HANDBOOK FOR RESEARCH STUDENTS, SUPERVISORS AND MENTORS

2011/12

CONTENTS

WELCOME TO NEW STUDENTS

On behalf of the staff of the Business School, we warmly welcome you to our doctoral studies programme at the University of Exeter.

Embarking on a research degree can seem a daunting prospect. We aim to provide a supportive, helpful and outstanding environment during your studies. Our objective, like yours, is for you to successfully complete your degree.

The School will endeavour to assist you achieve this. In this handbook you will find a great deal of information and advice. Hopefully it answers the majority of your questions but please don't hesitate to ask us.

You have high expectations and so do we. In the passages below, we indicate what we expect of you and what you can expect from your supervisor/s and the school.

As a research student in the Business School, you will be part of a thriving research community. We are also a dynamic school and during your time at Exeter, you will witness several exciting changes as the school grows.

The School is acknowledged as doing research of the highest quality and it intends to do all it can to maintain this position. Members of staff in the School are working at the frontiers of their subject and they are also committed to helping others do the same.

Doctoral studies can be difficult, but it should also be rewarding. We do our best to ensure that your experience of Exeter is enriching and successful.

We wish you every success with your research.

Prof Robin Mason

Dean,
Business School

Prof Zvi Safra

Director of Research Students

Helen Bell

Senior Administrator,
Research Programmes

1. REGISTRATION AND INDUCTION

NEW STUDENTS

Distant learning students should also read Appendix 1; returning students should go to p4)

1.1 School Registration

Your first contact in the School is the Senior Administrator, based in the School Research Office (PGRAdmin@exeter.ac.uk) who will give you access to this Handbook.

The Senior Administrator will register you in the School and complete your academic and personal details. You will also be asked to complete various forms.

1.2 University Registration

University registration is done online. If you have questions or problems concerning University registration, please refer to the Registry website.

1.3 Visas and Immigration

There are strict rules which govern visas required for study in the UK. From March 2009 major changes were implemented in the immigration system with the introduction of a new Points Based System for immigration. These changes have implications for students from visa national countries. The International Student Support office is available to provide support, information and assistance for all queries relating to visas and immigration and more information can be found at the International Office website.

1.4 Induction: students commencing their studies in October

At the start of the academic year there is a formal University and Business School induction and welcome programme for new research students.

The Senior Administrator will give you full details of the events in the programme.

The main academic elements of the induction programme are:

i. Meeting with the School's Director of Research Students.
ii. Introduction to University and School computing facilities
iii. Introduction to the University Main Library
iv. Introduction to the Effective Research Development Programme
v. Meeting your supervision team

Students attend elements (i) – (iv) as a group. Please read as much of this Handbook as possible before meetings (i) and (v).

1.5 Induction: students commencing their studies at other times

The Senior Administrator will register you in the School and coordinate your induction in the School.

If you start your studies in January or April you are strongly advised to attend sessions in the University's welcome/induction programme.

1.6 Meeting your supervision team for the first time

Your induction in the School is not complete until you have met your supervision team. All PGR students in the School should have two supervisors, as well as a Mentor.

Your supervisors will give you specialist academic guidance on your research work, while your mentor is in effect a personal tutor who is responsible for matters relating to your pastoral care.

You should meet your supervisors as soon as possible at the beginning of semester. This will give you maximum time to enrol on relevant training provided centrally or within the school (i.e. as taught modules).

Student	Supervisor/s
1. Arrange to meet your supervisor (and, if applicable, co-supervisor) as soon as possible	1. Discuss the student's original research proposal.
2. Read Sections 8-10 (especially 10.3-10.4) of the Handbook.	2. Discuss with the student the items in Section A of BuS PGR Form 1.
3. Take to the meeting: – a copy of your original research proposal – a copy of your transcript; – Supervision Agreement & Training Needs Assessment (BuS PGR Form 1) – Module Registration Form (BuS PGR Form 3).	3. Undertake a training needs assessment on the basis of the student's intended research and academic skills background. Read Sections 9.3-9.4 of the Handbook and determine which module/s are compulsory for the student and which module/s you advise the student to take. If necessary, consult the departmental director of research students. Outline training needs in Section B of BuS PGR Form 1.
4. Record meeting in 'MyPGR' system: - write up items discussed - record items detailed in the Supervision Agreement and Training Needs Assessment	4. Review and approve the student's record of the meeting in the 'MyPGR' system.

- list taught modules and other sessions agreed in Module Registration Form (Bus PGR Form 3)	

1.7 Expected outcomes from your first meeting

i. A review of the research project; agree the student's first task/s and their completion date/s; agree date of the next meeting and, if possible, agree the research plan.

ii. The supervisor and student complete and sign BuS PGR Form 1; the student returns the form to the Senior Administrator within one week of registration.

iii. The student records compulsory and advisory module(s) on BuS PGR Form 3; the student and supervisor sign the form.

After obtaining a signature from the relevant contact person for each advisory module, the student returns the form to the Senior Administrator as soon as possible, certainly within two weeks of registration. Students must pass the assessment for each compulsory module.

1.8 Meeting your mentor

Your mentor will arrange an initial meeting or contact within each term, as a minimum.

RETURNING STUDENTS

- Registration and Fees
  University registration is done online. Information regarding fees, including Continuation status student fees can be found here.

- Change of address
  It is essential that you immediately inform both the Senior Administrator and the University of any change of address (both home and Exeter). You can inform the University through the Student Record System (SRS).

- Skills Training
  Remember the University's Effective Researcher Development Programme.

2. Recording Supervision Meetings: 'MyPGR' System

NEW STUDENTS

2.1 The 'MyPGR' Online Tracking System

The University has developed a new online system for research students and supervisors to record supervision meetings. All students joining the University from October 2010 will use this system. The 'MyPGR' system is accessed through the Student Record System in the 'MyExeter' portal which can be found here: https://srs.exeter.ac.uk/

MyPGR provides a tool by which supervisor and mentor meetings will be arranged, recorded and monitored, including a file upload facility. It also holds all the relevant student information, such as training events you have attended, and taught modules undertaken whilst at Exeter. It will also record all the information relating to your supervision team.

2.2 Using the system

The 'MyPGR' system is 'student-led'. All research students are expected to ensure that meetings are arranged and recorded at the appropriate times.

Although the system has been built to be very easy to use, initial training will be provided during the Effective Researcher Development Induction Session, to which you will be invited to book a place to attend as part of your induction.

2.3 Training Guides and Support

The Senior Administrator has access to the whole system and will be able to assist all users with questions regarding the system.

Online handbooks for the system will also be available on the intranet, and in the Student Records System.

RETURNING STUDENTS

2.4 Recording Supervision meetings

From October 2011, returning students will be expected to use the MyPGR system to record their contact meetings with supervisors. Training and drop-in sessions will be provided, and the Senior Administrator has full access to training manuals and guidance.

3. THE BUSINESS SCHOOL

3.1 Structure

The University's academic units are Colleges, typically comprising several discipline-based departments, and various centres and institutes.

For research student purposes, the School is organised into five administrative and discipline units: Accounting, Economics, Management, as well as the Exeter Centre for Finance and Investment (Xfi) and Centre for Leadership Studies (CLS), both of which supervise PGR students.

Each has its own 'Discipline' Director of Research Students who is responsible for local PGR management issues (i.e. recruitment, supervision, progression, and upgrade). The Discipline Directors are often your first point of contact if you wish to raise issues about your studies and they are:

- Accounting: Prof Lynne Oats
- Economics: Prof James Davidson
- Finance/XFi: Dr Zhenxu Tong
- Management: Dr Carol Woodhams
- Leadership: Prof Annie Pye

A whole-School view is taken by the School Director of Research Students, Prof Zvi Safra (Z.Safra@ex.ac.uk, extn 6110), who is responsible for school PGR strategy and to ensure that students across the school receive the same standards of learning experience and access to resources and facilities.

3.2 Locating Staff and Resources

A list of all staff in the Business School, and their roles and responsibilities can be found on the website.

In your time at Exeter, the Business School will undergo a major transformation, including new learning environments and office space for academic and professional services staff, and resources for you as research students. Maps of the buildings currently occupied by the Business School can be found here.

Please note that office moves may happen at short notice; therefore please ensure you check this site regularly for the most up to date information.

3.3 Committees and Student Representation

Three committees specifically deal with postgraduate matters in the Business School.

The ***Education Strategy Group*** monitors all aspects of quality assurance concerned with teaching and learning policy and practice. Membership comprises academic staff and, for non-confidential business, elected

undergraduates and postgraduates including a research student. The group meets at least once a term.
Chair: Dr David Boughey, Associate Dean for Education

The ***PGR Management Board*** is concerned with generic research student matters including marketing, strategy and student recruitment. The members are the Director of Research Students, the Director of Research and the discipline directors of research students.
Chair: Director of Research Students
Secretary: Senior Administrator

The ***Postgraduate Research Student Staff Liaison Committee*** **(PGRSSLC)** deals with issues relating to postgraduate research matters which students or staff wish to raise. For example, all School proposals for changes that affect postgraduate research students must be brought to the committee for information or discussion or opinion. The PGRSSLC reports into the PGR Management Board, to which the Chair is also invited to attend.

The committee is chaired by an elected PGR student, and the meeting is currently open for all PGR students to attend.
Staff membership comprises those concerned postgraduate research degrees. The committee meets at least once a term.
Chair: Caroline Rook (2011/12)
Secretary: Senior Administrator

3.4 Student Concerns and Suggestions

If you wish to raise a matter of concern you should first do so with the person who is directly involved or responsible — ask the Senior Administrator if you are not sure who this is.

If the matter is not resolved to your satisfaction ask the chair of the PGRSSLC to take it up in their official representative capacity.

Staff in the School have been told that when a matter is brought to them by the student representative in this official capacity they must treat the matter with due seriousness. If the matter is still not resolved to your satisfaction, you should raise it at the PGRSSLC meeting and the Chair of the PGRSSLC will ensure the matter is dealt with.

Hence matters raised by student representatives at PGRSSLC meetings should be confined to (a) those School matters that have not hitherto been resolved to a student's (or the students') satisfaction including those which extend over more than one module or programme (e.g. IT provision), and (b) non-School or wider University matters.

Postgraduate students are also represented on the Board of the Faculty of Graduate Research: so if you want to raise matters that are not specific to the School, you should either raise them through the PGRSSLC and/or contact the Students' Guild Education Officer in Devonshire House. See Section 7.

The Education Strategy Group and the SSLC can often resolve matters raised by students during their meetings. If not, it is the duty of the committee chair to report back to the committee after discussion of the matter with the relevant person/s or at the School Senior Management Group (SMG). These committees formally report, via their minutes, to the Senior Management Group. The membership and minutes of these committees are posted on the Web.

The Business School welcomes suggestions for improvements for research students, in which case you or your SSLC representative should refer them to either your Discipline Director of Research Students (if the suggestion only concerns students in your department) or to the School Director of Research Students (for School-wide matters). Over the years the School has adopted several research student-initiated proposals.

4. BUSINESS SCHOOL FACILITIES

4.1 Starting Points: the School web site and intranet

The Business School website contains all the information you require about your programme at a click of a button.

The Business School operates an intranet with extensive materials restricted to University staff and students.

All Business School research students have access to the 'Staff and PGR Student' area of the intranet. You will need your ID and password to access the site. You will find a digital copy of this handbook, as well as key forms, links and much further information relating to postgraduate research.

4.2 Access to the buildings

The School is housed in three buildings, Streatham Court, the Xfi Building, and Building: 1. Full maps can be found on the intranet.

Streatham Court and Building: 1 are open 8:00 – 18:00 Monday to Friday, and the Xfi Building 8.00–17.30. Research students can enter the buildings outside of these hours by using your University ID cards and personal identification codes in the keypads by the external doors.

You will need to provide the Senior Administrator with your Card Number, and you will be provided with a unique PIN number to access the buildings, and your study room. For security reasons do not allow others to access the buildings out of hours and do not prop open external doors when the building is locked.

4.3 Staff office hours

The Senior Administrator is located in the School Research Office (Streatham Court), and has specific office hours for research students which are posted on the door. All Professional Services Staff are normally available between 9am-5pm; any specific hours will be posted on their doors.

Academic staff should have office hours specifically for student consultations posted on their doors; however, staff are usually willing to see students at other times when they are free, especially if the matter is urgent.

4.4 Who to contact in the School?

In addition to your supervisor/s and mentor, the Professional Services staff listed on our website are available to answer your questions or to advise you whom to see if you have a problem.

The Senior Administrator is familiar with Business School and University procedures and requirements and is always willing to help, as is the School director of Research Students (Prof Zvi Safra).

It may be that your query is best answered by the Students' Guild. If it is more specialised and related to your discipline or department, then the Discipline Director of Research Students will be able to help.

4.5 Requests for official letters

You can obtain university letters confirming your student status (including letters for a bank and for council tax purposes) direct from Registry Services.

For official letters concerning visas, please contact the International Student Support team in the first instance for advice and be as specific as possible about the letter's purpose. The International Student Support team will then advise the School directly of any supporting letters required from the School. Please note, that only staff in the International Student Support team are authorised to provide official letters in support of visa applications. The School can provide official letters, e.g. supporting letters for sponsors etc. Requests for these should be made to the Senior Administrator.

Requests for university letters on all other non-visa matters should be made to the Registry (Northcote House).

4.6 Disability Support

If you have a disability or illness which you feel might adversely affect your performance in examinations or other assessments, including writing your dissertation/thesis and your viva, you should contact the School Disability Officer (Claire Lavers C.P.Lavers@exeter.ac.uk) who will arrange for you to see staff at the university's Disability Resource Centre who will assess your needs. For example, extra time for written examinations will be given if supported by appropriate medical documentation (see also Section 7.17).

4.7 Data Protection

The University of Exeter is a data collector and is registered with the office of the Information Commissioner as required under the Data Protection Act 1998. The University will require information given at Registration for education administration purposes and will only process your personal data in accordance with the University's registration and current data protection legislation. Information contained on a student's personal details form will be disclosed to members of the university only as necessary.

Information on your student file within the School is held in confidence for use by members of staff. You have access rights to this information.

Please note that the School does not disclose information about you to any third party outside the university (including parents and family) without your written permission. However, if you are sponsored and your sponsor is likely to require feedback on your academic progress, please complete a Disclosure Permission Form available from the Senior Administrator.

Full information on the University's Data Protection Policy is found on the main University website.

4.8 Communications

Mail For the majority of students, internal and external mail will be delivered to your PGR student locker; large items will be held at the Building: 1 Reception and you will be emailed to arrange collection.

Email It is university policy that students must use their Exeter University email address for email correspondence with staff. Email is the principal means of contacting you and staff will expect you to frequently check your university email 'in box'. You can find the email address of staff from the University's home page on the website.

Your Exeter email address will be added to a School distribution email list, and this is the primary way in which the Senior Administrator and other staff will issue information for all research students.

Change of address You must notify immediately the Senior Administrator of any change in either your home or Exeter address. You must also notify the university of a change of address via the Student Record System: see Section 7.10.

4.9 Accessing School Facilities and Resources

The School has limited resources and may not always be able to meet all of your requests. This is how you access the most commonly-required facilities and resources

Resource	**Details**	**Staff ***
Study Rooms	The School aims to provide each full-time research student with access to a desk and loan laptop computer in a shared study (i.e. hot desking) room. You will be allocated a specific room based on your discipline, to which you will have shared access. Study space for part-time, continuation status ('writing-up') and interrupting students cannot be guaranteed.	Senior Admin
Telephone	Each hot-desking room has a telephone which can be used to receive external calls, and make calls to Exeter extension numbers. See your supervisor if you need to make an	

	important external call in connection with your studies.	Supervisor
Fax	The fax machine is in Student Services Centre Reception (Building:1). There are charges for sending and receiving faxes.	Student Services Team
Software	Requests for specialist software must be reviewed and approved by your supervisor and made by email to the Senior Administrator.	Senior Admin Supervisor
Conference/ data collection allowance	Full- and part-time students (not continuation status 'writing-up' students) are entitled to a single allowance of £300 for each full-time (equivalent) year of study for attending external academic meetings (conferences, seminars, workshops or equivalent) and/or for collecting data of direct relevance to their research (which has the approval of the supervisor).*****	School Research Office Supervisor
Photocopying	Each PGR student will be allocated an individual code to use for photocopying. This code can be used on the photocopier located in the Postgraduate Study Centre located in Streatham Court (next to the FEELE lab). You are entitled to £50 of copying for each full-time (equivalent) year of study. Please note the copyright rules displayed by all photocopiers. Copying outside the university (for example, at other universities): with the prior approval of your supervisor, you can be reimbursed for up to £35 of photocopying per full-time year of study on presentation of receipt(s).	Senior Admin Supervisor School Research Office
Inter-Library Loans	The Inter-Library loans system enables registered users of the University Library to obtain books or articles from other libraries in the UK. Students are entitled to 25 loans for each full-time year of study free of charge. Request cards can be obtained from the Library or the Senior Administrator. These should be returned to the School Research Office and you will be issued with a token. Requests for additional loans require the approval of your supervisor by means of	Senior Admin School Research Office Supervisor

	their counter-signature.	
University Library Acquisitions	If the University Library does not have a book which your supervisor considers to be essential to your research, your supervisor will order it.	Supervisor

Notes:
Senior Admin = Senior Administrator

* All requests for utilising this funding should please be made at least two months in advance of the expenditure, where possible.
All requests for financial support (conference/data collection expenses, external photocopying etc.) must be submitted on a PGR Allowance Form, available from outside the School Finance Office. Approval of financial assistance requires the signature of your supervisor and, if the request would result in your annual allowance being exceeded, that of other academic staff.

4.10 The Administrative Trail: University and School Forms

Both the School and the University require you to complete forms when your circumstances change. In the table below, you will find a list of the most commonly-used forms which cover the majority of circumstances you will encounter during your programme.

School forms are available from the Senior Administrator.

University forms are available from the Senior Administrator and are also downloadable from [the website].

Circumstance	School Form	Uni Form	Handbook Page
Agreement between student and supervisor and initial assessment of subject-specific training needs (BuS PGR Form 1)	✓		3, 4, 29, 44, 74
Research Supervision Form (BuS PGR Form 2)	✓		
Module Registration Form [for training needs] (BuS PGR Form 3)	✓		3, 4, 44, 74
Change of supervisor or mentor		✓	35
Change of title of thesis/dissertation (BuS PGR Form 4)	✓		35
Supervision record	✓		30

(BuS PGR Form 6)			
Annual Report Forms: Student (ARA); Supervisor (ARB)	✓		47. 73
Application for transfer of registration from MPhil to PhD		✓	33
Request for change to mode of attendance		✓	33
Request for interruption of studies		✓	39, 47
Application to the Dean for extension of study (BuS PGR Form 5)	✓		50
Withdrawal from PG programme		✓	50
Research student application for financial support (Available from School Research Office)	✓		11
Nomination of examiners for a candidate for MPhil/PhD	✓	✓	53
Form of application for examination of a thesis for the degree of PhD/ dissertation for the degree of MPhil		✓	53

4.11 Student Societies and the Business and Economics at Exeter Graduates' Association (BEEGA)

Two student societies associated with the School, BeSoc (the Business and Economics Society) and the Accountancy Society, organise social events and meetings addressed by external speakers. The societies' activities are announced on the general noticeboard in the main lecture theatre corridor. Graduates of the School established BEEGA in recognition of the benefits of their education at Exeter. The association fosters links between graduates, current students and staff, and directly helps the School in a variety of ways. These include an annual careers seminar at which Exeter graduates discuss career paths and offer advice to current students. The Association also hosts meetings in London.

5. COMPUTER FACILITIES

5.1 IT Staff

IT in the School is supported by Desktop Support staff, part of Academic Services (AS). Similarly audiovisual equipment such as portable projectors and lecture theatre systems are run by the Academic Services' subsection Learning Spaces Support.

5.2 Wi-Fi connections

The whole of the Business School has wi-fi connection. When a computer tries to connect to the internet, the browser (Internet Explorer, Firefox etc) is redirected to a webpage where you login with your University username and password. Once your login details are authenticated, the browser will tell you that you have connected; you can then access the web, read your email etc.

There are two available Wi-Fi connections, one is unsecure, but Exeter staff and students can connect to the encrypted secure network.

5.3 PGR Student Laptops

The Business School endeavours to provide all full-time research students with a university laptop, for their use during their registration at Exeter. The laptop will be issued to you after Welcome Week and as part of the Induction programme. Laptops will be returned when a student is no longer registered with the University, or they undertake a period of interruption longer than 3 months.

Students will also be provided with special locks, and bags with which to secure the laptop.

Any technical problems should be raised with the IT Helpdesk in the first instance.

5.4 Computer rooms

In Streatham Court and Xfi there are computer rooms for Postgraduate Students, one for Financial Databases and one for Undergraduates. These rooms have various bookings for teaching, experiments and other training courses, but outside of these times they can be used for private study.

All the computers have USB and headphone connections on the front. Please do not unplug any wires or attempt to move the computers.

There is also a large computer room in Streatham Court that is available to all university students (SC 0.93). Room 0.93 is run by Academic Services and is shared with all students on campus. This room can be accessed 24 hours per day, in the evening and weekend access is controlled by an electronic lock that requires a student University Card.

FAFM and Finance Students also tend to use the Xfi G25 (Computer Room) and the more specialist G27 (Dealing Room), labelled *Reuters*. G27 is a specialist room to be used only for collecting data and **not** for everyday word processing, web access or email. These rooms are for postgraduates only. Both are available 24 hours and are accessed by a door code. The PG office gives the code out to postgraduate students who have agreed not to share it with anyone else. Both rooms share the Palms network printer in G27.

The Postgraduate Study Centre is a large room that is open to postgraduate research students 24 hours a day. Students on postgraduate taught programmes also have access to this room between 8:00 – 18:00 Monday to Friday. A photocopier is available in this room, and each PGR student will be allocated a unique code to access this copier.

Academic Services also provide open-access computer rooms elsewhere on campus – there is a list online.

5.5 Printing

Each PGR study room contains a networked printer for use by research students. Instructions on how to add the printer are detailed in the room.

Each research student is provided with a printing allocation of £50 per each full-time (equivalent) year of study.

Replacement printer cartridges and paper can be obtained by contacted your discipline secretary, or the Senior Administrator.

5.6 Software

The school has bought a range of specialist software for students to use in their studies. There are also other packages which students can buy at reduced rate from Academic Services if they want to.

The school has a special licence that allows RATS and PC-Give to be loaded by students onto their own computers while they are students at Exeter University. For the installation disks you need to contact the IT Helpdesk and you can sign out the disk over night and return it the next day. SPSS and NVIVO can also be installed onto PGR student laptops. Please contact the IT Helpdesk and ensure that you notify them of your research student status and that you will be installing onto a University laptop.

Additional specialist software can be procured for research students. All requests should be approved by your supervisor, and submitted to the Senior Administrator. See Section 5.6 if you require specialist software for your research.

5.7 Financial Databases

There will be introductory courses for the financial databases that are required for your course. Some listed here can be used as supplementary sources. This is a brief overview. Some databases are available online and others are installed on particular computers.

ONLINE

Thomson Banker One Analytics – this has stock market and company financial data. Available from any Internet connected PC. It includes a subset of Datastream and has an Excel client so data can go straight into spreadsheets. Click here for further details.

WRDS (Compustat and CRSP)
WRDS is a system run by the Wharton School University of Pennsylvania, which "houses" the data provided by other supplies and delivers it in a flexible way. We subscribe to CRSP (US share prices) and Compustat (US and Global company information). See the poster in the XFI Dealing room for the login details.

ON DEDICATED MACHINES IN THE XFI DEALING ROOM:

Bloomberg
This is a tool developed for city traders. Fairly graphical, takes getting used to, but designed for quick and easy use. Lots of data and news. Market focused, stocks are the main use, but there is only 1-year history. **The links into Excel do not work as Bloomberg blocks them on University systems.**

Datastream
Lots of historical data. Mainly used for company accounts. It has share price, economic, exchange rate and index data. There are links to Excel.

SDC Platinum
Project finance, Initial Public Offering (IPO) and Merger and Acquisition (M&A) data.

LSPD
London Share Price Database. Closing share prices and other market data going back to 1955. No easy user interface.

Reuters
We have a number of Reuters products which will be available for student use. They cover much the same areas as the Datastream and Bloomberg products

Tutors or lecturers may tell you about other special ones if it is relevant. In addition we may subscribe to other sources of data over the year and will let you know if this is the case.

5.8 Getting Help

Academic Services runs an IT helpdesk contactable as follows:

- Phone internal x3934, external 01392 263934
- Web http://www.its.ex.ac.uk/helpdesk
- Email helpdesk@ex.ac.uk

They are able to help with any standard software issues on Word and Excel.

If there is a problem with any computer room PCs please contact the helpdesk so that they can record the problem and pass it to Desktop Support staff.

Special software supplied by the school is supported by the course tutor or lecturers, so you need to contact them for help. Academic Services IT staff do not know anything about how to use RATS and PC-Give.

5.9 Help with your own Computer

If you have a problem with your own computer, you can receive advice and assistance at the Academic Services helpdesk. More information on the scope and availability of the service can be found on the Academic Services website.

The clinic staff can help with:

- ResNet network connections
- Anti-virus advice and virus removal – but you should try this yourself first using the recommended software
- Spyware checking and removal – but you should try this yourself first using the recommended software
- Advice on software (re)installation – but you must do the actual installation yourself using your own CDs
- Windows start-up errors and slow running of your computer.

Once you have made an appointment, it is important that you attend. If you cannot attend, please contact the helpdesk and they will reschedule your appointment.

6. HEALTH AND SAFETY

5.1 The School's Health and Safety Policy

The School recognises its responsibility to provide and maintain a safe and healthy working environment for staff and students alike.

It operates a Health and Safety policy in accordance with the University's Health and Safety Policy.

Overall responsibility lies with the Dean of the Business School who is Director of the Building. Responsibility for implementing, monitoring and reviewing the policy is devolved to the School Safety Officer.

5.2 Monitoring of health and safety

The Safety Officer makes an inspection of the premises twice a year, during Spring Term and the summer vacation, identify areas for improvement and implement any new measures required.

Anything considered to be a health or safety hazard should be reported to the Safety Officer, who will investigate and make recommendations.

All accidents, incidents and injuries (even minor and 'near misses') are to be reported to the School Safety Officer who will make a report to the University's Health, Safety and Environment Office.

5.3 Working conditions

Streatham Court, Building:1 and the XFi Building are designated 'No Smoking' areas. Remember – please switch off mobile phones as you enter the building.

5.4 First aid

First Aid boxes (which do not contain any medicines or drugs) are held by the School's first-aiders:

Prof Simon James 3204

5.5 Accidents

Call a first-aider and if necessary summon an ambulance, directing it to Building:1 or to the car park near Reception as appropriate. The nearest casualty unit is at the Royal Devon and Exeter Hospital, Barrack Road, Wonford (tel 01392 411611).

5.6 Emergency Exits and Equipment

Familiarise yourself with

- **exits** to all the buildings you use (for example, the Main Library as well as Streatham Court, Building:1 and Xfi) so that wherever you are you know the safest and quickest exit route, and
- the **location** of **fire alarms** and **fire extinguishers**.

5.7 Fire Alarm

If you discover a fire

- sound the alarm
- call the fire brigade - dial 9 then 999
- notify Estate Patrol - dial 3999

If you hear the fire alarm

If you are in a staff member's office,

- follow the instructions of the staff member who will direct you to the nearest exit

If working unsupervised, immediately

- leave by the nearest exit,
- close all doors,
- do not use the lift
- go to the Fire Assembly point
- do not return to the building until you are told it is safe to do so by the Safety Office or Emergency Service

Lift

Instructions for releasing anyone trapped in the lift in Streatham Court can be found on the walls adjacent to the lift doors on the ground and first floors of Streatham Court.

NEVER ASSUME THAT AN ALARM IS A PRACTICE

7. UNIVERSITY AND GUILD FACILITIES AND SUPPORT

7.1 Your needs, our support: the University and ERDP

The University provides a wealth of support and resources through its centralised systems and facilities. Here we provide an overview and the list is not exhaustive. The University website provides more information.

One highlight is the Effective Researcher Development Programme (ERDP), which is run by the Educational Enhancement Unit (EEU).

The Effective Researcher Development Programme is an extensive portfolio of workshops, run across the Exeter and Cornwall campuses which all research students are eligible to attend. With over 50 different sessions on offer, and many repeated throughout the year, there is something for everyone.

The key point with the ERDP –as well as the remainder of this section- is to **discuss your training needs with your supervisors** and decide upon a plan.

7.2 What PGR students should be able to do upon completion

Unlike your bachelor's and master's degrees, the learning objectives (i.e. what is expected of a graduate upon completion of the degree) are rarely articulated explicitly for doctoral students.

Research Councils UK (RCUK, www.rcuk.ac.uk) has nevertheless published a framework of what it considers every doctoral student should be able to do upon completion (i.e. after you've submitted, defended, revised and handed-over your thesis). These are to be found in Appendix 2.

7.3 The Faculty of Graduate Research

PGR is the responsibility of the Faculty of Graduate Research through its Graduate School within the University of Exeter as a key part of the University's research strategy to achieve top-10 status.

The key officers in the faculty are:

Dean	Prof Steve Rippon
Administrative Officer	Kendra Brown

The Faculty sets academic policy for PGR within the University of Exeter.

Importantly, the Faculty publishes a series of Codes of Practice which form the basis of the legal contract (i.e. Service Level Agreement) between you as a student and the university.

You should familiarise yourself with the following documents in the *Teaching Quality Assurance Manual*.

- Supervision of postgraduate research students
- Appointment of research degree supervisors
- Presentation of Theses/Dissertations for the Degrees of MPhil/PhD/EdD/DEdPsy/DClinPsy/MbyRes: Statement of Procedures
- Changes to registration status for postgraduate research students
- Transfer of registration from MPhil to PhD
- Maximum and minimum periods of study for research degrees
- Boards of examiners for degrees by research
- Annual research student monitoring
- Student illness

The following University Regulations are in the University Calendar:

- Regulations governing the degree of Master of Philosophy
- Regulations governing the degree of Doctor of Philosophy

As a school, we fully comply with the position of the Faculty and we tailor university policy to meet the specific needs of our doctoral students. More about this is discussed in section 9.

7.4 Other University policies and procedures:

A range of other university policies and procedures impact on your doctoral studies. These relate to:

Data protection

Student complaints

Academic appeals

Policy on the Protection of Dignity at Work and Study (including harassment)

Equal opportunities

Code of Good Practice in the Conduct of Research

7.5 Research Ethics: Business School Ethics Officer and Procedures

These should be part of on-going discussions with your supervisors throughout your research and they are increasingly important considerations for sponsors and research councils, as well as your subjects.
Ethical issues arising from research and teaching: procedures for university units

Ethical approval for staff and student research must be sought wherever the methods require the participation of people. This includes questionnaires, interviews, observation, experiments and focus groups. The School's Research Ethics representative, Dr. Emma Bell, advises on ethical issues and leads the review process.
Further information and forms can be found on the intranet.

7.6 Other University Offices

You may need to contact the following:

Postgraduate Administration Office:	PGAdmin@exeter.ac.uk
Accommodation Office:	accommodation@exeter.ac.uk
Student Finance Office:	fees@ex.ac.uk
International Office	intoff@exeter.ac.uk
International Student Adviser	isa@exeter.ac.uk

7.7 Visas, immigration and attendance

There are strict rules which govern visas required for study in the UK. From March 2009 major changes have taken place in the immigration system with the introduction of a new Points Based System for immigration. These changes have implications for students from visa national countries.

The International Student Support officers are available to assist international students on matters such as visas, immigration and police registration.
The International Student Support staff are the only authorised advisers at the University of Exeter to offer students advice, free of charge and without discrimination, on limited immigration issues under the terms of the Immigration Services Commissioner's exemption scheme (30/04/01).
More information on their services can be found on the International Office website.

7.8 The University Library

More information on accessing printed and electronic resources for Business School students can be found here, or through the Main Library website.

7.9 IT Services (Reception & Helpdesk, Main Library)

See the Academic Services website for all University-level services.

7.10 Student Record System (SRS)

SRS provides all registered students with secure access to their personal University-held data and is available 24 hours a day.

Accessed at https://srs.exeter.ac.uk/ it enables you to

- Access online payment facilities
- View your candidate number (for written examinations)
- Edit your contact information and other personal details
- Change your IT Services password

7.11 eProfile

eProfile provides an online facility for you to showcase your career and research to the wider research community, sponsors and potential employers. Visit the ePprofile pages to see profiles of other students in the School.

7.12 English Language Support (INTO)

INTO home page

Although you have met the English language requirements for admission to the university, you may benefit from professional advice on how to improve your English, written or spoken, or you may be advised by your supervisor to seek such help.

INTO's Insessional Programme includes a variety of free courses and workshops each designed to address a particular skill (e.g. oral communication).

The Research Students' Group provides workshops and tutorial support for research student.

INTO also offers free English language courses for families of international students.

7.13 Academic Copy Editor Register

INTO maintains a register of people who can help the written English of students whose work would otherwise be considered ready for submission. A satisfactory level of literary presentation is one of the four criteria for the assessment of a PhD (and MPhil). A copy editor is limited to correcting 'low-level' errors of grammar and punctuation.

7.14 Student Learning Skills Service

This skills service is provided by the Educational Enhancement Unit (EEU) whose advisers help students who experience problems directly connected with studying.

Normally, the first persons to consult will be your supervisor/s (or mentor) but there may be times when you wish to ask for professional advice outside the School.

7.15 Employability and Graduate Development (Reed Mews, Streatham Drive)

See the Employability website for more details on career planning and employability advice. The ERDP also holds sessions on career planning.

7.16 Student Health Centre (Reed Mews, Streatham Drive)

The Student Health Centre is available to help with health-related issues. This site also displays the telephone number for NHS Direct.

7.17 Disability Resource Centre and the Exeter Access Centre

See Section 4.6 and the Disability Resouce website.

7.18 Students' Guild

Please see a copy of the Guild Handbook or the Guild's website for all the activities of the Guild and the facilities it offers, including:

- Post-Graduate Association and Postgraduate Forum
- Guild Counselling Service (Hailey Wing, Reed Hall)
- Student Advice Unit (Devonshire House)
- Education Unit (Devonshire House)
- Family Centre (Mardon Hill): nursery for children to school age.
- Voice: confidential service operated by students (8pm-8am).

8. SUPERVISION: UNIVERISTY CODES OF PRACTICE

Reading lengthy administrative documents might not seem like the most exciting thing to do, we fully understand.

However, we fully urge students and supervisors to read the Codes of Practice for the supervision of postgraduate students. This is because, in essence, they constitute the contract between student and University.

The documentation exists on two levels: the University of Exeter publishes a Code of Good Practice – Supervision of Postgraduate Research Students.

This provides the blueprint from which all schools, including our own- base their local policies and practices. This is presented in Appendix 3 for your information and reference.

The major role of this document is that it clearly sets out the responsibilities of the stakeholders in your programme of research. It articulates in detail *(which are here abstracted)*:

- **Responsibilities of Supervisors**

  'Supervision is a relationship requiring trust and respect. Students have the right to expect regular, high quality advice, support and direction in their quest for academic excellence. One or two supervisors may be appointed- two supervisors are typically employed in cases of interdisciplinarity.'

- **Responsibilities of Mentors**

  'A 'mentor' is a designated member of staff with a pastoral responsibility for the student (including advising the student in cases when difficulties arise between student and supervisor); the mentor may or may not be a subject specialist.'

- **Responsibilities of Students**

  'Supervisors have the right to expect a high level of commitment from their students who should respond positively to advice and guidance and will develop an increasing level of independence in the conduct of their research.'

- **Responsibilities of the School**

  'The responsibility for School actions lies with the Dean of School'. The Dean of School is tasked to ensure that the standard of the learning environment is commensurate with high level programmes of postgraduate research training.

In the first instance, the Code of Practice deals with full-time students and qualifications are made for those on part-time and distant learning programmes.

The code is compiled from a perspective of corporate ciitizenship; that is, all stakeholders in your postgraduate research training have **rights** as well as **responsibilities**. This balance is worth recalling as you progress through your postgraduate career within the school and university.

For instance, PGR students have rights to supervision, facilities and resources but they also have responsibilities to their supervisors, the school and the University, for instance, in ensuring the completeness of the administrative trail and working towards a timely completion.

9. BUSINESS SCHOOL CODE OF PRACTICE – RESEARCH STUDENTS

As noted above, Schools within the University are at liberty to develop the University's Code of Good Practice to meet the particular needs of their students. This is precisely what we have done.

In what follows, we present the current Business School Supplement to the University Code of Good Practice – Supervision of Postgraduate Research Students. Except where stated otherwise, references to the *University Code of Good Practice* are to this Code.

If you read no further rules, regulations, ordinances or statutes about postgraduate research, you should read this set of regulations because they set out how we deal with postgraduate research training within the Business School. Answers to many, if not all of your questions on how we interpret the university code of practice are given here.

9.1 Information for research students, supervisors and mentors

8.1.i *Business School Procedures*
Research students, supervisors and mentors will be informed of University and School policies, procedures, facilities and other matters by means of a School Handbook. In the interest of remaining environmentally-friendly, the Handbook will be issued in hard copy to students or supervisors who specifically request a copy. It is freely available on the Business School intranet or the Senior Administrator can send a PDF copy via email.

9.2 Induction for students

8.2.i *Start of S1 Entrants*
Research students first registering at the beginning of the academic year will be required to attend a School induction programme covering, *inter alia*, research in the School, research training, the University Library, and the University and School computing facilities.

8.2.ii *Other Entrants*
Induction for research students first registering at other times in the academic year will be tailored to meet students' individual circumstances and requirements.

9.3 Supervision

8.3.i *First Supervisory Contact*
A research student and his/her first (lead) supervisor are required to meet within one week of the student's initial registration and to complete a supervision agreement, training needs assessment (BuS PGR Form 1), and module registration forms (as required).

When completing this form for a part-time student not normally in resident in Exeter, account will be taken of, *inter alia*, the nature of the research, the student's personal circumstances and the dates of the School induction programme, taught modules prescribed in the School's research training programme and the annual School conference for research students. It is recognised that actual practice may differ from that intended.

9.3.ii *Contact Frequencies*
The minimum contact frequencies for supervision are as follows:

- For full-time students: ten times a year, typically evenly spaced
- For part-time students: five times a year, typically evenly spaced
- For continuation students: once every four months/ once a term.

9.3.iii *Reviewing Progress and Training*
To comply with 1.6 and 1.17 of the University *Code of Good Practice* (Appendix 3), the supervisor and student will specifically discuss the student's academic progress and training at least on the following occasions:

- December (all students),
- May (all students, prior to the Annual Review of Progress), and
- September (full-time students).

On these occasions the supervisor and student sign an agreed Research Supervision Report (BuS PGR Form 2). Training needs should also be reviewed.

9.3.iv *Mode of Contact*
Normally, supervision contact should be in the form of a physical meeting but where, for example, the residence of a non full-time student makes this difficult, contact may be by email, telephone, post or video-conferencing.

9.3.v *Records of Meetings and Supervision*
Students are required to maintain a detailed supervision record, using the 'MyPGR' system. Supervisors are also encouraged to keep a detailed record.

9.4 Mentoring

9.4.i *Meeting your mentor for the first time*
A research student and his/her mentor are required to meet within two weeks of initial registration.

9.4.ii *Contact with Mentor*
To comply with 2.1 of the University *Code of Good Practice* (Appendix 3), the mentor will contact the student at least on the following occasions:

- January (all students),

- June (all students), and
- October (full-time students).

On each occasion the issues specified in 2.1 and 2.2 of the University *Code of Good Practice* will be raised.

9.4.iii *Mode of Contact*
Contact between the mentor and student should preferably be a physical meeting but contact by email, telephone, post or video-conferencing is acceptable.

9.4.iv *Record of Meeting*
The mentor should place a written record of significant matters in the student's School file.

9.5 Research training

9.5.i *Skills training*
To comply with 3.13 and 4.5 of the University *Code of Good Practice* (Appendix 3), the School has a skills training programme for research students which comprises -depending on the individual student's department, research area and prior learning- compulsory and non-compulsory elements.

Students are required to register for and pass compulsory elements in order for them to progress. A student who fails a compulsory element will be entitled to take a referred assessment in that element: failure to pass the referred assessment will be *prime facie* grounds for deregistration: see 9.6.ii and 9.6.iv.

9.5.ii *Attendance at departmental seminars*
Seminars offered by internal and external speakers form a vital part of postgraduate training. Therefore, student attendance at departmental seminars (external and internal speakers) is considered *compulsory*.

Unless there are mitigating circumstances each student is required to attend and present papers at the research students' annual conference or equivalent event as prescribed in 9.8.

9.6 Student academic progress

9.6.i *Termly review*
The Business School operates a two-tier system to monitor and review the progress of its PGR students: termly monitoring reports are complemented by an annual review in the spring (prior to decisions about re-registration and upgrade for the next academic year).

Termly progress is formally reviewed at the supervision sessions prescribed above in paragraph 9.3.iii. Monitoring forms will be issued to supervisors by the Senior Administrator.

9.6.ii *Annual Monitoring*

To comply with the University Code of Good Practice: Annual Research Student Monitoring (Appendix 3), student progress and supervision is formally reviewed annually by students and supervisors completing independent annual reports (Forms ARA and ARB respectively) and by a departmental panel (Annual Review of Progress).

The panel comprises the discipline director of research students (chair) and all the students' supervisors and mentors.

If a supervisor is unable to attend the panel meeting, s/he must send comments on their student/s to the chair prior to the meeting; the chair will communicate the comments to the meeting. When the progress of a student who is supervised by the departmental director is being considered, any recommendation must be approved by at least one other panel member, normally a senior member of the department.

The panel will recommend, for each student, to the Dean of School as follows:

- **registration** for the following academic year if progress has been satisfactory,
  or,
  if this has not been the case, there is very clear evidence that it will be satisfactory in the immediate future.

OR

- **deregistration** on academic grounds
  This will only normally be recommended if:
  a) the student has been given prior written warning (see para. 1.9 of the University *Code of Good Practice*) that their work has been *unsatisfactory*
  and
  b) the student has been given written notice of an appropriate period of time to produce satisfactory work,
  and
  c) the student's work has continued to be *unsatisfactory* since the warning was issued.

'Unsatisfactory' means either slow progress or work below the standard of the degree for which the student is registered, or failure in a referred assessment in a compulsory element in the research training programme.

If deregistration is recommended the student will be informed of the reason in writing.

9.6.iii *Dealing with Unsatisfactory Progress*
Where a student's progress is identified as a matter of concern, the supervisor, with advice from the discipline director of research students and/or the School's director of research students, should take action appropriate to the circumstances.

This might be a formal written warning to the student specifying what work the student is expected to undertake within a designated time (see 9.6.ii and 9.6.iv) or an action plan.

An action plan, which may include a period of interruption, should be agreed with the student and placed in the student's School file via the Senior Administrator.

Supervisors are encouraged to be proactive in addressing matters of concern, and not necessarily to leave them until the Annual Review of Progress for further resolution.

9.6.iv *Deregistration beyond the Annual Review of Progress*
The School will only normally recommend deregistration on academic grounds other than at the Annual Review of Progress if:

a) the student has been given prior written warning (see para. 1.9 of the University *Code of Good Practice*) that their work has been *very unsatisfactory*

<u>and</u>

b) the student has been given written notice of an appropriate period of time to produce satisfactory work,

<u>and</u>

c) the student's work has continued to be *very unsatisfactory* since the warning was issued.

'Very unsatisfactory' means either unacceptably slow progress or work significantly below the standard of the degree for which the student is registered, or failure in a referred assessment in a compulsory element in the research training programme. If deregistration is recommended the student will be informed of the reason in writing.

9.7 Transfer of registration from MPhil to PhD ('Upgrading')

9.7.i *Initial Registration Status*.
All students who enter the doctoral studies programme do so initially as MPhil students on the presumption that their upgrade will be upgraded to PhD registration subject to their making satisfactory progress during their initial studies. The Business School does not allow students to register directly as PhD students in the first instance.

9.7.ii *Qualification for upgrade*.
According to the University *Code of Good Practice - Transfer of Registration from MPhil to PhD*

- an MPhil candidate who wishes to transfer to PhD shall submit a formal application by means of the University form "Upgrade Form", which can be downloaded from the Registry Services website.

- Requests for transfer should normally be made not later than the sixth term (end of the second year) of full-time registration, or the twelfth term of part-time registration.

9.7.iii *Business School Procedures for Upgrade*
Applications to transfer from MPhil to PhD should be submitted in May and will be considered by departments and the School in June/July as part of the Annual Review of Progress.

Each department will decide whether it will consider applications at other times of the year. Applications submitted other than in May will be considered by the discipline director of research students (or his/her nominee when the director is the student's supervisor) and a senior member of the department.

9.7.iv *The Application Package for Upgrade*
In order for a student to be recommended for upgrade from MPhil to PhD the student must pass (on a pass/fail basis) all the following assessments:

A. All compulsory modules and other elements in the Research Training Programme as notified, in advance, by the student's supervisor/s and departmental director of research students.

B. A research report (of 2,000 - 3,000 words, to be attached to the University's Transfer Application Form) comprising:
   i) Working title of the proposed thesis;
   ii) A chapter-by-chapter outline of proposed thesis, the status of each chapter being specified (i.e. whether the chapter is planned or, if already written, whether supervisor has commented on it);
   iii) <u>Either</u> for each chapter <u>or</u> for the whole proposed thesis, a statement that explains how the research is expected to be original and to form a distinct contribution to knowledge.

C. An oral presentation in defence of the proposed research of at least 20 minutes at the School Annual Conference (or equivalent seminar) – see 9.8 below.

   The student to satisfactorily demonstrate each of:
   - the originality of the proposed research relative to extant literature and the prospect of its distinctive contribution to knowledge of the subject
   - the clarity of research methods and goals
   - the progress towards the research goals
   - the consistency and logicality of argument
   - the clarity of presentation and effective use of visual aids
   - the ability to answer questions.

   A student with mitigating circumstances who is unable to give an oral presentation will be permitted to substitute a chapter (or equivalent quantity of written work) for the presentation.

D. The completion and writing-up of a substantive piece of original research.

9.7.v *Unsuccessful applications for upgrade*
If the School does not support a student's application, the student will be informed of the reason in writing.

9.8 Research Students' Annual Conference

9.8.i *Attendance at Research Students' Conference*
The ability to present one's research verbally to peer-group audiences is a vital component of postgraduate training. The school facilitates opportunities for PGR students to develop their skills in this regard not only via the departmental seminar series (see 9.5.ii), but also once per year at departmental conferences at which the students' work is showcased and discussed. These take place in Spring each year.

The *minimum* attendance and presentation requirements at this or an equivalent event for PGR students are as follows:

		Attendance Requirement	Presentation Requirement
MPhil	Full-time	Each year of study	First year of study
	Part-time	Second year of study	Second year of study
PhD	Full-time	Each year of study	First & second years of study
	Part-time	Twice by the end of fourth year of study	First *or* second year and third *or* fourth year of study

9.8.ii *Presentation as part of upgrade application*
The presentations by a MPhil student will be taken into account in their application to transfer to PhD registration. On transfer to PhD, presentations given by an MPhil student during their prior registration will count towards their presentation requirements as a PhD student.

9.9 Study leave of supervisor

Well before study leave is taken a supervisor should consider whether or not he/she intends to continue supervision. The University *Code of Good Practice – Supervision of Postgraduate Research Students* states that *s*upervisors and co-supervisors normally continue their supervisory responsibilities while on study leave.

An important consideration in deciding whether the supervisor should continue or be replaced is the best interests of the student. Relevant to this are how far the student has progressed with their research, the location of the supervisor whilst on leave, the availability of a replacement supervisor, and the acceptability to the student of proposed contact and supervision arrangements.

The final decision lies with the departmental director of research students and the student should be informed of the outcome as soon as possible. If the supervisor is to be replaced, all relevant provisions in section 9.10 should be followed.

9.10 Change of supervisor

9.10.i *Relevant University Codes of Practice*
The University's *Codes of Good Practice* on *Arrangement of Research Degree Supervisors* and *Continuing Supervision of Research Students* apply when a change of supervisor is necessary.

9.10.ii *Supervisor leaving the university*
A supervisor who resigns from the university should inform the departmental director of research students as soon as possible so that a replacement can be appointed and the student informed.

This is especially the case if it is in the best interests of the student, the above University *Codes of Practice* allow for a supervisor to be appointed from outside the University thereby enabling the services of the original supervisor to be retained.

Such an arrangement has to be approved by the Head of School. Although the original supervisor may continue to be *de facto* the main academic supervisor, an Exeter supervisor must be appointed as the reporting supervisor who is responsible for the student's progress and its recording, including completing Research Supervision Reports and the Annual Report.

9.10.iii *Reporting lines for change of supervisor*
A student who requests that their supervisor be changed should raise the matter with their mentor, or the discipline director of research students or, if the director is the supervisor, the head of discipline.

9.10.iv *Supervisor resignation from student supervision*

If a supervisor does not wish to continue to supervise a particular student, s/he should put the case in writing to the discipline director of research students.

The director, after consulting the supervisor and the student and ascertaining the availability or otherwise of an alternative supervisor, should choose the most appropriate course of action. A prime consideration is what in the best interests of the student.

9.10.v *Continuity of supervision*
In all cases of a change of supervisor, it is the responsibility of the initial supervisor to brief their successor.

9.10.vi *Authorisation of change*
A change of supervisor requires Dean of School approval, for which there is a University form.

9.11 Change in title of research

The registered title of a student's dissertation/thesis is that which was stated on the student's application form. If the title subsequently becomes inappropriate it should be revised to reflect the research undertaken.

Changes to the title of a thesis/dissertation require supervisor and Dean of School approval, for which there is a School form (BuS PGR Form 4). Approval must be obtained before the thesis/dissertation is submitted and before the University appoints the examiners.

9.12 Student illness and absence from Exeter

9.12.i *Notification of illness*
Students who are ill should inform the Senior Administrator at the earliest opportunity so that their supervisor and other teachers can be informed and should comply with the University's Statement of Procedures - Student Illness.

9.12.ii *Notification of absence*
Students who are normally resident in Exeter who intend to be absent (for data collection for example) from the University for two or more weeks must inform their supervisor and the Research Programme Administrator.

9.13 Gifts and personal relationships

9.13.i *Gifts from students*
Students are asked not to offer gifts to academic staff. Students from cultures in which the giving of small gifts is regarded as a normal courtesy are requested to co-operate with this in order to avoid embarrassment to staff.

9.13.ii *Personal relationships between student and supervisor*

If a personal relationship develops between a supervisor and a student, the supervisor must declare it to the Head of School in accordance with the University's [Code of Professional Conduct: Relations Between Staff and Students and Between Staff.]

The most appropriate course will almost invariably be that a replacement supervisor is appointed: see section 9.10.

9.13.iii *Personal relationships between supervisors*
In principal, supervisors in personal relationships should not act as joint supervisors for the same student; this is primarily to ensure that personal circumstances (such as relocation or study leave periods) do not have an overly negative impact on the student. Where proposed supervisors are in personal relationships, permission should be obtained from the Dean of School before the student is recruited and begins study.

9.14 Resources provided by the School

9.14.i *Space and IT provision*
The School aims to provide each full-time research student with access to a desk and university laptop in a shared "hot-desk" study room. The School does not expect to provide study space and printing facilities for part-time, continuation status ('writing-up') or interrupting students.

9.14.ii *Telephones*
The School provides telephones for research students for internal calls and incoming external calls. Students who need to make an important call relating to their research (for example, concerning attendance at a conference) may request, via their supervisor, the use of a School phone with an external outgoing call facility.

9.14.iii *Faxes*
Research students have use of the School reception office's fax machine for sending and receiving faxes on a charged basis.

9.14.iv *Photocopying and printing*
Research students are provided, for each full-time year of study (or equivalent), with £50 worth of photocopying credit, for use with the Postgraduate Study room photocopier.

In addition, students may, subject to the prior approval of their supervisors, be reimbursed for up to £35 of photocopying per full-time year of study (or equivalent) done outside the university (for example, at libraries of research institutes or other universities) on presentation of receipt(s).

9.14.v *Inter-library loans*
Research students are entitled to twenty-five Inter-Library Loans for each full-time year of study (or equivalent). With the prior approval of their supervisor, a student may be permitted to exceed this allocation.

9.14.vi *Library acquisitions*
It is expected that the School will acquire, for the University library, books which a research student's supervisor considers to be essential or of significant benefit to the student's research, or which are likely to benefit other students or staff. Requests for such acquisitions should be made through the student's supervisor.

9.14.vii *Allowance for attending training events*
Full- and part-time students (not Continuation Status 'writing-up' students) are entitled to a single allowance of £300 for each full-time (equivalent) year of study for attending external academic meetings (conferences, seminars, workshops or equivalent) and/or for collecting data of direct relevance to their research.

All requests require the approval of the supervisor.

At the School's discretion, the allowance may be exceeded if the student is giving a conference paper or other presentation. The School director of research students must also approve a request that would result in the annual allowance being exceeded. Students are asked to apply for conference allowance funds two months *before* the conference.

9.14.viii *Specialist software*
The School will consider requests from students for specialist software for use on a School personal computer. Requests must have the support of the student's supervisor/s and be made on a School form (BuS PGR Form 8).

9.14.ix *Making an application*
All requests by students for financial assistance must be made on the appropriate School form.

9.15 Distance Learning Students

9.15.i *Definition*
Distance learning students are those who are not normally in a position to study continuously, either full- or part-time, at the Streatham Campus. They include students who are admitted under spilt site arrangements.

9.15.ii *Entry in Distance Learning Mode*
Distance learning applicants will only be admitted if:

i. they have had a formal interview, either in person or by video-conferencing, with their prospective supervisor/s

and

ii. the respective discipline director of research students is assured that the applicant can meet specific study requirements pertaining to periods of attendance at Exeter, supervision arrangements, skills training, access to library and IT facilities, and a commitment to devote sufficient time to study.

In the case of split site applicants being considered for admission through a partner institution, study and attendance requirements will be specified in the Agreement between the School and the partner institution.

9.15.iii *Annual attendance at Exeter*
Distance learning applicants will only be admitted if they commit, in writing, to attend Exeter at least once a year for the equivalent of a minimum of one week.

Especially in the case of an applicant intending to study full-time, the supervisor may insist as a condition of admission that the student attends Exeter more frequently and/or for a longer duration.

The supervisor may insist as a condition of admission on supervision visits to the student at the applicant's place of residence, possibly at the student's expense.

9.15.iv *Time commitment for distance learners*
Distance learning applicants will only be admitted if they commit, in writing, to devote over the course of a calendar year to study for 35 hours per week in the case of those intending to study full-time or to 20 hours per week in the case of those intending to study part-time.

9.15.v *University Codes of Practice*
All provisions in University Codes of Practice and Statements of Procedures pertaining to research students fully apply.

9.15.vi *Business School Code of Practice*
All provisions in this *Business School Code of Practice - Research Students* fully apply except in respect of the following sections of the Code. Although alternative arrangements or requirements may apply in respect of these sections, the principles in these sections of the Code must be adhered to.

9.2.i Students will receive or be directed to induction material relevant to distance learning by email.

9.3.i If a personal meeting of the supervisor/s and student is not possible, the supervisor/s will contact the student for the initial supervision using one of the communication methods listed in 9.3.iv. A supervision agreement and training needs assessment shall be completed.

9.4.i If a personal meeting of the mentor and student is not possible, the mentor will contact the student for an initial discussion using one of the communication methods listed in 8.4.iii.

9.5.i Students shall take, if available, on-line versions of the elements in the department's research training programme as specified by their supervisor and shall attend departmental seminars (internal and external speakers) whenever they are in attendance at Exeter.

9.8.i Students are expected either to attend and give presentations in accordance with the specified requirements or to give at least two research presentations at equivalent Exeter seminars or, in the case of split site students admitted to Exeter through a partner institution, to give two presentations to an academic audience organised by the partner institution and attended by the students' supervisors.

9.12.i and 9.12.ii are replaced with the following:
A student who has been prevented from studying for two or more weeks as a result of illness or other extenuating circumstances should inform the Senior Administrator who will forward the information to the relevant research training module co-ordinators (if applicable) and the student's supervisor/s. Unless the student's supervisor/s is assured that the student can make up the lost study time, a student who has been unable to study for one month or more should apply for interruption of studies.

9.14.ii The School will only provide telephone facilities when students are in attendance at Exeter.

9.14.iii Students have access to the fax machine when they are in attendance at Exeter.

9.14.iv Students may, subject to the prior approval of their supervisors, be reimbursed for up to £85 worth of photocopying per full-time year of study (or equivalent) on presentation of receipt(s).

9.14.viii is not applicable.

10. YOUR RESEARCH AND RESEARCH TRAINING

This section of the handbook provides more detail on the procedures and policies set out in the Business School Code of Practice in the previous section.

10.1 The outcome

Your intention is to graduate from the doctoral studies programme with a PhD. So, at the outset it is useful to be aware of the assessment criteria for the award of a PhD. The following is an extract from the University [Code of Good Practice - Boards of Examiners for Degrees by Research].

In assessing a PhD thesis, the examiners are required to look for:

a. evidence that it forms a distinct contribution to the knowledge of the subject;
b. evidence of originality;
c. evidence of the candidate's ability to relate the subject matter of the thesis to the existing body of knowledge within the field;
d. a satisfactory level of literary presentation. [1]

Your supervisor will explain the key concepts of 'a distinct contribution to the knowledge of the subject' and 'originality'.

Throughout your study period your supervisor will monitor your progress against these criteria.

10.2. Planning your research

Although you submitted a research proposal with your application and you may well have subsequently discussed your ideas with a member of staff, your supervisor may ask you to produce a more detailed or revised research proposal, including a schedule of tasks.

A comprehensive plan can only be produced after you have

- identified reasonably clear overall research aims and specific research questions (informed by an understanding of the current literature);
- considered the materials and research methods you intend to employ; and
- investigated further how long it takes to perform some research tasks.

For these reasons it is essential that you discuss your project with your supervisor at the earliest opportunity (see Section 1.6). Revising your research proposal might well be one of the first tasks your supervisor asks you to do. In order to undertake your research you will need specific skills:

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[1] In assessing an MPhil dissertation, the examiners are required to look for:
(a) evidence that it extends the knowledge of the subject;
(b) evidence of the candidate's ability to relate the subject matter of the dissertation to the existing body of knowledge within the field;
(c) a satisfactory level of literary presentation.

see Sections 10.3 and 10.4. There is no one format for a proposal. Appendix 4 is a useful general guide but follow the advice of your supervisor.

10.3 Research Skills and Training

Although the award your degree is based on the examiners' assessment of your work and the viva voce examination, students graduating with research degrees from UK universities are increasingly expected to have acquired a wide range of skills by the time they complete their doctoral studies.

These are listed in The UK Research Councils' Joint Skills Statement, reproduced in Appendix 2. The Effective Researcher Development Programme covers nearly all the skills in sections (b)-(g) of the Joint Skills Statement. Those in section (a) are discipline-, subject- or project-specific and training in these is delivered by the University's academic Schools.

Generic skills
Relevant to all PGR students in the University, irrespective of School or discipline. The ERDP covers nearly all the generic skills in sections (b)-(g) of the Joint Skills Statement.

Social Science skills
Relevant to all students in the social sciences. Delivered by taught modules mainly in the Business School or other Schools.

Discipline-specific skills
Relevant to all students in a particular Business School department or section. Delivered by taught modules in the School. Some modules may be exclusively for research students whilst other modules are also taken by students on taught Masters programmes.

Subject- or Project-specific skills
Relevant to students researching a particular subject (e.g. marketing) or requiring specialist knowledge of acquiring material (e.g. data collection methods) or a particular research method for their project (e.g. a specific quantitative technique). Delivered by taught modules (in the Business School or other Schools) directly relevant to that subject/method, or by directed reading, or by the supervisor or another member of staff.

The School's research training programme covers a combination of these skills and is designed to equip you with the skills necessary for your research project within its disciplinary context, as well as providing training in generic skills relevant to a wide variety of careers.

The elements in the programme which you are required or advised to take depends on your department, research area and prior learning.

Initial Skills Assessment

The modules to be taken by a first year student will be determined by an initial skills assessment undertaken by the supervisor/s at the first meeting with the student.

Students should bring their transcripts to this meeting. The outcomes from this meeting are to record:

- All compulsory modules to be taken should be recorded on the student's BuS PGR Form 1;
- all modules (compulsory and advisory) to be taken should be recorded on a Module Registration Form (BuS PGR Form 3).

A further skills assessment should also be done in December, as required by the Research Supervision Report.

10.4 Research Training Programme for full-time (equivalent) students

10.4.i *General principles*

1. All elements in the Programme (10.4.ii and 10.4.iii) are compulsory unless
   a. indicated otherwise or
   b. the student has passed the module or an equivalent module in a Masters programme, or
   c. if the student's supervisor/s in conjunction with the relevant Departmental Director of Research Students (DDRS) so decides.
2. The modules to be taken by a first year student will be determined by an initial skills assessment at first supervision (see 10.3 above).
3. Students who do not first register in October are required to take each element at the first opportunity.
4. A student must pass the summative assessment for a compulsory module in order for her/him to progress.
5. Modules that have been passed will appear on the student's Exeter transcript.
6. At the end of each year of study a skills assessment is undertaken in order to identify which, if any, modules a student is required or advised to take in the following year. (This may be done at the Discipline Progress Panel.)

9.4.ii *Training for all Business School students*

The Effective Researcher Development Programme was introduced to you at Induction. Check the Effective Researcher Development Programme website frequently for forthcoming sessions: the Business School will also send you reminders by email.

It is School policy that all students are strongly encouraged to attend sessions that are especially pertinent to the social sciences and to the individual student's year of study.

Attendance at departmental seminars and at presentations to the research students' annual conference are compulsory.

The UK GRAD programme of courses (GRAD Schools), designed to develop generic or transferable skills, is being revised. This website will provide relevant information or redirect you to the new programme.
http://www.vitae.ac.uk/

10.4.iii *Training by Department or Section*

Unless stated otherwise students take the elements in their first year of study.

Group	Module or other training element
Economics	To be determined by the student's supervisor/s in consultation with the Departmental Director of Research Students.
Finance	• BEEM102 and BEEM112 (or other econometrics module to be decided by the supervisor) • BEAM100 • BEAM040 (research students are not assessed) • Weekly research seminar (non-accredited but attendance will be recorded)
Accounting	To be determined by the student's supervisor/s in consultation with the Departmental Director of Research Students.
Leadership	To be determined by the student's supervisor/s in consultation with the Departmental Director of Research Students.
Tourism	To be determined by the student's supervisor/s in consultation with the Departmental Director of Research Students.
Management	BEMM378 and BEMM379 plus other modules as determined by the student's supervisor/s in consultation with the departmental director of Research Students

In years 2 and 3 a student may be required to take, in addition to the elements detailed above, a module or modules as prescribed by the Discipline Director of Research Students and the student's supervisor.

10.5 Time Management

Students will receive training in time management skills in the Effective Researcher Development Programme. Appendix 5 provides an *indicative* agenda by showing what a typical full-time student should be doing or aim to do in each year of study by means of a general guide.

10.6. Supervision and mentoring

10.6.i *More on the supervision relationship*
Students and supervisors must read Sections 8 and 9 of this Handbook and they are expected to comply with the relevant sections of the Codes, especially sections 1 and 3 of the University Code and section 8.3 of the School Code.

After the first student-supervisor meeting (see Section 1.6), it is expected that students will take some responsibility for arranging supervision meetings. If a student has a problem with any aspect of their work they should raise it with their supervisor as soon as possible.

It is good practice at each meeting to arrange the date of the next meeting although students must not feel that they can only see their supervisor at prearranged times.

Students are required to keep a written account of supervision meetings through the MyPGR system and, above all, to act on their supervisor's advice. Supervisors are strongly encouraged to maintain a detailed supervision record, through the MyPGR system, not least to inform termly and annual monitoring and review exercises (see section 9.6).

If a student wishes to raise a matter of concern regarding their supervisor they should raise the matter with either their second supervisor (if applicable) or their mentor or the discipline director of research students or the director of research students or the head of discipline (see Section 9 School Code).

10.6.ii *More on the student-mentor relationship*
Students and mentors must read Section 9 of the Handbook. Mentors are expected to comply with the relevant sections of the Codes, especially section 2 of the University Code and section 8.4 of the School Code. Although your mentor will contact you at particular times of the year (see section 9.4.ii), it is very important to understand that your mentor is there to help you at any time — do not wait until your mentor contacts you if you wish to discuss any matter especially one which adversely affects your ability to study. In some circumstances an interruption of studies may be appropriate: see Section 9.12.

If a student wishes to raise a matter of concern regarding their mentor they should raise the matter with either their supervisor or the discipline director of research students or the director of research students or the head of discipline.

10.7 Monitoring student progress

Section 9.6 above sets out the format and frequency of formal monitoring, the full annual cycle of which is summarised in Appendix 6.

There are two dimensions to the academic progress of research students — the quality and pace of work.

The former refers to the extent to which the research is meeting the assessment criteria of the degree for which the student is registered and to performance in the research training programme; the latter refers to the likelihood of the student submitting their dissertation/thesis on time. Both aspects of progress are monitored.

The Annual Review of Progress requires students to complete an annual report form (ARA). Failure to complete and return the form by the date specified may affect your registration for the following academic year. If you do not return the form the School will assume you are withdrawing from the degree programme and will recommend that you be deregistered.

If you feel that your work is not proceeding satisfactorily for any reason you should immediately bring this to the attention of your supervisor and/or your mentor. For example, if you are unable to devote sufficient time to your work or your financial circumstances deteriorate you should consider changing your registration status from full-time to part-time or interrupting your studies: see Section 9.

10.8 Annual research student conference

Each year your department organises a conference or equivalent event for research students to present their work and get feedback from staff and fellow students. Usually, these conferences take place in the last week of May each year, but the final date and venue is determined by the Discipline Directors.

It is essential that you keep this week free because it is part of the formal training programme and a satisfactory presentation is one of the criteria used to decide on your application to transfer to PhD registration. Students and staff will be informed of the precise date(s).

A supervisor may refer to a student's attendance record at the conference in the Annual Report. On transfer to PhD, your record of attendance and presentations during your period of MPhil registration will count towards your attendance and presentation requirements as a PhD student.

You will be informed of the expected duration of your presentation and you are advised to consult you supervisor on its structure and content.

You will be excused from attending the conference or from presenting a paper if there are mitigating circumstances, if you are ill, for example.

10.9 Transfer from MPhil to PhD

Transfer to PhD is not automatic: there are formal University and School procedures which students and supervisors must follow (see section 9.7). Essentially these ensure that the School is satisfied that a student is likely to meet the more demanding PhD criteria before it will support your application for a change of registration.

Students who are considering whether to apply for transfer should discuss the matter with their supervisor/s to find out whether they will support the application.

Applications should normally be submitted in May (but departments may consider them at other times), so a convenient time this discussion would be when completing the May research supervision report.

10.10 Presenting the results of your research

Supervisors have a duty to arrange for the presentation of their students' work. There are several opportunities for this:

- Presentation of papers at the School's Annual Research Conference or equivalent event (see 9.8 above).
- Presentation at an internal departmental seminar, perhaps in preparation for (c) - (e) below: ask your supervisor about this possibility.
- Publication in a School working/discussion paper. Consult your supervisor who will discuss the matter with the relevant series editor.
- Publication in an appropriate journal. Discuss this possibility with your supervisor who may be willing to co-author a paper with you.
- Presentation of a paper at an external academic meeting or conference.

The School strongly encourages this activity and will contribute towards its costs. Application for financial assistance should be made through your supervisor (see Section 4.9).

Both the School and the University have a strong interest in students' academic development and future careers, and therefore the School encourages you to present and obtain external expert feedback on your work.

However, it is important to the School and the University that you submit your dissertation/thesis within the **maximum period of study** (see Section 10.11.i). Therefore, in the light of your submission date, your supervisor may consider that preparing a paper for a journal or external conference may be detract from submitting your thesis on time.

10.11 Periods of study, attendance, interruption, illness, etc

During your programme of doctoral studies, your circumstances may change and it is important to know more about how to deal with the various events you may encounter. This section outlines some of the more common issues students face during their time in the Business School.

10.11.i *Periods of study*

The University's maximum and minimum periods of study (which determine a student's submission date) for the degrees of MPhil and PhD are as follows:

		Mode of attendance		
		Full-time	Part-time	
PhD	Min	n/a	n/a	Note: under UK immigration legislation a student liable for international fees cannot be resident in the UK and registered for part-time study.
	Max	4 years	7 years	
MPhil	Min	n/a	n/a	
	Max	3 years	5 years	

The end date is automatically adjusted for a student who transfers from MPhil to PhD registration, based on the date of your first registration onto the programme. When first registered on the MPhil programme, a student's end date will be three years from the start of registration, however following a successful upgrade procedure the end date will change to reflect four years from the start of registration.

10.11.ii *Change to mode of attendance*

A student's academic progress or personal circumstances may indicate that it would be advisable for them to change their mode of attendance from full-time to part-time or to interrupt their studies. **However, international fees students should note the restriction in the above table.**

Students should discuss the possibility of changing their mode of attendance or interrupting with their supervisor and mentor; indeed, your supervisor or mentor might recommend that you do so.

The University and School recognise it is in your interest and theirs that you submit your dissertation/thesis within the maximum period of study. A change from full-time to part-time 'slows the clock' whereas interruption of studies (see below) 'stops the clock', so in either case the submission date is adjusted accordingly.

Students who transfer to part-time study must realise that they are entitled to less supervision in a year than a full-time student.

10.11.iii *Interruption of studies*

Interruption of studies is available to assist students experiencing severe personal difficulties, by suspending all normal academic requirements for a designated period.

During the period of interruption, a student is not required to undertake academic study, and will not receive supervision, nor do they have access to library or IT services.

But it does not mean a termination of registration. Periods of interruption do not count towards the timeframe for completion of the degree: they 'stop the clock' so, for example, if a student interrupts for 3 months their submission date is put back by 3 months and the student will not be liable for tuition fees for those 3 months.

It is crucial that if you are experiencing issues that are preventing normal progress in your degree, such as illness or personal problems, that you let your supervisor know as soon as possible. New student visa monitoring regulations mean that it will not be possible to apply 'retrospective interruptions'. The maximum total period of interruption is two years.

You should be able to access your Exeter email account during an interruption of studies: contact IT Services or the Senior Administrator if you have problems.

Full-time UK/EU students should consider that in difficult but less critical circumstances, a change to part-time mode of attendance might be an appropriate alternative to interruption.

10.11.iv *Continuation status ('writing-up')*

Continuation status if often referred to by the antiquated term of 'writing-up'; that is, students in this mode of registration pay a much reduced fee because they are considered to be finishing off their doctoral studies.

For instance, a student in their fourth year approaching submission and/or completion would be considered for Continuation Status (Appendix 5). Thus PhD students may, on the recommendation of the Dean of School, be registered as continuing registration students provided they have completed three years full-time or six years part-time study.

A students will <u>only</u> be permitted to transfer to Continuation Status if the School is sure that s/he will not require significant supervision or use of other resources (which otherwise attract greater fees). Continuation fees are detailed on the Student Finance website.

10.11.v *Withdrawal from the programme*

In some circumstances a student may wish to voluntarily withdraw from the programme. Students considering this are strongly advised to discuss the matter with their supervisors and mentor.

10.11.vi *Extension of study*

An extension to the maximum period of study will only be granted by the Dean in <u>very exceptional circumstances</u>. In cases of illness, excessive personal, work or other commitments, or other difficult circumstances it is expected that the student and School will follow the advice in 10.11, Interruption of Studies above. If they have not done so, it is unlikely that an extension of registration will be permitted.

Requests to the Dean for extension must be made on a School form (BuS PGR Form 5) and have the support of the student's supervisor and the Dean of School. Please contact your supervisor or the Senior Administrator if you feel that you may wish to consider this course of action.

10.11.vii Further information and forms

Further information and University policy on the matters in this Section can be found in the following University documents:

- Statement of Procedures: Periods of Registration and Changes to Registration Status for Graduate Research Students
- Statement of Procedures Maximum and Minimum Periods of Study for Research Degrees
- Regulations Governing the Degree of Master of Philosophy
- Regulations Governing the Degree of Doctor of Philosophy

10.12 Compiling your thesis

In Appendices 9 and 10 we offer some generic guidance on how to write up your thesis. Of course, the final format and appearance of your thesis will depend on the decisions made by you and your supervisors as they relate to your discipline and topic. You should recall, though, that a satisfactory level of literary presentation is one of the assessment criteria for the award of the PhD (and MPhil).

10.13 Cheating in University Assessments

The most likely area in which a research student could cheat is by plagiarism in the dissertation/thesis: hence the importance of acknowledging sources and the references to plagiarism which are set out in Appendix 8. However, if as part of your research training you are taking a written examination in a taught module you should take careful note of the relevant parts of the module handbook.

10.14 Thesis submission

The section also applies to MPhil dissertations. 'Thesis' is used for sake of brevity to refer to both degrees.

10.14.i *Title of the research*

Before the thesis is submitted and the examiners nominated, you and your supervisor should check that the title of the thesis is appropriate to the research undertaken. A form has to be completed if a title change is warranted (see section 8.11).

10.14.ii *Assessment criteria*

Before the thesis is submitted, students are strongly advised to check with their supervisor that their thesis will meet the current assessment criteria for the degree (see section 8.1).

10.14.iii *Presentation and submission of the thesis*

- Students must follow all University requirements concerning layout, sequence of contents, binding etc., as stated in Presentation of Theses/Dissertations for the Degrees of MPhil/PhD/EdD/DEdPsy/DClinPsy/MbyRes: Statement of Procedures
- Note the maximum word limit for a PhD thesis is 100,000 (60,000 for a MPhil dissertation). If you are unable to keep within this maximum and the supervisor does not think that the thesis can be condensed, the supervisor must write to the Dean of the Faculty requesting the student be permitted to exceed the word limit.
- The thesis must be accompanied by the relevant University submission form ('Form of Application for the Examination of …...') which the student and supervisor must complete. The form is available from the Postgraduate Administration office, and online at the Registry Services website.
- The form requires the student's supervisor to certify that the student is aware of the following Teaching Quality Assurance Manual Codes of Good Practice and Statement of Procedures:
    - Code of Good Practice: Supervision of Postgraduate Research Students
    - Presentation of Theses/Dissertations for the Degrees of MPhil/PhD/EdD/DEdPsy/DClinPsy/MbyRes: Statement of Procedures
    - Code of Good Practice Boards of Examiners for Degrees by Research.
- When they sign the form, supervisors are certifying that they have seen and commented on a copy of the draft thesis/dissertation.
- Students should note that their degree will not be awarded until they have deposited the final version of their thesis into ERIC (Exeter Research and Institutional Content archive).
- It is not School policy that students must provide the School with a copy of the final version of the thesis. However, it would be

courteous of students to offer their supervisor/s a personal copy of the final thesis.

10.15 The thesis Examination Process

10.15.i *Nomination of examiners*

Examiners are appointed in accordance with the University's Code of Good Practice Boards of Examiners for Degrees by Research. Supervisors must adhere to section 3 of this code and students are strongly advised to read this code in order to understand the examination process.

Supervisors are responsible for initiating the procedure for the appointment of examiners well in advance of the thesis being submitted: according to the Code nominations are to be made three months before the expected submission date.

Supervisors should, in the first instance, discuss possible internal and external examiners with the respective departmental director of research students.

The potential external examiner should be asked informally whether s/he would be prepared to act and, in order to assist him/her decide, a draft abstract/short outline of the thesis written by the student should be enclosed with the request. The request might usefully ask whether, if the proposed person is not able to act, they would be willing to suggest A. N. Other.

There may be circumstances in which it would be appropriate to have an independent chair of the examination board (for example, if there have been problems in supervision) in addition to the internal and external examiner. The matter should be discussed with the departmental director of research students and/or the School's Director of Research Students. A written case for nominating an independent chair has to be submitted to the Dean.

There are School and University 'nomination of examiners' forms (see section 3.10) available from the Postgraduate Administration office and online at the Registry Services website. Alternatively, the Senior Administrator can also provide you with the forms. Formally, the Dean of School nominates examiners and the Dean of Faculty, acting on behalf of Senate, appoints the examiners.

10.15.ii *Preparing for the viva voce* (oral examination)

A viva may not be required for a MPhil candidate but a viva is almost invariably held for a PhD candidate.

Students should have attended the session on this in the Effective Researcher Development Programme.

Supervisors must ensure that their students are prepared for the oral examination and understand its role in the overall examination process: see para. 1.15 of the University Code of Good Practice: Supervision of Postgraduate Research Students (Appendix 3).

By the time of the student's viva examination the student should have had the opportunity to present and defend sections of their thesis. Nevertheless, the supervisor should seriously consider whether the student would benefit from a practice viva conducted by either another member of staff or a colleague from another university — but neither of these can be nominated as official examiners.

10.15.iii *The viva and assessment outcomes*
For full details, see the University's Code of Good Practice Boards of Examiners for Degrees by Research.

Students should note that the viva should be held no more than 3 months after submission of the thesis and that it is typical, following the viva, for the examiners to ask for minor amendments to be made to the thesis before the PhD is awarded.

10.15.iv *The supervisor's responsibilities to the student*
Once the Supervisor nominates the examiners, he or she must withdraw from the examination process.

If, following the viva examination, the student is not required to make minor amendments to the thesis or to resubmit the thesis, the supervisor's supervision responsibilities would have ended with the nomination of examiners.

However, according to 1.16 of the University Code of Good Practice: Supervision of Postgraduate Research Students the supervisor has the responsibility 'to advise the student subsequently of the implications of any recommendations from the examiners and assist in the preparation of any re-submission'. Thus the supervisor's responsibilities to the students end when, depending on the examiners' recommendations, the student either submits the minor amendments or resubmits the thesis.

10.15.v *Responsibilities of the internal examiner*
These are detailed in various paragraphs, especially 5.1, of the University Code of Good Practice Boards of Examiners for Degrees by Research.

10.16 Concerns, Suggestions, Complaints and Appeals

The University has formal procedures dealing with Equal Opportunities, Sexual Harassment, Racial Harassment, Academic Appeals, and Student

Complaints. See section 7 for web sites: you can also obtain paper copies of these procedures from the Student Advice Centre of the Students' Guild or the Academic Secretary, Northcote House.

10.16.i *Student concerns and suggestions, and the Postgraduate Research Student Staff Liaison Committee (PGRSSLC)*
See Sections 3.3 and 3.4.

10.16.ii *Student Complaints Procedure*
The formal University procedure is on the website.

The following are examples of the type of complaint covered by the University complaints procedure:

- Misinformation about academic programmes
- Poor teaching or supervision
- Insufficient facilities
- The behaviour of a member of staff
- The behaviour of another student
- A failing in a University service, academic or non-academic

If the School, its staff, its facilities or students are the subject of the complaint, the first stage of the University procedure is wholly within the School and you may need to know how the School operates this stage. Students who make use of this procedure should ensure that they inform the person(s) who is (are) the subject of a complaint that they are doing so under the procedure.

In Stage 1 of the Procedure complaints of a minor nature should be raised immediately with the member of staff responsible or, alternatively, with one of the support services such as those listed below, with the aim of resolving the problem directly and informally. It is anticipated that the vast majority of complaints will be resolved in this way.

- Advice Unit of the Guild of Students
- Your personal tutor/supervisor
- Your School's student/staff liaison committee
- The Academic Policy and Standards Office in Northcote House

Stage 1 will generally be an oral process and a written record will not be made, but any staff involved will be encouraged to share the experience where the effectiveness of their School or section could benefit. If you are still not satisfied with the response to your complaint, you should use stage 2 of the procedure etc.

For complaints concerning your supervisor/mentor you should discuss the matter with <u>either</u> your mentor/supervisor (respectively) <u>or</u> the School Director of Research Students <u>or</u> your Departmental Director of Research Students.

If one of those suggested is the subject of your complaint, take the matter to the head of your department and then, if the matter is still unresolved to your satisfaction, to the Head of School.

Stage 2 of the University procedure involves writing to the Head of School and before doing so you should consult the Student Complaints Procedure because you must produce specific documentation.

10.16.iii Academic Appeals Procedures
The formal University procedures are on the main University website:

APPENDIX 1: SUPPLEMENT ON DISTANT LEARNING STUDENTS

The term 'partner institution' refers only to an institution which has a formal agreement with the Business School on the Admission and Supervision of Research Students and Related Matters under the University's Split Site Arrangements (or similar).

The section numbers in this Appendix refer to those in the main handbook.

1. REGISTRATION AND INDUCTION

1.1 School Registration

The Senior Administrator will:

i. send you relevant forms for you to complete and return;
ii. inform you of how to access the School Handbook for Research Students, Supervisors and Mentors online;
iii. give you the names and email addresses of your supervisor/s, your mentor, the departmental director of research students, the School director of postgraduate research, and the chair of the Postgraduate Research Student-Staff Liaison Committee.

If you have a problem or a question concerning University registration, contact Registry Services by email (registry@exeter.ac.uk).

1.3-1.4 Induction

Students will be sent information by email on IT facilities, library facilities and the Effective Researcher Development Programme.

Students should read the Handbook and this supplement and should address questions concerning supervision to supervisors, personal matters to mentors and questions concerning administrative matters to the Research Programme Administrator.

1.5 Meeting your supervision team

Your supervisor/s will contact you, initially by email, to discuss the supervision matters in Section 1.3. Note that your induction in the School is not complete until you have returned the forms referred to in this section.

Your mentor will contact you, initially by email, within two weeks' of your registration.

You are free to consult people outside your supervision team on matters relating to your research.

Split site students admitted through a partner institution are expected to have an advisor with whom they can discuss their academic progress and any personal issues that (might) affect their ability to study.

<u>Non-Exeter staff have no official position in the School or in the University with regard to the supervision and mentoring of students</u>.

3. THE BUSINESS SCHOOL

3.3 Committees and Student Representation

Contact the chair or secretary of the Postgraduate Research Student-Staff Liaison Committee if you wish to be consulted on committee business.

3.4 Student Concerns and Suggestions

Split site students admitted through a partner institution may wish to raise matters of concern or make suggestions with a representative of the partner institution. Depending on the particular issue the student might be advised to deal directly with either the School or the University, or the issue may be raised by the partner institution with a representative of the School.

4. GENERAL INFORMATION AND SCHOOL FACILITIES

4.9 Accessing School Facilities and Resources

- <u>Study Rooms</u>: the School will not provide students with a study room.
- <u>Telephone</u>: the School will only provide telephone facilities when students are in attendance at Exeter.
- <u>Fax</u>: students have access to the fax machine when they are in attendance at Exeter.
- <u>Printing</u>: students have access to printing facilities when they are in attendance at Exeter.
- <u>Software</u>: not applicable.
- <u>Photocopying</u>: Students may, subject to the prior approval of their supervisors, be reimbursed for up to £85 worth of photocopying per full-time year of study (or equivalent) on presentation of receipt(s).'
- <u>Inter-Library Loans</u>: only applicable if the student arranges with the Library for the items to be available during a student's attendance at Exeter.
- <u>University Library Acquisitions</u>: a supervisor will only recommend purchase if it is highly likely that it will be used by Exeter-based students.

5. COMPUTING FACILITIES

Split site students admitted through a partner institution should expect the partner institution to provide those facilities deemed necessary by the supervisor/s for the students' research.

6. HEALTH AND SAFETY

This section only applies when students are in attendance at Exeter.

7. UNIVERSITY AND GUILD FACILITIES AND SUPPORT

Students will appreciate that not all of the facilities and support services will be available, in person, to non Exeter-based students except when they are in attendance at Exeter.

9. BUSINESS SCHOOL CODE OF PRACTICE - RESEARCH STUDENTS

Students should note section 9.15 of the School Code.

10. YOUR RESEARCH AND RESEARCH TRAINING

10.4 Research Training Programme

10.4.i Students should access online versions, if available, of sessions in the Effective Researcher Development Programme. Note, too, that you will be able to access, by the indicated link, material used in some sessions.

10.4.ii Students are expected to attend and give presentations in accordance with the requirements specified in section 8.15.vi of the School Code of Practice.

10.4.iii Students shall take, if available, on-line versions of the elements in the department's research training programme as specified by their supervisor and shall attend departmental seminars (internal and external speakers) whenever they are in attendance at Exeter.

10.8 Annual research student conference

See 10.4.iii above.

10.10 Presenting the results of your research

In addition to the opportunities listed, partner institutions are expected to provide the opportunity for split site students to give presentations to an academic audience.

10.16 Student Complaints Procedure

The University student complaints procedure applies only to University of Exeter matters. If a split site student admitted through a partner institution has a complaint pertaining to that institution the student should follow the complaint procedure of that institution.

APPENDIX 2: THE UK RESEARCH COUNCILS' JOINT SKILLS STATEMENT

(A) Research skills and techniques - to be able to demonstrate:

1. The ability to recognise and validate problems and to formulate and test hypotheses.

2. Original, independent and critical thinking, and the ability to develop theoretical concepts.

3. A knowledge of recent advances within one's field and in related areas.

4. An understanding of relevant research methodologies and techniques and their appropriate application within one's research field.

5. The ability to analyse critically and evaluate one's findings and those of others.

6. An ability to summarise, document, report and reflect on progress.

(B) Research environment - to be able to:

1. Show a broad understanding of the context, at the national and international level, in which research takes place.

2. Demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act.

3. Demonstrate appreciation of standards of good research practice in their institution and/or discipline.

4. Understand relevant health and safety issues and demonstrate responsible working practices.

5. Understand the processes for funding and evaluation of research.

6. Justify the principles and experimental techniques used in one's own research.

7. Understand the process of academic or commercial exploitation of research results.

(C) Research management - to be able to:

1. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities.

2. Design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment.

3. Identify and access appropriate bibliographical resources, archives, and other sources of relevant information. Use information technology appropriately for database management, recording and presenting information.

(D) Personal effectiveness - to be able to:

1. Demonstrate a willingness and ability to learn and acquire knowledge.

2. Be creative, innovative and original in one's approach to research.

3. Demonstrate flexibility and open-mindedness.

4. Demonstrate self-awareness and the ability to identify own training needs.

5. Demonstrate self-discipline, motivation, and thoroughness.

6. Recognise boundaries and draw upon/use sources of support as appropriate.

7. Show initiative, work independently and be self-reliant.

(E) Communication skills - to be able to:

1. Write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis.

2. Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques.

3. Constructively defend research outcomes at seminars and viva examination.

4. Contribute to promoting the public understanding of one's research field.

5. Effectively support the learning of others when involved in teaching, mentoring or demonstrating activities.

(F) Networking and team working - to be able to:

1. Develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community.

2. Understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams.

3. Listen, give and receive feedback and respond perceptively to others.

(G) Career management - to be able to:

1. Appreciate the need for and show commitment to continued professional development.
2. Take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability.

3. Demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia.

4. Present one's skills, personal attributes and experiences through effective CVs, applications and interviews.

APPENDIX 3: THE UNIVERSITY CODE OF GOOD PRACTICE - SUPERVISION OF POSTGRADUATE RESEARCH STUDENTS

This code sets out the generic requirements of supervisors, students and the University in the supervision of postgraduate research students. It is supplemented by individual School codes approved by the Faculty Board. The Graduate Research Faculty recognises that supervision practice necessarily varies between disciplines and therefore this code cannot set out prescriptive requirements for matters such as the level and nature of contact that should be maintained between student and supervisor.

Unless otherwise stated this code applies to both part-time and full-time postgraduate research students studying under both on and off-campus arrangements.

This code should be read in conjunction with the University Regulations governing the degrees of Master By Research, Master of Philosophy and Doctor of Philosophy, and with other codes of good practice affecting postgraduate research students, particularly the Arrangement for the Supervision of Research Degree Students: code of good practice and the Statement of Procedures: Admission of Students to a Research Degree Programme Under Off-campus Arrangements - Split-Site and Distance-based students.

Where students are not content with any aspect of their supervision they are encouraged to address problems as soon as possible through discussions with their supervisor(s) or mentor. If necessary they should pursue a complaint through the University's formal student complaints procedure.

During the period of supervision from the time of initial registration until completion of all stages of the examination (including where necessary any resubmission) responsibilities and obligations are as set out below.

1 RESPONSIBILITIES OF SUPERVISORS

Supervision is a relationship requiring trust and respect. Students have the right to expect regular, high quality advice, support and direction in their quest for academic excellence. One or two supervisors may be appointed-two supervisors are typically employed in cases of interdisciplinarity.

1.1 To give guidance about the nature of research and the standard expected, the planning of the research programme, relevant literature and sources, research methods and instrumental techniques, and to direct students to particular training programmes and modules.

(a) At the outset, as part of this responsibility, the supervisor should explore in detail the student's academic background in order to identify any areas in which further training (including language training) is required.
(b) Guidance about the nature of research will include some of the following: a clear understanding in general terms of the main aspects of postgraduate

research, the concept of originality, different kinds of research, and the form and structure of the thesis.
(c) In planning the research programme the supervisor should ensure that the project can be completed fully, including preparation of a thesis, within the time available and advise the student accordingly.

1.2 To make the student aware of relevant regulations and legal issues, including but not limited to plagiarism, copyright, data protection, health and safety, and any ethical issues that might arise in the course of research.

1.3 To assist in the arrangement of necessary administrative steps such as changes in registration and transfer from MbyRes/MPhil to PhD, Research Council approval must be obtained prior to University approval being given.

1.4 To maintain contact through regular personal supervision and seminar meetings in accordance with School policy and in the light of any agreement reached with the student. The frequency and nature of these sessions will vary depending on the nature of the research, the requirements of the discipline, whether the student is based on or off-campus and on the registration status of the student. Both student and supervisor should sign a clear written agreement of the level and nature of contact which should include an agreed procedure for dealing with urgent problems and a copy of the agreement should be lodged with the School. The supervisor is responsible for maintaining a record of all supervision with the student. The supervisor should make provision for the continuance of supervision when he or she is away from the University of Exeter or takes a period of leave.

1.5 To give detailed advice on the necessary completion dates of successive stages of research in order to ensure that a thesis is submitted within the time allowed by the regulations. This advice should take into account the requirements of any relevant funding bodies and the University with regard to, for example, transfer from MPhil to PhD and dates for submission.

1.6 A meeting between student and supervisor at which progression is discussed and a written note recorded should be held at least three times per year for full-time and twice per year for part-time students. A copy should be given to the student and a copy held in School records.

1.7 To request written work as appropriate and return such work with constructive feedback within an agreed period of time.

1.8 To arrange, as appropriate, for the student to present his or her work at seminars within the University and to attend external academic meetings or conferences and where possible to present their work, and to provide encouragement and assistance with possible publication of the student's research.

1.9 To warn the student in writing of inadequate progress or of an unsatisfactory standard of work with a copy lodged with the School.

1.10 To advise the student in writing of the option of interrupting their studies should illness or other adverse personal circumstances impede progress with their research with a copy lodged with the School. Research Council approval must be obtained prior to University approval being given.

1.11 To complete School and funding body progress reports in a timely fashion.

1.12 Supervisors should take note of any feedback from the student, School or Faculty, whether arising from the Annual Reports or separately.

1.13 During the period of writing-up of the thesis (whether occurring before or after transfer to continuation status), supervisors are expected to keep in contact with students and respond to reasonable requests for assistance. The supervisor should provide guidance on the writing and preparation of the thesis, including commenting on at least one draft. The supervisor is not expected, however, to undertake substantial editing or revision of a draft thesis. Ultimately, the student is responsible for his or her work and the supervisor's responsibility is to give guidance.

1.14 To initiate procedures for the appointment of examiners well in advance of the thesis being submitted.

1.15 To ensure that the student is prepared for the oral examination and understands its role in the overall examination process.

1.16 To advise the student subsequently of the implications of any recommendations from the examiners and assist in the preparation of any re-submission.

1.17 To conduct a training needs analysis with the student at least once a year (following the initial assessment) and ensure that training needs are being met. The outcome of initial and subsequent training needs analyses should be recorded in a written agreement signed by the supervisor and the student. The supervisor should monitor the provision of agreed training and discuss the outcomes with the student.

1.18 To ensure that inter-School collaborative research/work undertaken by the student is documented and agreed by all participants. The agreement should record details of who is carrying out the work (and what this involves), the resources required to complete the project (who is funding them) and the use of the data generated following the completion of the project (who can use this for assessment and/or publications). The agreement should be signed by all relevant parties and updated as necessary. Copies of the agreement should be kept by the participants and the supervisor.

1.19 To be aware of the needs of different groups of students particularly those that are not regularly on campus ensuring for example that students are not disadvantaged with regard to access to information concerning the requirements of their degree programme.

2 RESPONSIBILITIES OF MENTORS

As set out in the Arrangement for the Supervision of Research Degree Students: code of good practice, the 'mentor' is *a designated member of staff with a pastoral responsibility for the student (including advising the student in cases when difficulties arise between student and supervisor);* the mentor may be either a member of the School's academic or support staff.

2.1 To meet the student as soon as possible after registration and to contact the student at least once every term (by email, telephone or in person), to confirm that they are content with their study and if necessary to discuss any problems which have arisen.

2.2 To assist in the fulfilment of the University's policy of providing pastoral care to students, paying particular attention to the following:

Staff who are able to take an attentive and sensitive interest in their students are better able to help them to fulfil their academic and personal potential. Regular contact and interest from a respected person in the School is invaluable in giving background stability and support. Staff members who are close to students and see them often are likely to be the first to notice a change in their general demeanour that might suggest things are not going well. Listening is of crucial importance, the aim being not to find out or investigate but to accept and help the student to feel that she or he has been understood.

There are both academic and non-academic concerns which could lead to a student dropping out or not completing their degree programme. The mentor should, without being intrusive, monitor the following issues:

(a) whether the student has a problem (accommodation, financial, health or other) which is adversely affecting their ability to study. Where necessary the student should be referred to appropriate sources of advice and help:

- Resident Tutors
- Guild Student Advice Unit
- Student Counselling Service
- Chaplains
- Student Health Centres
- Study Skills Service
- Equal Opportunities Adviser
- Disability Resource Centre
- Family Centre
- Accommodation Offices
- International Office
- Postgraduate Administration Office
- Student Financial Services

Involvement with more serious problems of a financial, medical or personal nature (e.g. eating disorders, alcohol abuse, etc) takes the mentor further into work of a counselling nature. Attention is drawn to the useful addresses listed in the annex of the University Policy on Pastoral Care of Students in the TQA manual, and the Student Help guide.

3 RESPONSIBILITIES OF STUDENTS

Supervisors have the right to expect a high level of commitment from their students who should respond positively to advice and guidance and will develop an increasing level of independence in the conduct of their research.

3.1 To plan and discuss with the supervisor the research topic and timetable for the research.

3.2 To discuss and agree a schedule of meetings and appropriate feedback.

3.3 To undertake study as required by the Supervisor which may include directed reading, research training or other taught modules as required.

3.4 To familiarise themselves with relevant regulations and legal issues, including but not limited to plagiarism, copyright, data protection, health and safety, and ethical considerations which might arise in the course of research. The student should also be aware of the regulations for the degree for which they are registered.

3.5 To raise problems or difficulties with their supervisor and/or mentor, no matter how trivial they seem, and in particular inform their supervisor of any personal circumstances which prevent them from working on their research.

3.6 To maintain progress according to the agreed schedule, in particular including the presentation of written material in time to allow for discussion and comment before proceeding to the next stage of research. In particular, a student should aim by the end of the first year of full-time research (two years for part-time) to have defined their area of research, become acquainted with the background knowledge required and the relevant scholarly literature. MbyRes students should aim by the end of the first term of full-time research (two terms for part-time) to have defined their area of research, become acquainted with the background knowledge required and the relevant scholarly literature.

3.7 To take note of, and respond to feedback and guidance from their supervisors.

3.8 To keep systematic records of work completed and if inter-School collaborative work is undertaken to contribute to the agreement between all participants.

3.9 To inform the School and the University Registry of any changes in address or similar personal details.

3.10 To complete the administrative requirements of the University, School, and where necessary, any grant awarding or sponsoring bodies.

3.11 To write up and submit the thesis within time and in accordance with University guidelines for the submission of theses.

3.12 To discuss with the supervisor the preparation of the thesis and to decide, taking account of advice from the supervisor, when it is ready for submission.

3.13 To take advantage of any relevant skills training offered by the School or the University including preparation for a viva.

3.14 To make appropriate acknowledgement of their supervisor(s) and the University in any publication based on research undertaken and published during their degree programme. If appropriate to the discipline the supervisor(s) should be given as joint authors.

3.15 The pressures on the time of part-time students can make it difficult to set aside the long periods required for intensive study. Long periods of concentrated effort are more likely to be productive than larger numbers of shorter periods. Part-time students, should to the best of their ability, plan for at least one period of concentrated study within each academic year.

3.16 Students studying under off-campus arrangements are encouraged to seek to visit the University campus often enough to gain experience of working within the environment generated by a research institution and to identify with the academic community of the University.

4 RESPONSIBILITIES OF THE SCHOOL

The responsibility for School actions lies with the Dean of School.

4.1 To have regard to the Arrangement for the Supervision of Research Degree Students: Code of Good Practice to ensure that the student has appropriate supervision throughout their time as a student of the University.

4.2 To provide information and guidance on the School, Faculty and University regulations and codes of practice.

4.3 To provide each full-time campus-based postgraduate research student with a base where they may keep their belongings and clarify the physical facilities which will be available to part-time students.

4.4 To endeavour to provide students with adequate access to computer facilities whilst on campus.

4.5 To ensure the provision of appropriate skills training.

4.6 To provide students whilst on campus with use of a photocopier, fax and telephone for research purposes within defined limits.

4.7 To endeavour to ensure access to sufficient library provision.

4.8 To co-ordinate the pastoral care of research students and to ensure that they are informed of sources of independent advice should the student/supervisor relationship break down.

4.9 To record the progress of research students and submit reports to the Postgraduate Administration Office as required. Files should be maintained which include written progress reports from the supervisor.

4.10 To approve the research topic for research postgraduate students.

4.11 To ensure that any teaching or other duties undertaken by research students conform with the Code of Good Practice - Employment of Postgraduate Research Students.

4.12 To monitor students' progress and the implementation of this code of practice as it applies to supervisors and research students. This should include formal reviews of student progress in addition to those required by the Code of Good Progress – Annual Research Student Monitoring.

4.13 To ensure that normally a thesis is examined and the viva voce examination held within three months of submission.

4.14 To provide a Faculty-approved code of practice for supervision to supplement this Code, detailing:

(a) The nature of the physical facilities with which students will be provided, including desk space.
(b) The frequency and nature of contact which will be expected within their discipline, for on-campus, off-campus, full-time, part-time, and continuing registration students.
(c) How it ensures that off-campus students are able to participate in the research culture of the School.
(d) How parity of experience for off-campus and part-time students is achieved in view of the responsibilities of the School, Supervisors, mentors and the student as detailed above. This should include full details of opportunities for visiting the campus and the opportunities for induction and research training.

4.15 On occasions when off-campus students are required to attend the campus Schools are encouraged to provide students with opportunities to interact with the research community.

Professor Robert van de Noort
February 2010
Dean of the Faculty of Graduate Research
Last updated September 2010
Last reviewed September 2010

APPENDIX 4: GUIDANCE ON REVISING YOUR RESEARCH PLAN

A research plan should contain a proposal as well as a schedule.

(a) A research proposal

There is no one format for a proposal. The following is a useful general guide but follow the advice of your supervisor.

(1) Overall aim or objective: this should be well defined and indicate the significance or relevance of the project.

(2) Literature review: this is indispensable because it informs the project's overall aim and each research question by enabling you to identify gaps in our existing knowledge; it will also place your research in context.

(3) Primary or major research questions: the specific questions you intend to address. It is quite possible that in order to address some of these you will have to answer a number of sub-questions. It is important that every research question is well-focussed. In some cases it may be most appropriate to formulate a research question in the form of a testable hypothesis. Typically, each major research question will be the basis of a substantive chapter.

(4) Material: the information needed to address each research question and the source(s) of that information. The plan should refer to the availability of the material: for some research questions you may have to generate information through questionnaires or interviews for example.

(5) Research methods or techniques: the analytical methods to be applied to particular material that will enable you to answer each specific research question. There may be more than one research method for analysing certain material in which case justify the method you propose to use. (At the outset of the project you may not be familiar with some research methods: the research training programme should provide you with the necessary skills to identify and use the methods most appropriate to your research.)

(6) Structure of the dissertation/thesis: a proposed chapter-by-chapter outline.

A feasible and logical plan should show coherence between all its main elements — i.e. between the overall aim and the research questions, between each research question and the material used to address it, and between the material and the research method used to analyse the material.

(b) The research schedule

This is a timetable of specific tasks that will need to be undertaken in order for you to submit your dissertation or thesis on time. Research in the social sciences points to the value of writing early in the research process. So, unless your supervisor advises otherwise, write drafts of sections and chapters as soon as possible**.** Usually, reviewing the literature is one of the first tasks because it will inform your aims and research questions.

(c) Revising the research plan

Your initial research plan is indicative, it is not necessarily fixed and some of its elements might not be very detailed. It is important to appreciate that research is an ongoing process and that in doing it you will realise that some parts may have to change in the light of, for example, new literature in the subject, and revisions to databases or changes in your own ideas.

Any change in your research plan must be discussed with and approved by your supervisor: indeed, if necessary, your supervisor will advise you to revise it. See para. 11.1 of the School Code and Section 12.1 for changes to the title of the research.

(d) Ethical Issues

If your research requires the collection of empirical data there are likely to be a range of ethical considerations relating to the collection, storage and recall of the data. These considerations need to be addressed by you, in consultation with your supervisor, prior to the research being conducted. Once considered, the proposal should be submitted to the School Ethics Officer for review. Full details of the process can be found on the School intranet.

APPENDIX 5: INDICATIVE AGENDA FOR A FULL-TIME STUDENT INITIALLY REGISTERED FOR MPHIL INTENDING TO TRANSFER TO PHD

Year	Personal research timetable	Research Presentation and Publication	University and School Administrative Requirements
1	1. Transform your original research proposal into a research plan agreed with your supervisor. 2. Undertake a literature review 3. Identify and collect relevant material 4. Submit draft chapter/s to supervisor in accordance with the research plan	1. Present paper at Research Students' Annual Conference or equivalent	1. Complete with supervisor a supervision agreement, training needs assessment, and module registration forms at first supervision meeting 2. Maintain contact with your supervisor as per your supervision agreement. 3. Complete with your supervisor a Research Supervision Report in December, May and September. 4. Respond to requests for contact from your mentor in January, June and October 5. Complete Annual Report Form (ARA) in May. 6. Complete application form for transfer to PhD (as applicable) in May
2	1. Modify, if required, the research plan in consultation with supervisor 2. Refine, as necessary, research methods 3. Continue collection of material 4. Submit draft chapter/s to supervisor in accordance with the research plan	1 Present paper at research students' annual conference or equivalent 2. Discuss with supervisor the possibility of presenting a paper as a (full) departmental research seminar or at an external conference	Items 2-6 as above

3	1. Modify, if required, the research plan in consultation with supervisor 2. Submit draft chapter/s to supervisor in accordance with the research plan 3. Submit penultimate version of the thesis to supervisor for final comments 4. Submit the thesis	1. Discuss with supervisor the possibility of publication of a School discussion paper(s) and/or journal article(s) 2. Item 2 as above.	Items 2-5 as above Complete the University form for submission of thesis
	SUBMISSION OF THESIS FOR EXAMINATION IN 36 MONTHS		
4	2. Complete revisions, as required and directed by examiners	1. Viva Voce Examination	3. Completion of list of corrections, as required. 4. Submission of revised thesis to examiners. 5. Submission of final, thesis to Faculty.
	COMPLETION OF THESIS IN 48 MONTHS		

APPENDIX 6: MONITORING STUDENT PROGRESS: SUMMARY OF PROCEDURES

Assumes initial registration in October

SA = Supervision Agreement [BuS PGR Form 1]
RSR = Research Supervision Report [BuS PGR Form 2]
MR = Module Registration Form (BuS PGR Form 3)
ARA = University Annual Report (student)
ARB = University Annual Report (supervisor)

Date	Senior Administrator	Supervisor and Student	Mentor and Student
October	• Inaugurates student file • Gives SA and MR to student • Records receipt of SA • Inputs modules to be taken into SITS	• Meet and complete SA and MR • Supervisor returns SA to Administrator • Student returns MA to RPA	• Meet • Mentor records any concerns on School file
December	• Sends RSR form to supervisor	• Meet and complete RSR • Supervisor returns RSR to RPA	
January	• Records receipt of RSR • Records compulsory Semester 1 module assessment results and informs student and supervisor		• Mentor contacts student • If necessary contacts supervisor & records any concerns/action on School file
May	• Sends RSR and ARB forms to supervisor • Sends ARA form to student	• Meet and complete RSR • Supervisor returns RSR and ARB to RPA • Student returns ARA to RPA	
June	• Records receipt of RSR and AR • Records compulsory Semester 2 module assessment results and informs student and supervisor	• Supervisor attends departmental progress panel meeting (Annual Review of Progress)	• Mentor contacts student • Attends departmental progress panel meeting (Annual Review of Progress)

September	• Sends RSR form to supervisor (Full-time students only) • Records any referred assessment results and informs student and supervisor	• Meet and complete RSR • Supervisor returns RSR to RPA	
October Full-time students only	• Records receipt of RSR		• Mentor contacts student • If necessary contacts supervisor & records any concerns/action on School file

APPENDIX 7: WRITING-UP YOUR THESIS I - LAYOUT AND STYLE

*The section also applies to MPhil dissertations. 'Thesis' is used for sake of brevity.

Remember that one of the assessment criteria which the examiners of your thesis or dissertation will be using is a satisfactory level of literary presentation.

A distinction can be made between style of layout and presentation, and style of writing. The latter covers issues such as the use of words and the construction of sentences and paragraphs.

Students can employ the services of an Academic Copy Editor to refine and improve the written English of your drafts.

The remainder of this section is a modified version of

A guide to writing-up theses, dissertations and projects

Note this guide is designed not only for research students but also for other categories of students when writing-up projects and dissertations. Note, too, that the first section on structure etc. should be useful before you write-up your research. Although the guide is in several sections you will see that some advice pertains to more than one section. The guide only provides general advice: if you are in any doubt, ask your supervisor for more specific advice.

Structure, layout and content: organising your material

- Before writing-up you should have organised your ideas into chapters and, very possibly, into main sections within each chapter.
  The division of your material into chapters and sections will primarily depend on the number and complexity of the aims of the research, the specific research questions you are addressing and the sequence in which these have been researched. It may also depend to some extent on the word limit for the assignment.

- The dissertation's structure should demonstrate that the material is well organised and that there is a logical pattern of ideas which constitute a coherent study.

- The dissertation will need an introductory chapter which should at least outline the principal aim(s) of the study, some of the main literature in the field, the specific research questions you intend to address, and the main research methods to be used.

- Have a clear aim for each chapter (and state it in the chapter's introduction). Typically, a chapter will be addressing one or more specific research questions. Retain the chapter's aim in the front of your mind as you write — this will help you avoid including irrelevant material and keep to the word limit. (The same advice applies to sections.)

- Divide each section (or sub-section) into paragraphs noting that paragraph divisions usually occur where there are important shifts in the treatment of a topic; for example, analysing the material from the perspective of a different theory or the introduction of new material.

- Chapters do not have to be the same or similar length: some themes are likely to require more words than others. But if you think a chapter will be very short, ask yourself whether you could incorporate the material in another, related chapter.

- Similarly, do not make sections or sub-sections too short. It is unlikely that a ten-line paragraph, for example, would justify its own section or sub-section: ask yourself whether the material could be incorporated within another section or sub-section.

- Write a conclusion for each chapter which addresses the aim or aims of the chapter. It should not be a summary; it presents what you logically conclude from the preceding analysis. The implications of your conclusions may also be presented here; alternatively do this in the final chapter of the dissertation.

- Sectionalising a chapter. Here is a very clear example:

3.	The Evolution of Money and Banking in Malaysia	*Chapter title*
3.1	Introduction	*Section title*
3.2	The Early History of Money and Banking	*ditto*
….		
3.6	Significance of the Colonial Financial System	*ditto*
3.6.1	The Currency Board System	*Sub-section title*
3.6.2	Commercial Banking during the Colonial Era	*ditto*
3.7	The Establishment of the Central Bank	*Section title*
….		
3.12	Conclusions	*Section title*

These sections and sub-sections and their numbers will be listed in exactly the same way in the table of contents together with their respective page numbers. Whatever format you use to sectionalise (section titles and their numbering) you should use it consistently throughout the dissertation.

- The concluding chapter should not be a summary. It should demonstrate you have addressed the main aim or aims of the research by demonstrating what can be concluded from the answers to your research questions.

- State any gaps or shortcomings you perceive in your research. For example, declare that you have been unable to obtain the exact data you required and have had to use proxy data; or declare that a particular research method used has limitations.

- Identify future research questions or directions showing how they relate to your own research. It is very probable that your work will not be fully comprehensive or the 'last word' on the subject: there will be gaps in the analysis and/or coverage. State what further research you would have undertaken if you had, for example, other data or more time. Like the previous point, this is not a confession of weakness but conveys to the examiner that you really do have a comprehensive understanding of the subject and its context. Minor matters you identify can be referred to in footnotes but more substantive matters (for example, future research questions or alternative analytical approaches) would be more appropriately addressed at some length in a chapter's conclusion or in the concluding chapter.

- Postgraduate research students must note that the order of the contents and general layout of their thesis/dissertation must conform to the University's *Presentation of Theses/Dissertations for the Degrees of MPhil/PhD/EdD: Statement of Procedures*.

Keeping to the word limit

- Plan your work so that you will not exceed the word limit (this excludes bibliography/list of references, appendices and, if required, an abstract) which should not be regarded as a target to aspire to. If your drafts indicate that you are likely to exceed the limit you should ask your supervisor for advice on what material could be excluded or put into appendices, or how to be more concise.

- Do not reproduce, by means of words in the text, masses of information contained in tables, charts, etc.; select the information that is relevant to your argument.

- Avoid nonessential repetition by cross-referencing to the specific section of a chapter where you have made the same or similar point. Unnecessary repetition reveals a lack of organisation of material.

Use of Appendices

The main text of your study should flow, continuously advancing the argument. However, unless a particular argument is based on purely theoretical reasoning it will be informed by the results of applying particular analytical research methods (for example, textual, statistical or econometric).

It may take many words to describe a method in detail or to present the full results of an empirical econometric model, for example. It may not be necessary to do either of these in the main text. However, as a minimum, you should certainly state in the text what research method you have used and why (i.e. justify its use). The more detailed description of the method and the full results of your application of it (for example a statistical printout) would be placed in an appendix.

Similarly, the flow of your argument would be unnecessarily disrupted if the main text contained, for example, large tables of data, several interview transcripts, or the full results of several questionnaires. It would be appropriate to place items such as interview transcripts and a blank copy of your questionnaire in appendices. The text may contain a summary table or chart, for example, which is sourced from a full data set in an appendix.

Remember, appendices do not count in the word limit.

- If you are in any doubt about what material to include in the main text and what to relegate to an appendix, you should certainly obtain the advice of your supervisor. You must state in the main text or a footnote that particular material is in a specific appendix.

- Adopt a system of either numbering or lettering appendices and keep to the system. For example, the first appendix referred to in the main text could be 'A' or '1', the second 'B' or '2', etc. Similarly if you give one appendix a title, name any others. A list of appendices should appear in the Contents.

Writing and presentation

- You have to strike a balance between, on the one hand assuming your reader knows the subject and therefore dispensing of the need to present certain types of material and, on the other, assuming that the reader may not be familiar with some of your material. Remember, however, that you are writing primarily for an academic audience.

- Note very carefully Section 11 on Cheating in this Handbook. It gives advice on how to avoid plagiarism and indicates what type of material does not require a referenced source. See also Section 10.

- Do not make unsubstantiated statements or assertions. What you write must be based on either evidence, or logical argument, or the acknowledged work of others.

- Use precise language including, where appropriate, technical or specialised vocabulary pertaining to the academic discipline in which your study is located.

- Avoid clichés, slang and colloquialisms. Don't worry if exactly the right word does not immediately come to mind — either use a thesaurus (available in most word-processing packages) or return to the sentence later and the right word will often come to you.

- Use of the first person singular ('I', 'my') is becoming more widely accepted in academic literature but the third person plural ('we') and impersonal styles may be preferred.

- Use double or one-and-a-half line spacing. Drafts should have margins wide enough for your supervisor to write comments.

- Use your computer to run spelling checks (ideally set the dictionary to UK not American English) and grammar checks.

- Avoid use of footnotes: they disrupt the flow and distract the reader.

- Diagrams, tables, charts etc should be referred to in the main text. These objects should be explained or discussed: never assume they can 'speak for themselves'. Only include them if you can draw conclusions which advance your argument.

- Diagrams, tables, charts etc. should be numbered and titled. Lists of these should appear in the Contents.

- Define all symbols used.

- Convert time series data involving money values to real (volume) terms where applicable by using an appropriate price deflator.

- Proof-read the 'final' version thoroughly and make any necessary corrections. Is there someone with a good command of English who would be prepared to read it?

Further advice on style is given in *The Economist*'s Style Guide which may be accessed free on the journal's website. It is also available as a 64-page book published by profile Books (ISBN: 1861979169), price £16.99.

Practicalities

- Plan your writing-up so that you have sufficient time before the submission date to revise your work in the light of comments from your supervisor; and give your supervisor a reasonable length of time in which to read and return your drafts.

- Make a back-up copy as you proceed as a precaution against loss or damage to your disk. It has happened!

APPENDIX 8: WRITING-UP YOUR THESIS II - ACKNOWLEDGING SOURCES, REFERENCING AND CITATION FORMATS

* The section also applies to MPhil dissertations. 'Thesis' is used for sake of brevity.

In order to avoid plagiarism (see Section 10.13), you have to acknowledge the work, whether it be words or ideas, of others in your thesis or dissertation and you do so by clear referencing. It is essential that you follow these instructions but note the advice given at the end of Section 11.7 on established terms and concepts etc. for which you do not have to give a source or reference.

EndNote
EndNote is a software package designed to help researchers keep track of their bibliographic references and you are encouraged to use it. The package enables you to compile all your references to books, articles, websites, etc into a single database which can then be used to generate references and bibliographies in a wide range of citation styles, such as Harvard. If you want this package installed on the School-owned computer you use, email the IT Helpdesk (helpdesk@exeter.ac.uk) or phone 3934. If you want to purchase it at a discounted price for your own laptop, see the Library website for more details.

Abbreviations: A list of abbreviations and the full titles should appear in your dissertation/thesis. The University's *Statement of Procedures Presentation of Theses/Dissertations etc.* does not specify where this list should appear but immediately before the first chapter would be an appropriate place.

Web sites: Material from Web sites should be cited in the standard book format but must include the Web site address and the date the material was consulted/quoted.

APPENDIX 9: CHEATING IN UNIVERSITY ASSESSMENTS

Information can also be found on the School website.

1. Business School: Policy on Cheating in University Assessments

(1) The School will, through its handbooks, inform all students of the University's Code of Good Practice on Managing Academic Misconduct (including plagiarism, cheating and collusion). The definitions and forms of cheating in Part II of the *Code* will be reproduced in full in the handbooks. The handbooks will either reproduce in full the remainder of the Procedures or will refer students to the relevant web page of the Teaching Quality Assurance Manual.

(2) The School will follow the Code of Good Practice.

(3) The School will, through its handbooks, inform students of the nature of collusion and plagiarism and how to avoid them.

(4) The School will, through its handbooks, advise students on how to acknowledge the work of others by appropriate referencing and citation formats.

(5) No student will be permitted to undertake a written examination or any other form of assessment until s/he has signed a Declaration on Cheating.

2. Policy Background

A condition of a student's registration is that the student accepts University Regulations one of which is that "students are not permitted to seek unfair academic advantage". The University expects academic honesty on the part of its students — that any work a student submits for assessment is their own and is not the result of dishonest behaviour. Consequently cheating in a University assessment is treated as a very serious academic offence and students should be fully aware from the outset of their studies that both the School and the University will not tolerate it.

The University defines cheating as "any illegitimate behaviour designed to deceive those setting, administering and marking the assessment" in Part II of Code of Good Practice on Managing Academic Misconduct (including plagiarism, cheating and collusion). It is essential that students understand what constitutes or what might constitute cheating and are familiar with the School's Policy.

Students should realise that:

- cheating can take many forms and can occur in different types of assessment not just in written examinations;
- any case of suspected cheating <u>will</u> be thoroughly investigated: if you cheat there is a very high probability that you will be caught;
- if cheating is proven a penalty <u>will</u> be imposed.

3. Definitions and forms of cheating

The following is the relevant extract from Part II of the University's Procedures for Handling Cases of Suspected Cheating, including Plagiarism, in University Assessments.

Cheating is defined as any illegitimate behaviour which may deceive those setting, administering and marking the assessment. Cheating in a University assessment is a very serious academic offence, which may lead ultimately to expulsion from the University. Cheating can take one of a number of forms, including:

(a) The use of unauthorised books, notes, electronic aids or other materials in an examination;

(b) Obtaining an examination paper ahead of its authorised release;

(c) **Collusion**, i.e. the representation of another's work or ideas as one's own without appropriate acknowledgement or referencing, where the owner of the work knows of the situation and both work towards the deceit of a third party. This differs from plagiarism where the owner of the work does not knowingly allow the use of his or her work;

(d) Acting dishonestly in any way including fabrication of data, whether before, during or after an examination or other assessment so as to either obtain or offer to others an unfair advantage in that examination or assessment;

(e) **Plagiarism**, i.e. the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

(i) Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.

(ii) Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

(iii) Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences.

Assessment

Any piece of work submitted for either formative or summative assessment, including an examination script or thesis.

Formal Examinations

An assessment within a formal (including School-based) examination hall.

4. Penalties for Cheating

In 2003-04 student A was found to have used unauthorised material in a written examination.

> Penalty: a mark of zero was recorded for the examination and the student was required to take a referred examination.

In 2003-04 student B was found to have reproduced several paragraphs from an article/website without due acknowledgement in a coursework assignment which comprised 30% of the marks for the module.

> Penalty: the student was required to resubmit the assignment, the maximum mark for which was capped at the pass mark.

In 2003-04 student C was found to have based a research project almost entirely on a previously published study which was not acknowledged.

> Penalty: a mark of zero was recorded and the student was required to submit a new project, the maximum mark for which was capped at the pass mark.

5. Collusion and Plagiarism and How to Avoid Them[1]

The first two forms of cheating [(a) and (b) in section 3 above] concern written examinations: the descriptions are very clear and how to avoid them should not require further explanation. Similarly (d) is very explicit.

Collusion (c) and especially plagiarism (e) are more difficult concepts to fully comprehend. A useful starting point to understanding the importance of these concepts is to realise what the main purpose of assessment is. It is for the academic staff to come to a judgement on, for example, **your** knowledge and understanding of material, how **you** construct and develop an argument, how **you** apply a formula or perform a statistical test, what **you** conclude from analysing data etc.— i.e. it is **you** and **your** ideas that are being assessed. Therefore it is essential that you distinguish your work (ideas and words) from that of others. (Obviously, in groupwork, 'you' refers to all the members of the group.)

Collusion

An example of collusion would be students getting together and writing essentially the same essay and each student then submitting their essay as an individual assignment. Students studying together in order to understand material or to help each other develop ideas is not prohibited: indeed, this is a useful and perfectly legitimate learning method. But submitting an assignment as though it were entirely your own work when it is clearly the result of joint work, even if it is not word-for-word identical to that of another student, is cheating. Such collusion is easy for staff to detect.

Plagiarism

Sometimes plagiarism is unintentional. This may be because the concept of plagiarism has not been understood, and because students feel more comfortable using the language and ideas of professional academics. Sometimes students believe that in order to get a high mark, or even to pass, they must reproduce exactly what their teacher has said or written or what is in a textbook or official report. But this is still cheating, because the effect, even if unintended, is to claim that what you have written is your own work whereas it is really the work of others.

Most cases of unintentional plagiarism can be resolved by careful thought, acknowledgement of a source and proper referencing of the source. Put simply, you plagiarise if you present other writers' words and ideas as your own. You do not plagiarise if you "provide citations for all direct quotations and paraphrases, borrowed ideas, and for facts that do not belong to general knowledge" (Crews and VanSant[2]).

With reference to the third type of plagiarism [3. (e) (iii) above], students should note that if an essay, for example, consists mainly of correctly acknowledged and referenced quotations linked together by a few sentences of your own, it will not be regarded as plagiarism — but it is likely to score very low marks for use of recommended material, originality, and style and presentation.

Sometimes plagiarism is intentional because students believe it will not be discovered. Students should be aware that academic staff are very familiar with the literature in their field and will recognise the writing of other authors. Furthermore, search engines make internet plagiarism easy to detect. So do not be tempted to copy material from a web page assuming that your examiners will be unfamiliar with the material. Similarly, do not copy, without acknowledgement, paragraphs from books or journal articles. These, too, can often be readily identified. See sections 6 and 7 (below) for more advice on identifying plagiarism and how to avoid it by appropriate use of sources.

6. Plagiarism and Acceptable Paraphrasing

The following (taken from The Bedford Handbook for Writers[3]) are several versions of two original sources— can you identify which versions are plagiarism, and which are acceptable paraphrasing?

<u>Example 1</u>

Original source:

"If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviourists (Davis 26)."

Version A:

The existence of a signing ape unsettled linguists and startled animal behaviourists (Davis 26).

Comment:

Plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation "the existence of a signing ape". In addition, the phrase "unsettled linguists and startled animal behaviourists" closely resembles the wording of the source.

Version B:

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behaviour (Davis 26).

Comment:
Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarising because the source's sentence structure is unchanged.

Version C:
According to Flora Davis, linguists and animal behaviourists were unprepared for the news that a chimp could communicate with its trainers through sign language (Davis 26).

Comment:
No plagiarism. This is an appropriate paraphrase of the original sentence.

<u>Example 2</u> (taken from The Random House Handbook, 4th edition 405-6)
"The joker in the European pack was Italy. For a time, hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, the Mediterranean powers, and the African powers were bound to take the lead against Italy at the league. But they did so feebly and half-heartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all."
(J. M. Roberts, History of the World. New York: Knopf, 1976, p.845).

Version A:
Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations, yet the efforts of England and France to take the lead against her were feeble and half-hearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

Comment:
Plagiarism. The writer has taken entire phrases from the source. The writer's interweaving of his or her own language does not mean the writer is innocent of plagiarism.

Version B:
Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M.Roberts points out, this violated the covenant of the League of Nations (Roberts 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up feeble and half-hearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst

possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all" (Roberts 845).

Comment:
Still plagiarism. Even though the writer has used two correct citations from the source, the writer has not cited other phrases.

Version C:
Much has been written about German rearmament and militarism in the period 1933-39. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J.M.Roberts observes "feebly and half-heartedly because they did not want to alienate a possible ally against Germany" (Roberts 845). Suppose Italy, France and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing bullying in the later Thirties?

Comment:
No plagiarism. The writer properly acknowledges the one use of Roberts' ideas. (Note that the writer has chosen to use only one idea from the source and has integrated that idea into his or her own argument).

7. General advice for using sources
The best way to avoid plagiarism is to keep control of your argument throughout the entire process of undertaking the assignment from your initial analysis of the question or topic to writing the final version. You should include ideas from other sources only when those ideas add weight to your argument.

Learning how best to use the ideas of others involves effort and a commitment to academic honesty.

Keep the following advice in mind when you are using material from other sources:

- Take notes very carefully. Plagiarism, especially unintended plagiarism, often starts with the note-taking stage of the research process. If possible, have a clear question in mind before going to the library or accessing material on the web so you will not waste time taking extraneous notes. When taking notes, be as accurate as possible: clearly distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears.

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.

- Be sure to integrate all ideas from all other sources into your own discussion. Introduce direct quotations with your own words. In some cases it may be necessary to explain, after quoting, the significance of the quotation.

- Avoid quoting more than is needed. Most of the time, brief quotations suffice.

- Use direct quotations only when the author's wording is necessary or particularly effective.

- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "quoted in…".

- To avoid unintentional failure to cite sources, make a note of all references as you work, and include them even in your first draft.

- Follow the guidance in Acknowledging sources, referencing and citation formats from the School website.

8. A final note on using sources

It is not always clear exactly when or how to use sources and sometimes you will need advice. Indeed, it will not always be necessary to acknowledge the work of others. Here are three simple examples.

(1) An economics student would not be expected to give a source for the model of 'perfect competition'. However, it would not be inappropriate to write in an essay "The following section on the predictions of the model of perfect competition is based on A.N. Author (2002)." [You would then give the full details of this publication in the list of references or bibliography.]

Similarly, (2) accountancy students would not be expected to refer to a source for 'double-entry book-keeping', and (3) management students would not be expected to give a source for 'total quality management (TQM)'.

The ideas or concepts in these examples can be considered to constitute part of the relevant academic subject's "general knowledge" (see the quotation from Crews and Van Sant in section 5 above). If you are in any doubt as to whether to acknowledge the work of others, either ask your lecturer or tutor who is familiar with the expectations of the discipline or be cautious by acknowledging the source.

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[1] For much of what follows, the School is indebted to the University of Southampton's guidelines on avoiding plagiarism.

[2] Crews, Frederick C, and Van Sant, Ann J, *Instructors' Manual for the Random House Handbook*, Random House, 4th edition, (1984)

[3] Hacker, D, *The Bedford Handbook for Writers,* Bedford/St Martins, 5th edition (1997)