27th				
		01.5.17	**1st** **B/H**			4th				
		8.5.17	8th			10th				12.05.17 **EdD Module**

										9.30-4.30pm **Room 32/2103** **Thesis Studies** Michael Tomlinson
		15.5.17	15th			17th				
		22.5.17	22nd			24th				
		29.5.17								

DTC RESM Module Assignment deadlines 2016-17				
Module code	**Module description/ Module Title**	**Submission Date**	**Co-ordinator / Module Tutor**	**Submission Method**
RESM6101	Philosophy of Social Science Research	21.11.16	Bruce Macfarlane	Electronic Submission on Blackboard via Turnitin
RESM6103	Qualitative Methods I	5.12.16	Kalwant Bhopal	Electronic Submission on Blackboard via Turnitin
RESM6202	Research Design and Practice	9.1.16	John Schulz	Electronic Submission on Blackboard via Turnitin
RESM6204	Quantitative Methods I	23.1.17	Chris Downey	Electronic Submission on Blackboard via Turnitin
RESM6106	Qualitative Methods II	6.2.17	Melanie Nind	Electronic Submission on Blackboard via Turnitin
RESM6207	Quantitative Methods IIA	TBC	TBC	Electronic Submission on Blackboard via Turnitin
RESM6205	Survey Design	13.3.17	Chris Downey	Electronic Submission on Blackboard via Turnitin

EDUCATION RTP and EdD Assignment deadlines 2016-17

Module code	Module description/ Module Title	Submission Date	Co-ordinator / Module Tutor	Submission Method
EDUC6367/8012	Case Study	16.1.17	Melanie Nind	Electronic Submission on Blackboard via Turnitin,
EDUC6368/8013	Analysing secondary data from schools and other educational institutions	30.01.17	Chris Downey	Electronic Submission on Blackboard via Turnitin
EDUC6374/8015	Quantitative approaches to examining classroom practice	13.02.17	Chris Downey	Electronic Submission on Blackboard via Turnitin
EDUC6383/8014	Developing Psychometric Scales for Education Research	27.2.17	John Schulz	
EDUC8027	Professional Education II	24.04.17	Lianghuo Fan	Electronic Submission on Blackboard via Turnitin
EDUC8025	Thesis studies	05.06.17	Michael Tomlinson	Electronic Submission on Blackboard via Turnitin

DTC CORE MODULE

Module: Philosophy of Social Science Research

Module code: RESM6101 5 ECTs

Module Tutor: Professor Bruce Macfarlane (SEdS)

Programme(s) in which the module is core: MPhil (Res Meth); Integrated PhD; EdD.

Dates: Semester 1

Focus

This module explores key theoretical and methodological issues in social science research, contrasting 'ways of knowing'. It is premised on the idea that social science is better served by researchers who can master several methodologies, who can self-consciously choose among concepts and theories and who command many basic principles of reasoning. Indicative content includes a discussion of philosophical and theoretical positions, understanding causality, comparative and case study research and discuss the relevance of social science research to real-world problems.

Learning outcomes

Having successfully completed the module, you will be able to:

- Critically evaluate philosophical debates in social science.
- Identify different value positions and their implications for research.
- Describe the relationship between philosophical standpoints and methodological strategies.
- Discuss the contribution of philosophical issues and knowledge bases to research practice.
- Identify a variety of social and political contexts and uses of research.

Summary of teaching and learning methods

Multi-disciplinary lectures and seminars, plus independent study.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. The essay is based on materials introduced and discussed in the lectures and from your independent study.

Suggested reading:

Benton, T., & Craib, I. (2001). *Philosophy of Social Sciences*. Basingstoke, Palgrave.

Burnham, P. et al., (2008). *Research Methods in Politics*. Palgrave Macmillan.

Hughes, J., & Wes Sharrok, W. (2008). *Theory and Methods in Sociology*. Palgrave Macmillan.

Hollis, M., & Smith, S. (2001). *Explaining and Understanding International Relations*. Oxford: University Press.

Moses, J., & Knutsen, T. (2007). *Ways of Knowing*. Palgrave.

DTC CORE MODULE

Module: Research Design and Practice

Module code: RESM6202 5 ECTs

Module Tutor: Dr. John Schulz (SEdS)

Programme(s) in which the module is core: MPhil (Res Meth); Integrated PhD; EdD.

Dates: Semester 1

Focus

This module deals with the practical challenges of research. It will equip you to design and undertake a research project. Indicative content includes defining research questions, identifying appropriate methods, research management and problem solving, writing up research, ethical issues, presenting research and thinking reflexively about research.

Learning outcomes

Having successfully completed the module, you will be able to:

- define and formulate research problems and questions
- design a research project recognising philosophical, methodological and practical demands
- identify key principles of research ethics
- reflect on the origins, practices and impact of research

Summary of teaching and learning methods

Multi-disciplinary lectures, subject specific seminars and independent study.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. Students will be required to produce a research proposal.

Suggested reading:

Blaikie, N. (2000). *Designing Social Research*. Cambridge: Polity.

Burnham, P., et al. (2008). *Research Methods in Politics*. Palgrave Macmillan.

Hughes, J., & Sharrok, W. (2008). *Theory and Methods in Sociology*. Palgrave Macmillan.

Moses, J., & Knutsen, T. (2007). *Ways of Knowing*, Palgrave.

Punch, K. (2005). *Introduction to Social Research*. London: Sage.

DTC CORE MODULE

Module: Qualitative Methods I

Module code: RESM6103 5 ECTs

Module Tutor: Dr Kalwant Bhopal (SEdS)

Programme(s) in which the module is core: MPhil (Res Meth); Integrated PhD; EdD.

Dates: Semester 1

Focus

The syllabus for this module will cover an introduction to qualitative methods and a range of qualitative data collection methods. We will consider the defining characteristics of qualitative research and its epistemological underpinnings. You will be introduced to qualitative interviewing, focus group research, observational methods and secondary data analysis. These sessions will discuss the advantages and disadvantages of those methods considering various practical and ethical issues from a multidisciplinary perspective as well as issues of sampling.

This will be followed by a session on organising and coding data. You will also participate in a workshop on CAQDAS (and will be given a choice of software including NVivo, Atlas.ti and Transana.

Indicative Syllabus:

1. Course overview and introduction to qualitative methods
2. Qualitative interviewing
3. Focus groups
4. Observational methods
5. Secondary data analysis: documents and archives
6. Organising and Coding Data and NVivo workshop

Learning outcomes

Having successfully completed the module, you will be able to:

- Describe the defining characteristics of key qualitative research methods and have an overview of various types of data collection.
- Appreciate epistemological and ethical issues involved in qualitative research.
- Evaluate strengths and weaknesses of specific methods.
- Understand the principles of Computer Aided Qualitative Data Analysis Software (CAQDAS)

Summary of teaching and learning methods

The module will be delivered using a 'hub' and 'spoke' model: at the 'hub', there will be generic, multidisciplinary lectures, given by an expert in the field and designed to give students a good introduction to the method/topic. These will be followed by seminars organised in 'spokes' which will comprise individual pathways or groups of cognate pathways. Seminar content will be designed to explore the particular issues that arise in using qualitative methods for these disciplines/groups of disciplines and will use a range of pedagogic methods, as appropriate. In addition, the module will offer a choice of computer workshops on a choice of qualitative software packages. You are also expected to undertake self-directed learning, supported by module materials.

Summary of assessment methods

You will write a 2,500 word assignment, normally an evaluation of a published qualitative study or studies.

Suggested reading:

Bryman, A. (2008). *Social Research Methods*. 3rd Edition. Oxford: Oxford University Press.

Denscombe, M. (2007). *The Good Research Guide: For Small-Scale Social Research Projects*. Third edition, Maidenhead: Open University Press.

Mason, J. (2002). *Qualitative Researching*, 2nd Edition. Sage.

Ritchie, J., & Lewis, J. (eds) (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, London: Sage.

Silverman, D. (2005). *Doing Qualitative Research*, 2nd Edition. Sage.

Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. 2nd Edition, Maidenhead: Open University Press.

DTC CORE MODULE

Module: Quantitative Methods I

Module code: RESM6204 5 ECTs

Module Tutor: Dr Chris Downey

(SEdS)

Programme(s) in which the module is core: MPhil (Res Meth); Integrated PhD; EdD.

Dates: Semester 1

Focus

This module gives a broad introduction to quantitative methods of analysis. Indicative content includes: descriptive statistics, presentation of data using tables and graphs, the Normal distribution, sampling distributions and the central limit theorem, confidence intervals, hypothesis tests for means and proportions, chi-squared test of independence, two sample t-tests, one-way ANOVA, non-parametric tests, correlation and simple linear regression, effect sizes. In addition, some key international and UK data sources will be introduced.

Learning outcomes

Having successfully completed the module, you will be able to:

- demonstrate knowledge and understanding of core methods of descriptive and inferential statistics used in the social sciences and other disciplines;
- select appropriate statistical methods in order to answer specific research questions;
- conduct the basic operations of quantitative data input using SPSS;
- carry out and interpret statistical analyses (including hypothesis tests about means and proportions, the chi-squared test of independence, and simple linear regression) using SPSS.

Summary of teaching and learning methods

Teaching will be through a combination of multidisciplinary lectures, tutorials, and computer workshops. Learning activities will include learning in lectures, which will cover explanations of the statistical methods and their use, discussing problems during the tutorials, as well as by independent study. The computer workshops will provide hands-on experience of the analysis of data and the application of the methods introduced in the lectures using SPSS. The course assumes no prior knowledge of statistical methods or SPSS, although pre-reading of Diamond and Jefferies (2001) or Garner (2005) would be of benefit.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. The coursework will require you to write a report on the analysis of a given dataset using SPSS and the application of the statistical methods covered during the module to investigate a substantive problem.

In addition, formative assessment is based on individual work that can be completed in part during the computer workshops and tutorials.

Suggested reading:

Diamond, I., & Jefferies, J. (2001). *Beginning Statistics*. Sage.

Field, A. (2009). *Discovering Statistics Using SPSS* (3rd edition). London: Sage.

DTC CORE MODULE

Module: Survey Design

Module code: RESM6205 5 ECTs

Module Tutor: Dr. Chris Downey (SEdS)

Programme(s) in which the module is core: MPhil (Res Meth) Quantitative Pathway. Integrated PhD.

Dates: Semester 2

Focus

This module is an introduction to key issues in the design and analysis of random sample surveys. Students will be introduced to the Total Survey Error framework in which survey quality is understood as the practice of minimising the total error in survey estimates (bias + variance) for a fixed cost. The content of the module will focus on the different approaches to drawing random samples, modes of administration, principles of questionnaire design, assessing and correcting for nonresponse and longitudinal survey designs.

Learning outcomes

The module aims to provide you with an understanding of the main issues involved in the design and conduct of sample surveys in social research, with a particular emphasis on sample design, data collection procedures, nonresponse, and the design and testing of questionnaires. Students taking this module will gain first-hand experience in the design and management of survey research projects.

Having successfully completed the module, you will be able to:

- Demonstrate awareness of the key principles and practices of survey design and implementation;
- Construct survey questionnaires according to best practice and drawing on the relevant social and cognitive psychological literature;
- Identify, describe and evaluate a range of sampling designs;

- Demonstrate awareness of the various sources of survey error and means of controlling them using design principles.

Summary of teaching and learning methods

Teaching will be via lectures, seminars, and independent study. This will entail a combination of multidisciplinary lectures and tutorials with presentations, discussions and exercises. Learning activities will include learning in lectures, by presenting and discussing issues and undertaking exercises during seminars, completing practical take-home assignments, as well as by independent study.

Summary of assessment methods

Formative assessment through feedback from seminar activities.

An assignment of 2,500 words in which you write a survey design proposal that critiques the 'clients' draft questionnaire and considers survey mode and cost, sampling strategies, response rates and sample representativeness.

Suggested reading:

Bradburn, N. M., & Sudman, S. (2004). *Asking questions*. San Francisco: Jossey-Bass.

Dillman, D., Smyth, J., & Christian, L. (2009). *Internet, Mail and Mixed-Mode Surveys: the tailored design method* (3rd ed.), New York: Wiley.

de Leeuw, E.D., Hox, J. & Dillman, D. (Eds.) (2008). *The International Handbook of Survey Methodology*. New York/London: Erlbaum/Taylor & Francis.

Groves, R M., Fowler, F.J., Couper, M P., Lepkowski, J M., Singer, E. & Tourangeau, R. (2009). *Survey Methodology,* Second edition. New York: Wiley.

DTC CORE MODULE

Module: Qualitative Methods II

Module code: RESM6106 5 ECTs

Module Tutor: Professor Melanie Nind (SEdS)

Programme(s) in which the module is core: MPhil (Res Meth); EdD.

[RESM6103 Qualitative Methods I, or the equivalent, is a pre-requisite]

Dates: Semester 1

Focus

The syllabus for this module will cover a variety of advanced and specialist techniques in qualitative methods. We will consider the theoretical frameworks guiding specific qualitative data collection and analysis techniques.

Indicative Syllabus:

1. Course overview and introduction to Grounded theory and other theoretical frameworks.
2. Biographical research
3. Visual methods
4. Discourse analysis
5. Case study analysis
6. Interpretative methods (e.g. IPA) OR Action Research (programme dependent)

Learning outcomes

Having successfully completed the module, you will be able to:

- understand the main arguments surrounding use of a range of specialist qualitative techniques;
- critically assess the relevance of various methods for collecting and analysing qualitative data;
- analyse the practical and ethical challenges in advanced qualitative research;
- articulate arguments for applying aspects of advanced methods to your own research contexts;
- use qualitative methods appropriately to analyse data.

Summary of teaching and learning methods

The module will be delivered using a 'hub' and 'spoke' model: at the 'hub', there will be generic, multidisciplinary lectures, given by an expert in the field and designed to give students a good introduction to the method/topic. These will be followed by seminars organised in 'spokes' which will comprise individual pathways or groups of cognate pathways. Seminar content will be designed to explore the particular issues that arise in using qualitative methods for these disciplines/groups of disciplines and will use a range of pedagogic methods, as appropriate. In addition, the module will offer a choice of computer workshops on a choice of qualitative software packages. You are also expected to undertake self-directed learning, supported by module materials.

Summary of assessment methods

You will write a 2,500 word assignment, normally presenting a plan of a research project – to include rationale, design and techniques for analysis and some evidence of piloting of methods (e.g. using secondary data, testing interview schedules, etc.).

Suggested reading:

Banks, M. (2001). *Visual Methods in Social Research. Thousand Oaks, CA: Sage.*

Chamberlayne, P. et al. (2000). *The Turn to Biographical Methods in Social Science,* Routledge.

Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data*, Sage.

Rapley, T (2007). *Doing conversation, discourse and document analysis.* London, UK Sage Publications Ltd.

Ritchie, J., & Lewis, J. (eds) (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, London: Sage.

Silverman, D. (2005). *Doing Qualitative Research*, 2nd Edition. Sage.

Wetherell, M., Taylor, S., & Yates, S. eds. (2001). *Discourse as Data: A Guide to Analysis*. London: Sage Publications.

Whitehead, J. (2006). *Action Research: Living Theory*. London: Sage Publications.

Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. 2nd Edition, Maidenhead: Open University Press.

Yin, R.K. (2009). *Case Study Research: Design and Methods*. 4th Edition. London: Sage.

DTC CORE MODULE

Module: Quantitative Methods II

Module code: RESM6007 5 ECTs

Module Tutor: To be advised

Programme(s) in which the module is compulsory: MPhil (Res Meth)

[RESM6204 Quantitative Methods I, or the equivalent, is a pre-requisite]

Dates: Semester 2

Focus

The module is split into three parts. After a brief review of simple linear regression, the first part focuses on multiple linear regression. Indicative topics include: model interpretation, assumptions of multiple regression, hypothesis testing, model selection, handling of categorical explanatory variables, interactions, and variable transformations. The second part of the course covers logistic regression and other models for categorical data. Indicative topics include: binary response variables, the linear probability model, probabilities and odds, the logistic regression model, model interpretation, model selection, multinomial logistic regression, models for ordinal data, and log-linear models. The final part of the module covers the data reduction methods of principal component analysis and factor analysis.

Learning outcomes

Having successfully completed the module, you will be able to:

- demonstrate knowledge and understanding of the basic ideas behind several commonly used statistical methods for analysing multivariate data – multiple linear regression, logistic regression and other models for categorical data, principal components analysis, and factor analysis;
- analyse quantitative data by applying these methods using SPSS and interpret the findings;
- write statistical reports based on these analyses.

Summary of teaching and learning methods

Teaching will be through a combination of multidisciplinary lectures, tutorials and computer workshops. Learning activities will include learning in lectures, which will cover explanations of the statistical techniques and their use, discussing problems during the tutorials, as well as by independent study. The computer workshops will provide hands-on experience of the analysis of data and the application of the techniques introduced in the lectures using SPSS.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. The coursework will require you to write a report on the analysis of a given dataset using SPSS and the application of the statistical methods covered during the module to investigate a substantive problem. In addition, formative assessment is based on individual work that can be completed in part during the computer workshops and tutorials.

Recommended text book:

Field, A. (2009). Discovering Statistics Using SPSS (3rd edition). London: Sage.

EDUCATION MODULE

Module: Case Study

Module code: EDUC6367/8012 5 ECTs

Module Tutor: Professor Melanie Nind

Dates: Semester 1

Focus

- The characteristics of case study research with a particular reference to educational case study.
- The different ways in which case studies are conceptualised and conducted, including class, school and local authority case studies, background and status of case study as an approach and what it has to offer.
- Range of types of case study including exploratory, confirmatory, descriptive, explanatory, evaluative, ethnographic, intrinsic and instrumental.
- Particular challenges associated with case study including generalising from case studies and the self in case study.

Learning outcomes

By the end of the module you will be able to:

- understand the defining characteristics of case study research and have an overview of various types of case study;
- critically assess the fitness of purpose of case study for a range of study areas and educational research questions;
- analyse a range of educational case study examples;
- articulate arguments for applying aspects of case study to your own research contexts.

Summary of teaching and learning methods

A series of interactive lectures with students feeding into the sessions from directed reading and work to apply and evaluate case study for their own contexts.

Summary of assessment methods

Typically a 2,500 word written assignment discussing e.g. the opportunities and threats associated with a case study approach or the relative merits of different kinds of case study research for a particular problem or set of problems.

Suggested reading:

Bassey, M. (1999). *Case Study Research in Educational Settings*. Buckingham: Open University Press.

Hitchcock, G. & Hughes, D. (1995). *Research and the Teacher: A Qualitative Introduction to School-based research*, 2nd Edition. London: Routledge.

Simons, H. (1996). The paradox of case study, *Cambridge Journal of Education*, 26(2), 225-40.

Simons, H. (2009). *Case Study Research in Practice*. London: Sage.

Stake, R. E. (1995). *The Art of Case Study Research*. London: Sage.

Stenhouse, L. (1980). The study of samples and the study of cases, *British Educational Research Journal*, 6(1), 1-6.

Thomas, G. (2010). *How to do Your Case Study*. London: Sage.

Yin, R.K. (2009). *Case Study Research: Design and Methods*, 4th Edition. London: Sage.

EDUCATION MODULE

Module: Analysing Secondary Data from Schools and other Educational Institutions

Module code: EDUC6368/8013 5 ECTs

Module Tutor: Dr Chris Downey

Dates: Semester 1

Focus

- Modelling the clustered nature of education data
- ANOVA/dummy variable approaches vs Multilevel modelling
- Assumptions of MLMs
- Setting up 2 level MLMs using continuous outcome data
- Applications of MLM in Education Settings
- MLM with non-continuous outcome variables
- Introduction to growth modelling using longitudinal data
- Applications of growth modelling in educational settings
- Sources of secondary data in education & the strengths and weaknesses of various datasets
- Use of software for analysis (MLWin)

Learning outcomes

By the end of this module you will be able to:

- Understand the defining characteristics of multilevel modelling;
- Critically assess the fitness of purpose of multilevel modelling for a range of data types and educational research questions;
- Analyse a range of educational data using MLM.

Summary of teaching and learning methods

The module will be taught using a variety of teaching and learning approaches. These will include, where appropriate, lectures, interactive teaching and hands-on activities. The main focus will be on generating understanding through lecture and group discussion, where students will be asked to undertake exercises such as designing models in group, and hands-on practise using MLWIn to analyse data in computer labs with the assistance of the module tutor.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. The coursework will require you to write a report on the analysis of a given dataset using MLWin and the application of the statistical methods covered during the module to investigate a substantive problem.

In addition, formative assessment is based on individual work that can be completed in part during the computer workshops and tutorials. The exact dataset and questions used will vary on a yearly basis.

Set text:

Snijders, Tom A.B., & *Bosker*, Roel J. (1999). *Multilevel Analysis: An Introduction to Basic and Advanced Multilevel Modeling*. London: Sage.

EDUCATION MODULE

Module: Quantitative Approaches to Examining Classroom Practice

Module code: EDUC6374/8015 5 ECTs

Module Tutor: Dr Chris Downey

Dates: Semester 1

Focus

- Small-Scale Experimental Designs and their Application in School Settings
- Small-Scale Evaluation Designs
- Classroom observation
- Measurement Issues including Validity and Reliability
- Designing Small-Scale Surveys, Questionnaires, Observations and Tests
- Analysis Methods possible using Excel software for descriptive statistics and graphs.
- Ethics of evaluation and experiments

Learning outcomes

By the end of this module you will be able to:

- understand the defining characteristics of small-scale classroom research
- critically assess the fitness of purpose of different types of quantitative approaches to small scale classroom research for a range of educational research questions;
- analyse a range of educational data using basic statistics.

Summary of teaching and learning methods

The module will be taught using a variety of teaching and learning approaches. These will include, where appropriate, lectures, interactive teaching and hands-on activities. The main focus will be on generating discussion about issues related to classroom research and to developing practical research skills through doing small pieces of research as part of the learning process. Small group discussion and student presentations of projects will therefore form an integral part of the teaching approach.

Summary of assessment method

Students will be assessed through a single assignment (2,500 words).

The focus of the assignment is on identifying a research problem, and conducting a small scale research project using one of the methods discussed during the course of the module.

A suggested structure for this assignment might be:

1. What is the research problem you identify?
2. What method (e.g. observation, survey) have you used, and why have you chosen this method?
3. How did you construct your research instruments? What did you do to try and maximise reliability and validity?
4. Description of the research project and analysis of the data
5. Discussion and conclusion

Set text:

Muijs, D. (2011). *Doing Quantitative Research in Education*, 2nd Edition. London: Sage.

EDUCATION MODULE

Module: Developing Psychometric Scales for Education Research

Module code: EDUC6383/8014 5 ECTs

Module Tutor: Dr John Schulz

Dates: Semester 2

Focus

In studying this module you will cover aspects of:

- Applications of psychometric and sociometric scales in education research.
- Concepts of latent variables and dimensions.
- Item response theory and item generation techniques.
- Reliability and validity.
- Item analysis, confirmationary and exploratory factor analyses.
- Assumptions and limitations of factor analysis models.

Learning outcomes

By the end of this module, students will be expected to:

- design and critically evaluate research studies that are appropriate for using psychometric and sociometric scales;
- create item pools appropriate for inclusion in the developmental stages of a psychometric scales for use in education;
- undertake the item analysis stages in the development of a psychometric scales;
- conduct appropriate data reduction techniques, using SPSS, to verify a psychometric scale;
- critically interpret and present the development of a psychometric scale.

Summary of teaching and learning methods

The main emphasis in this module is 'hands-on' experience of using the computer-based statistical package SPSS to undertake item analyses and factor analysis. Much of the work will be the analysis of 'real' quantitative data but it may be possible to base some analysis on students' own practice. Teaching methods consist of a mix of workshop activity, lectures, and seminars.

Summary of assessment methods

The module will be assessed by one 2,500 word coursework assignment. The coursework will require you to write a report on the analysis of a given dataset using

SPSS and the application of the statistical methods covered during the module to investigate a substantive problem.

In addition, formative assessment is based on individual work that can be completed in part during the computer workshops and tutorials.

The exact dataset and questions used will vary on a yearly basis.

Suggested reading:

Brown, T. (2006). *Confirmatory Factor Analysis for Applied Research*. London: Guilford Press.

DeVellis, R. (2011*). Scale Development: Theory and Applications*. (3rd edition). London: Sage.

Muijs, D. (2010). *Doing Quantitative Research in Education with SPSS*. London: Sage.

Netemeyer, R., Bearden, W. & Sharma, S. (2003). *Scaling Procedures: Issues and Applications*. London: Sage.

Pallant, J. (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS*. Buckingham: Open University Press.

Tabachnick, B. & Fidell, L. (2005). *Using Multivariate Statistics* (5th edition). London: Pearson.

EdD CORE MODULE

Module: Professional Education Module 2A: Leading Change

Module Code: EDUC8027 2.5 ECTs

Module Tutor: TBC (SEdS)

Programmes in which the module is core: EdD

Dates: Semester 2

Focus

The focus of this module is conceptual frameworks for implementing change, together with quantitative and qualitative methodologies to investigate change processes and outcomes.

Learning outcomes

By the end of this module, you will be able to:

- Understand a range of differing theoretical approaches to planning, leading and evaluating change;
- Critically assess and evaluate concepts, methodologies and methods used to carry out investigations into change processes and outcomes;
- Understand the relationship of approaches to managing change to intended outcomes;
- Design a research project to evaluate a change in the student's professional context.

Methods of teaching

A mix of lectures and seminars, interactive group work and practical tasks with directed reading and suggested additional research.

Assessment requirements

Optional assessment – you will be able to choose between being assessed for this part of Professional Education Module 2 or the Part B of this module (normally, 'Learning Approaches'). You will write a 2,500 word assignment to critically explore a conceptual framework or methodology to be used in a research project related to leading change, placing the work within your own professional practice.

Suggested reading:

Fullan, M. **(2006).** The future of educational change: system thinkers in action. *Journal of Educational Change*, 7 (3) **: 113-122.**

Harris, A. (2010). Leading system transformation. *School Leadership and Management*, 30 (3) : 197-207.

Harris, A. **(2006)** Leading change in schools in difficulty. *Journal of Educational Change* 7 (1-2) **: 9-18.**

Hynds, A. **&** Willis, D. **(2008)** Opening the can of worms". Interrogating resistance to change within culturally diverse communities. Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 3-6 September, 2008. http://www.leeds.ac.uk/educol/documents/174592.doc, http://www.leeds.ac.uk/educol/documents/174592.pdf

Jansen, J. D.. **(2009)** Big change question: can and should school change in the developing world be guided by research from the developed world? *Journal of Educational Change*. 10 (2-3): **239-243.**

Jansen, J. D.. **(2007)** The leadership of transition: correction, conciliation and change in South African education. *Journal of Educational Change*, 8 (2 **): 91-103.**

McRoy, I. & Gibbs, P. **(2009)** Leading change in higher education. *Educational Management Administration and Leadership*, 37(5 **): 687-704.**

Thomson, **P. &** Sanders, E. **(2010):** Creativity and whole school change: an investigation of English headteacher practices. *Journal of Educational Change*, **63-83.**

Seashore, K. R.. **(2009)** Leadership and change in schools: personal reflections over the last 30 years. *Journal of Educational Change*, **10 (2-3): 129-140.**

Shirley, D. **(2009)** Community organizing and educational change: a reconnaissance. *Journal of Educational Change*, 10 (2-3) **: 229-237.**

Skerrett, A., Crossley, D., Beatty, B. Levin, B. (2010) How to change 5000 schools: a practical and positive approach for leading change at every level. *Journal of Educational Change*, 11(2) : 177-191.

Walker, A. (2007) Leading authentically at the cross-roads of culture and context. *Journal of Educational Change*, 8(3): 257-273.

EdD CORE MODULE

Module: Professional Education Module 2B: Learning Approaches

Module Code: EDUC8027 2.5 ECTs

Module: Professor Lianghuo Fan

Programmes in which the module is core: EdD

Dates: Semester 2

Focus

- Overview of learning approaches and related theoretical foundations
- Discovery learning
- Constructivism learning
- Cooperative learning (and social learning)
- Problem-based learning (and inquiry-based learning)
- Self-regulated learning

Learning outcomes

By the end of this module, you will be able to:

- gain a deep understanding of different learning approaches and related theoretical foundations in education;
- critically analyse and appraise key issues in relation to learning approaches;
- critically reflect on your own professional practice with respect to learning approaches.

Teaching methods

Teaching methods include lectures, whole class or small group discussions of selected texts and issues. The delivery of this module, particularly the coverage and treatment of different learning approaches, will depend on students' experiences, background (particularly their familiarity with different topics), and research interest.

Assessment requirements

Optional assessment – you will be able to choose between being assessed for this part of Professional Education Module 2 or the Part A of this module (normally, 'Leading Change'). You will write a 2,500 word assignment focusing on either one particular learning approach or two or more learning approaches; the assignment can be (1) a critical review, or (2) an analysis and reflection, or (3) comparison and contrast.

Suggested reading:

Illeris, K. (2009): *Contemporary Theories of Learning*. London: Routledge.

Jordan, A., Carlie, O. & Stack, A. (2008). *Approaches to Learning: A guide for teachers*. Milton Keynes: Open University Press.

Peter, J. & Stella, P. (eds.) (2007): *Human Learning: A holistic approach*. London: Routledge.

Pritchard, A. (2009). *Ways of Learning: Learning theories and learning styles in the classroom* (2nd ed.). London: David Fulton.

Schunk, D. H. (2011). *Learning Theories: An educational perspective* (6th ed.). Boston, MA: Allyn & Bacon.

EdD CORE MODULE

Module: Thesis Studies

Module Code: EDUC8025 5 ECTs

Module Tutor: Dr Michael Tomlinson

Programmes in which the module is core: EdD

Dates: Semester 2

Focus

In studying this module you will cover aspects of the following:

- Choosing a topic - strategies for settling on a topic and discussing how to narrow this down to a manageable area of research.
- Developing a proposal - how to define (and refine) research aims and questions and finding a gap in existing literature, as well as discussing the audience for whom the proposal is designed.
- A good thesis - examining the key indicators and characteristics of quality in a doctorate thesis
- Critiquing the literature - exploring the construction of a literature review, as well as how to best utilise literature and what key strategies to use in tacking the literature.
- Individual one-to-one tutorial to work on developing ideas and plans for the thesis

Learning Outcomes

By the end of this module, you will be expected to:

- be skilled in working through the doctoral research process, from initial planning to constructing the thesis;
- develop a viable research proposal (including the development of a research problem and set of research questions);
- construct a potential methodological framework for research (including the research design and set of research instruments);
- appreciate the practicalities of carrying out research (including fieldwork,

access and ethical issues)

Methods of teaching

This module will involve a series of four taught sessions (including lectures and seminar discussion) where key elements of the rationale for a thesis will be explored, as well as individual tutorials where issues particular to individual students can be examined. The sessions will be practically-orientated, focusing on preparation for thesis, and incorporating examples and illustrations from previous thesis work. You will be asked each week to contribute to writing a draft proposal for your thesis which will provide you with an opportunity for formative feedback on their ideas. You will also get an opportunity to informally present your ideas which will also allow for further feedback.

Assessment requirements

Assessment will consist of a 2,500 word assignment that encourages you to reflect on your learning on the course so far (in terms of design, methods, research skills, substantive knowledge) and how it relates to your own professional practice and how you anticipate this being relevant to the research that you plan to undertake.

Suggested reading:

Cryer, P. (2006).*The Research Student's Guide to Success.* OUP/McGraw Hill.

Moore, N. (2006). *How to Do Research: The Practical Guide to Designing and Managing Research Projects*. Facet Publishing.

Murray, R. (2006). *How to Write a Thesis*. Milton Keynes: Open University Press.

Phillips, E.M. & Pugh, D.S. (2005). *How to Get a PhD: A Handbook for students and their supervisors.* Milton Keynes: Open University Press.

Tinkler, P. and Jackson, C. (2004). *The Doctoral Examination Process: A Handbook for students, examiners and supervisors.* Maidenhead: Society for Research into Higher Education and Open University Press.

APPENDIX IV

Postgraduate Research Student Handbook Mathematical Sciences

Welcome to Mathematical Sciences

Dear students,

Welcome (back) to *Mathematical Sciences* at the University of Southampton.

You are all in a *privileged* position, in more than one way:

1. This is most likely the only period in your life that you are given the luxury to immerse yourself in a topic of study and where you are given the freedom to devote so much of your time and effort to it;
2. You have the privilege to work together with academic supervisors from a research-intensive and well respected academic unit, with excellent research support facilities. Most academics in Mathematical Sciences I am sure consider learning and research, and passing this knowledge on to you and others, one of their main *raisons d'être;*
3. With some luck but in particular your hard work, your research may potentially have an impact on the frontiers of knowledge that you could not foresee when starting your research,
4. It may open the door to a future career in which you may continue to devote yourself to research or help others to do so;
5. This period will likely enrich your life in many other ways you might again not have foreseen.

We welcome students with great ambition. However, good research usually starts with focussing your attention on a specific area, and doing that extremely well. We hope that your research contribution may place you close to if not within the group of current world experts in your chosen domain. In addition, it may well be that it has applications or ramifications in related research fields as well. It is not unusual that after you finish your PhD, you have more profound questions without answers than those you had at the start; an indication that you did well.

Expect that you will encounter periods within your research years here with us that you may feel frustration, have doubts, and may feel down. This is all very natural. *Henri Poincaré* summarised the tedious process very well. Discoveries may arise suddenly, but usually only after long periods of preparation and incubation. If the moment of illumination has not yet arrived, please persist. Your supervisory team will help you get through the hard times, and rejoice with you in your successes. Finally, be prepared that the final important and essential steps of verification and write-up take at least double the amount of effort and time than what you anticipate on the moment(s) you make your discoveries!

With that privilege comes responsibility as well. Please read this handbook carefully and in full (and not only this addendum) at least once, and come back to sections whenever in doubt. Maintain a good and regular working relationship with your main supervisor as well as the other supervisors in your team, and develop a respectful attitude towards your fellow students and others. It is important to also not forget the practicalities that come with your research studies, such as to respect due dates and milestones.

I wish you all the best, and will be delighted to hear more about your work.

Sincerely yours,

Patrick Beullens
Doctoral Programme Director (DPD)
Associate Professor
P.Beullens@soton.ac.uk

Postgraduate Group Research Coordinators (PGRCs)

The Academic Unit (AU) Mathematical Sciences has four research groups: Pure Mathematics, Applied Mathematics, Statistics, and Operational Research.

Each research group has at least one academic member taking on the role of Postgraduate Group Research Coordinator (PGRC). PGRCs are to:

1. contribute to promotional activities of their group's postgraduate research;
2. coordinate their group's PGR student applications as to ensure timely completion of the selection process by the academic selectors and submission to the DPD;
3. provide support to main supervisors in their group in meeting their responsibilities regarding conditions and expectations of funding bodies and the University's data management policy (see Addendum to Section 2.3.1 below);
4. provide support to main supervisors in their group, liaise with training course providers, and consult to the DPD regarding suitability and credit points of training courses for PGR students (see Addendum to Section 8, and the PGR Credit Point Scheme);
5. support head of AU, DPD and others regarding queries around PGR research issues

Currently, the PGRCs are as follows.

- Pure Mathematics: Prof Peter Kropholler, P.H.Kropholler@soton.ac.uk
- Applied Mathematics: Prof Kostas Skenderis, K.Skenderis@soton.ac.uk
- Statistics: Dr Anthony Overstall (starting October 2016)
- Operational Research: Dr Hou-Duo Qi, H.Qi@soton.ac.uk

Printing and photocopying

PGR students may make reasonable use of the AU's electronic printing facilities for the production of papers and material for theses. Students should not use these facilities for making multiple copies of the same document, particularly theses/dissertations. Copies in addition to the master should be made using the photocopying facilities. PGR students are permitted to use AU photocopying facilities for copying academic material in support of their research studies.

Please note however that this does NOT include copying for private purposes, which includes making multiple copies of the thesis. Private copying is not normally permitted: in exceptional cases the Print Room Manager may allow access, and a charge in line with AU policy will be made.

PGR students receiving financial support from external funders

Main supervisors are to check the requirements and expectations of the funder, and set out a strategy with the PGR student accordingly. This may include, and may not be limited to:

- The RCUK's statement on doctoral expectations, see here
- EPSRC's data management expectations, see here
- STFC or DTC expectations, consult with your PGRC

Data management

Main supervisors are to familiarise themselves with the University's policies on data management, see Calendar Section IV, Research Data Management Policy., and set out a strategy with the PGR student accordingly.

With respect to all the above, please also see the Addendum to Section 3.5 below.

Monitoring and supporting your progress

Supporting your progress: seminar and posters events

To help PGR students in their first year gain experience in presenting their work, the AU has the tradition to organise a seminar and poster event. PGR students eight or more months into their first year (or the second year in case of a 1+3 or iPhD programme), are expected to participate by giving a seminar to their peers and academic staff about their research, and also listen to their peers presenting their work and provide constructive comments. In addition PGRs are expected to each produce a poster of about size A1 about their research and which will be displayed in a common area. Supervisors are expected to provide their guidance for presentation and poster structure and content, and are encouraged to attend these seminars and provide feedback. Other benefits of the event include giving a vehicle to the PGRs of consolidation of and reflection on research ideas, and obtain feedback from and interact with other academic staff. Most students will participate in the event in late June/early July. Depending on the cohort, an additional event might be organised in late October/early November.

Length of degree and funding

PGR students who have obtained financial support should check the duration of this financial support as set out in the formal offer letter.

If there is any doubt about the length of support offered, or about any other matter related to your funding, please contact the Faculty Graduate School Student Office. The office can also guide you further towards obtaining full details about the conditions of your funder.

Teaching

All PGR students of the AU who are invited to assist with teaching must attend *and successfully complete* ITSPG1 and ITSPG2.

Addendum to Training Students on an iPhD (1+3) programme

PGR students will follow courses as part of the taught component when starting this programme, *and successfully complete* this taught component, before the individual research part of the programme can commence. The selection of available courses, the need to seek approval from the DPD, progression requirements, and other details are described in the programme specification document `Integrated PhD in Mathematical Sciences (2016/17)'

Subject-related training

The AU is member of three consortia, made up from Graduate Schools of Mathematics across the UK, who have pooled their resources to provide instructional courses for their PGR students:

- ***MAGIC*** *- Mathematics Access Grid Instructional Courses*: providing pure and applied mathematics courses over the Access Grid in our own dedicated Access grid Room in room 7D. Details here
- ***APTS*** *- Academy for PhD Training in Statistics* : providing residential week-long courses in postgraduate statistics. Details here.
- ***NATCOR*** *- National Taught Course Centre for Operational Research*: providing residential week-long courses in operational research. Details here.

All EPSRC-funded PGR students are expected to attend relevant courses offered by the above consortia. Other PGR students may also attend these courses.

Other subject-related training can be obtained by following tailor-made reading courses, existing courses at MSc level, as well as undergraduate courses available within the AU or within the University.

PGR students are required to take approximately 100 hours of academic courses over the span of their PGR studies. For PGR students on an iPhD programme, this requirement refers to courses in addition to those successfully completed as part of their taught programme.

EPSRC-funded students are expected that the majority of the subject-related training will be through EPSRC funded postgraduate training centres (including MAGIC, APTS, or NATCOR).

Subject-related training is also to be used to broaden the knowledge of the PGR student and not just provide in depth knowledge of the specific field of the research project.

Each of the training centres' modules comes with its own assessment. In the case of an existing University module the assessment will consist in sitting informally the exam and/or coursework. If the assessment takes the form of a viva (for example, at the end of a reading course), two relevant members of staff should be present, make a record of the proceedings and agree on the outcome. Staff may be asked for records of assessment in the event of a dispute.

PGR Credit Points Scheme

The remainder of this addendum is to explain the credit points scheme adopted by the AU. The points scheme is used to inform the decision of annual progression and upgrade panels.

References to a year of study or any number of years of study in this description follows the convention of milestones as laid out in Section 3.4 of this handbook. This means that for PGR students on an iPhD or (1+3) programme, `Year 1' or the `first year' refers to the first year once they have commenced following the +3 part of their programme, and `years of study' refers likewise to the years once students have commenced following the +3 part of their programme.

1. PGR students will undertake during their years of study on the programme a variety of activities ranging from generic training to subject-related courses for the reasons set out in Section 8 and in the Addendum to Section 2.3.1.

2. Each training activity will attract a certain number of training credit points. The allocation of credit points to the type of training undertaken will normally be made according a `Points tariff' system.

3. **Points tariff.** The following is a guide to the points that may be claimed. The lists below are not exhaustive; see also the first paragraphs of this Addendum to Section 8.

   Generic Training
   - Induction activities (compulsory): [1]
   - Ethics 1 – Good research practice (compulsory): [1], see here
   - Teaching skills for postgraduates, ITSPG1 (compulsory): [1]
   - Teaching skills for postgraduates, ITSPG2 (compulsory): [1]
   - Computing workshop (four 2-hour sessions in Semester 1, Year 1) (compulsory): [2]
   - Epigeum: Ethics 2 - Working with Human Subjects (only if relevant): [1]
   - Attendance at external workshop on e.g. project planning: [1]
   - Attendance at a computing course: [1]

   Subject-Related Training
   - Regular seminar participation, per semester: [2]
   - Regular PG course (School, MAGIC, APTS, NATCOR): [4]

- Regular MMath or Msc course: [4]
- Reading course [seek approval from PGRC and DPD]: [4]
- Giving a talk at an internal seminar: [2]
- Giving a presentation at an external conference: [4]
- Giving a poster at an external conference: [2]
- Preparing a paper for publication: [4]
- Assisting in refereeing a paper: [2]
- Conference attendance (maximum 2): [2]

All PGR students of the AU are required to participate and successfully complete induction activities, Ethics 1, a computing workshop, and the introductory courses on teaching skills for postgraduates ITSPG1 and ITSPG2.

Students cannot claim credit points for MSc, MMath or other courses previously taken in fulfilment of other degree requirements. Each PGR training course taken may only be claimed for once.

PGR students on the iPhD route (1+3) cannot claim credits for courses successfully completed as part of the taught component of their programme that they follow before progression to the +3 part.

Depending on the type of activity, generic training may, or may not, involve a form of assessment. For some activities the participation of the student in the generic skills activity will be sufficient. In that case, a certificate of attendance needs to be obtained by the PGR student. However, in others, the relevant staff member may take into account the degree of engagement of the student.

Subject-related taught training course must include some form of assessment in order to be credit point bearing. PGRs will be able to claim those points only when passing the assessment.

4. **Required Credit Points Total.** Students eventually registered for a PhD will normally be expected to accumulate at least 50 credit points during their PGR studies, of which at least 30 obtained through subject-related training. Students who submit for an MPhil degree are normally expected to have accumulated at least 20 credit points in total, of which 12 credit points are obtained through subject-related training.

5. **Timing of credit points acquired.** Full-time PhD students are expected to accumulate credit points such that no more than 10 points need to be collected in the third year, at least 20 are collected in the first year, and the remainder as to meet the required total in the second year. Part time PhD students are to apply this distribution over the first six years. MPhil students are expected to collect at least 15 credit points in the first year.

   Exceptions to these timings are possible if particular training events are scheduled outside the ideal period of time to meet the above allocation. Supervisors are to liaise with their PGRC if that is the case, and the main supervisor should provide a commentary in the ACF form (Appendix 1) as to give assurance that required total credit points as set out in Section 4 above is not put into jeopardy.

   See also Sections 9 and 10 below for additional circumstances in which the prescribed timing of credit points as set out in this Section 5 may need adjusting.

6. **Annual training programme set-up.** At the start of each year, main supervisor and PGR student will construct a training programme for the coming year, and agree in liaison with the PGRC on the credit points that could be earned from each training event on the programme. This programme will be documented on PGRTracker.

If in doubt about the suitability of certain training opportunities or the credit points, PGRCs are to consult the DPD.

It is understood that changes to this programme can be introduced at any time during the year by following the above described process.

7. **Annual reporting process.** PGR students must ensure they collect and retain the necessary evidence of having successfully completed each of their training events in their training programme and submit this to their main supervisor (for example, during one of the regular research supervisions) for approval.

   The main supervisor is to ensure that satisfactory progress is made according to the training programme set out for that year. If it becomes apparent that there are problems that cannot be corrected in agreement with the PGR student, the main supervisor is to inform the PGRC and DPD. *Repeated failure of the PGR student to engage in required training may result in further sanctions* as described in the Section 8 of this PGR Credit Point Scheme.

   The successful completion of each activity must be noted on PGRTracker, together with any related comments. In addition the PGR student should update the ACP form (`Accrued Credit Points') attached in Appendix 1.

   As part of the documentation submitted for each annual review, the completed ACP form, signed by PGR student and main supervisor, must also be submitted on PGRTracker *in order for the DPD to be able to approve the annual progress review.*

8. **Unsatisfactory Progress.** As part of the annual progress review by the DPD, the DPD will review the ACP form. Failure to meet the expected minimum number of credits accrued at this stage may lead the DPD to issue a warning of unsatisfactory progress to the supervisory team, who in their turn must inform the student immediately.

   Repeated failure to engage in appropriate and required training and personal developments activities may lead to termination of the PGR's candidature.

   For more about the criteria leading to unsatisfactory progress or termination, please refer to the Quality Handbook

   Note that the credit point system complements and does not replace other conditions for progression, such as the quality of the research and the reports submitted, and as laid out in the Faculty Handbook.

9. **Prompt or early submission of a thesis.** PGR students must ensure to meet the criteria set out in Section 4 of this PGR Credit Point Scheme at the time of submission of the dissertation for examination.

10. **Suspension of Study.** If a PGR student suspends registration, their training programme will also be suspended. The credit points already accumulated in the scheme will remain active.

Mathematical Sciences Accrued Credit Points Form (ACF Form)

PGR student to complete and submit this form via PGRTracker as part of the annual review. Please ensure it is signed and dated by your main supervisor.

PGR student name:

Student ID:

Main supervisor's name:

Mode of study (FT/PT):

DPD approved total credits earned in previous years

Total (A = B + C):

Generic training (B) :

Subject specific training (C):

Current year's report, summary

Period (from date – to date):

Year in student's PGR programme (1, 2, …):

Total number of credits claimed for this year (D = E + F):

Total number of generic training credits claimed for this year (E):

Total number of subject specific credits claimed for this year (F):

Note. Please ensure that the total of invidivual credits as reported in Table 1 and Table 2 match the credits claimed above under (E) and (F), respectively.

Total accrued credits

If the submitted claims for the current year are without any modifications approved by the DPD, then:

Total (G = H + I = A + D):

Generic training (H = B + E) :

Subject specific training (I = C + F):

Table 1: Generic training record of activities successfully completed *in the current year only*

Description activity	Date of completion	Credits

Table 2: Subject specific training record of activities successfully completed *in the current year only*

Description activity	Date of completion	Credits

By signing this form, I the PGR student declare that the information provided in this form is a true record of the training activities I have successfully completed this year, and that the credit points claimed are those that have been approved by the main supervisor.

Student's signature: Date:

Main supervisors comments:

Main supervisor's signature: Date:

APPENDIX V

You can find specific guidance on the doctoral programmes in Psychology as follows:

Psychology

PhD Psychology

https://www.efolio.soton.ac.uk/blog/ handbook-jw-mphil-phd/

PhD Health Psychology Research and Professor Practice

https://www.efolio.soton.ac.uk/blog/ handbook-jw-health-psychology- research-and-professional-practice/

Doctorate in Clinical Psychology

https://www.efolio.soton.ac.uk/blog/ handbook-jw-dclin-psych/

Doctorate in Educational Psychology

https://www.efolio.soton.ac.uk/blog/ handbook-jw-dedpsych/