Guide for Research Students

2016/17
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A welcome for new research students

Joining the School of Sociology and Social Policy at Leeds as research student means being part of a research community. One important feature of a research degree programme is that it is likely to involve a gradual increase in your independence and self-reliance as a scholar and researcher. Research students are expected to contribute to academic activities of the school not only through the pursuit of their own research but also by contributing to the culture of the School, by participating in school seminars and conferences. The Postgraduate Research Tutors and Support Staff will help you cope with the challenges of being in a large historic academic institution with its inevitable administration and bureaucracy which may at first appear byzantine. The School will support you through supervision, training, workshops and additional advice. It will expect that you will embrace your role as member of the scholarly community and be active in the intellectual life of the School. It is also well worth getting to know other research students, and there will be several opportunities for you to do this as you go through the first year.

Welcome back for other research students

Best wishes from the postgraduate staff team for the coming year. The School’s doctoral work was impressive last session, and we also had a big increase in student numbers. If there is anything really urgent affecting your progress, don’t forget to raise it with the appropriate member(s) of staff as soon as you can. You should be sure to arrange to meet with the PGR Tutor – Dr Yasmin Hussain (y.hussain@leeds.ac.uk) in semester one and Professor Bobby Sayyid (s.sayyid@leeds.ac.uk) for a chat at some point after Christmas.

A message from the Faculty Graduate School

Amongst the published aims of the Faculty Graduate School are these:

- to develop and support the research environment for both graduate students and staff;
- to increase the profile of postgraduate study within the faculty.

It is felt that the Graduate School can best meet these aims a) by creating opportunities for students to come from the constituent schools of the faculty to learn together and socialise and b) by listening to students and learning from them what their learning and social needs might be so that we can do our best to meet these.

Two colleagues manage the business of the Graduate School in overlapping but different ways, including oversight of postgraduate research through the Faculty Graduate School Committee: Director of the Graduate School (Stuart Lister, s.c.lister@leeds.ac.uk) and Manager of the Graduate School (Elisa Coati, e.coati@leeds.ac.uk)

What sort of things does the Graduate School do? Some examples:

- A Postgraduate Research Student Conference – an insight into the conference experience; give a paper before a sympathetic audience.
- A faculty-level networking event, which allows PGRs from all four schools and at different stages of their research to meet and discuss their PhD experience

Many of the above events include the opportunity for socialising.
(See the Graduate School website for further information http://www.essl.leeds.ac.uk/graduate-school/about/)

The Graduate School is delighted to have you as one of its students. Please make the most of its provision. Please ensure that it is providing what you need. You can only do this by letting the team know what your needs are.

The White Rose Doctoral Training Centre

The School of Sociology and Social Policy is part of the White Rose Social Science Doctoral Training Centre (DTC), of which the University of Leeds is a member together with the universities of Sheffield and York. The DTC at Leeds spans across six faculties, encompassing all social sciences disciplines, and is connected to the Leeds Social Sciences Institute (LSSI).

The DTC deals with the administration of ESRC scholarships as well as offering a comprehensive collaborative training programme which can be accessed by all social science PhD students at the three universities (regardless of their source of funding). The DTC offers training and opportunities at discipline level (Pathways) as well as more general, interdisciplinary opportunities, including advanced training on methodologies, an annual Spring Conference and a student-led seminar series. Besides training, the DTC aims to facilitate networking and collaboration across the social sciences and across the three institutions.

To find out more about the WR DTC and what it offers, and to start establishing networks, all new PhD students in the social sciences at Leeds, Sheffield and York are invited to attend the WR DTC Welcome Event on 6 October 2016. More information and a booking form for this event will be available on the WR DTC website http://wrdtc.ac.uk/

The purpose of this handbook

This handbook sets out a range of information that provides a starting point for understanding the School and its activities. You will find below some outline advice on procedures, and on the expectations that apply to students and staff. We also cover matters such as access to money for research expenses, and the limits that the School applies. On page 3 we note the further sources that you can use if you want to acquaint yourself with the University's and Faculty's detailed regulations and guidelines. Most of the information you might require about the university and postgraduate research study can be found in the University's Research Student Handbook - http://students.leeds.ac.uk/download/3288/research_student_handbook_2015-16.

Registration

We will contact you by email and provide you with information on how to register. All registration will be online. Please make sure that we have your current correspondence and email address at all times and a telephone number if you have one.
Teaching

A *Code of Practice for Postgraduate Students Engaged in Teaching* is provided in the University's Research Student Handbook provided with your registration pack. All those new to teaching will be required to attend an SDDU course. The School provides additional support, documentation and workshops for its postgraduate teachers. Please note that in allocating teaching we often have to give priority to specific categories of award-holders, because of formal or contractual arrangements.

The Staff and Departmental Development Unit (SDDU) provide other development opportunities for postgraduate students who have teaching responsibilities. For more information please follow this link: [http://www.sddu.leeds.ac.uk/learning-teaching/](http://www.sddu.leeds.ac.uk/learning-teaching/).

Formal rules, regulations and codes of practice for research degree candidatures

The University provides a set of comprehensive guidelines that are made available to research degree students and to supervisors. Information is set out in the University’s *Research Student Handbook*, the *Ordinances and Regulations and Programmes of Study for Research Degrees*, and the *Guide for Research Degree Supervisors* available from [http://students.leeds.ac.uk/download/3288/research_student_handbook_2015-16](http://students.leeds.ac.uk/download/3288/research_student_handbook_2015-16). Revisions are made to the rules and advice over time, so that you may need to have the current version of the regulations if there is a point of detail that you want to check. To complement these sources of guidance, the Faculty of Education, Social Sciences and Law provides a *Faculty Protocol (ESSL)* available from [http://plsoe1qn6nn3w0o2p3g60bf1.wpengine.netdna-cdn.com/files/2011/06/ESSL-Faculty-Protocol-for-Research-Degrees-Candidatures-2015-16.pdf](http://plsoe1qn6nn3w0o2p3g60bf1.wpengine.netdna-cdn.com/files/2011/06/ESSL-Faculty-Protocol-for-Research-Degrees-Candidatures-2015-16.pdf), reflecting particular shared needs across these subject areas. There are also some specific matters on which this School provides additional guidelines for students or supervisors, and these are mostly incorporated in the advice given below for you in the present handbook. Both the Faculty’s and the School’s practices are consistent with the University’s regulations, and it is the University’s Code which is the definitive statutory document.

General arrangements for management, support, facilities, and contacts within the School

The School of Sociology and Social Policy is part of the Faculty of Education, Social Sciences and Law (ESSL). The Head of School is currently **Professor Anne Kerr**. Your best contacts for research advice from the teaching staff will usually be your supervisors, followed by the Postgraduate Research Tutor, **Bobby Sayyid** (Email: s.sayyid@leeds.ac.uk) and deputy Postgraduate Research Tutor, **Yasmin Hussain** (Email: y.hussain@leeds.ac.uk). For issues connected with MA taught courses you can contact **Angharad Beckett**, (Email: a.e.beckett@leeds.ac.uk) who is the MA Tutor. Bobby, Yasmin and Angharad are members of the School’s Postgraduate Committee, a small working group that keeps matters under review.

Your supervisors will meet with you soon after you join the School, and will be able to provide general information as well as helping you start your research. To contact staff or other
postgraduates you can use the pigeon-hole systems in the School, email, or call at their room to book a time for a meeting. For most procedural and administrative matters, however, you should enquire first through the Student Education Office.

The School designates a member of its academic staff to manage postgraduates’ work in teaching, and to provide leadership on this. This is currently Adam Formby (a.formby@leeds.ac.uk). The term ‘Teaching Assistant’ or ‘TA’ is often used to refer to PhD students and some other people who teach for the School. The allocation of teaching takes place during each summer depending on resources and teaching opportunities available in the School. This is done through a fair and equal process and everyone is asked if they are interested in teaching experience.

The School also has a co-ordinator and advisor for disabled students, Alison Sheldon (a.sheldon@leeds.ac.uk).

**The School Office**

Matthew Wilkinson deals mainly with Postgraduate matters. He should be able to deal with most enquiries related to postgraduate issues or if not put you in touch with someone who can. You can contact him in the Student Education Office (room 11.28) on level 11 of the Social Sciences Building (m.wilkinson@leeds.ac.uk, 0113 343 3770).

The Student Education Office (Room 11.28) is a friendly and welcoming place, so don’t feel afraid to ring the bell at the enquiry window in the Common Room. It is currently staffed by Kate Hall (until November when Nicola Dowson will return from maternity leave); Stuart McClure; Louise Thompson; Jenny Groves; Jasmine Dempsey; Kris McLaughlin; Debbie Westmoreland and Matthew Wilkinson.

Your first point of contact will be at the reception desk, where a member of the student education office will try to deal with your query or direct you to someone else who can supply an answer. However, it is helpful if you check first to see whether the information you require is already provided on the notice-boards or on the screen in the Reception area.

Jodie Dyson is PA to the Head of School, Anne Kerr, so contact Jodie if you want to make an appointment to see Anne.

**Student: Staff Forum**

This is a formal forum which exists to discuss various issues of concern to students. The Forum is concerned specifically with teaching matters and is one source of student feedback on courses. It may discuss matters relating to course content, teaching methods, assessment, teaching evaluation and academic policy (but not usually specific members of staff or students). You can contact your representatives by email or by using the postgraduate pigeonholes. Make sure that you include your name and details in case the representative needs to get back to you. You can visit the Student: Staff Forum section under 'My Organisations' ‘School of Sociology & Social Policy' in the VLE where you will find more information and contact details. Research students are asked to nominate one representative for the year. The current convenor for the Forum is Emma Nelson (email: e.nelson@leeds.ac.uk).

You will be asked to nominate your staff student 'reps' at the beginning of semester 1.
There is also representation of postgraduates at Faculty and University levels.

**Other Points of Contact**

You will meet fellow PhD students through the shared space in room 9.02, level 9 of the Social Sciences Building, School social events, involvement in teaching and learning, postgraduate workshops and conferences. Please note that there is a list of theses in progress: current students and their areas of interest on the School postgraduate website (http://www.sociology.leeds.ac.uk/people/students).

**Rooms/Office Space**

The School endeavours to provide access to a shared space on level 9 of the Social Sciences Building for all research students for the 3 year period of their study here. It must be noted that part-time and over-time students can only be accommodated when we have sufficient space.

Desk allocations are confirmed and monitored by Matthew Wilkinson and Debbie Westmoreland. If you have any requests or queries, please inform Matthew Wilkinson as soon as possible. Further information on desk availability etc. will be given to you at the start of your studies.

There is a no-smoking rule covering public space and shared accommodation in the University.
Facilities and support for your teaching

If you are teaching for the School, we will provide a room for this purpose. Unfortunately we will not know exactly how many students will be taking our modules, so teaching times and numbers of groups may not be known until the week before teaching commences. Rooms will be made available for open-door times, and details of times and places for this will be confirmed closer to the start of term. Module convenors will provide outlines and notes for the modules, and hold briefing meetings with Teaching Assistants.

Pigeon-Holes

These are located in the reception area to Student Education Office. Most mail addressed to postgraduate students at the School will be placed in here. It is important that you check your pigeon-hole regularly. (Research students who are Teaching Assistants for the School will also be provided a pigeonhole in the staff).

Printing Allowance

Full-time students
Each student will be entitled to a budget of £75 to cover printing and photocopying. This should provide 1,000 printed sides of A4 paper based on printing in black and white and double sided. Please note that printing in colour and single sided printing will reduce the number of sides you can print/copy. In the 'over-time' period this will be reduced to £37.50 per year.

Part-time students
Each student will be entitled to £37.50 for each year they are registered as a part-time research student.

Use of the Photocopier/Printer

The photocopier/printer is located in room 9.02 in the Social Sciences Building. To use the photocopier/printer you will need to swipe your student card through the card reader. This will bring up a list of print jobs you have sent to the printer.

Photocopying For Teaching Purposes

Once you become a Teaching Assistant you will be asked to apply for a staff username and password. This will work in the same way as your student log in details. When printing for teaching purposes please log in to the PC you are using with your staff details. Any printing you send will be sent using your staff account rather than you student account. You will need to register on the MyPrint service with your staff details. Please contact Matthew Wilkinson for help with this – m.wilkinson@leeds.ac.uk
**Stationery**

The School will support needs for stationery up to a 'modest' level. Monitoring the requirements for stationery items is primarily the responsibility of your supervisors in consultation with the Student Education Office. They will help ensure that you have a reasonable supply of paper, envelopes, file cards, compliment slips and so on.

**IT/Electronic systems**

The university offers extensive electronic systems that will aid you in your studies. Below is an overview of the systems you will need to use:

**The Portal**

The portal can be used as your access to everything. You can log on to the portal using your username and password at the following address:

https://leedsportal.leeds.ac.uk/uollogin/login.html

Through the portal you can gain access to the following systems:

- The Postgraduate Development Record (PDR)
- The Virtual Learning Environment (VLE)
- Webmail
- Desktop Anywhere
- Student Services
- Leeds University Union
- Libraries

**Graduate Record of Achievement and Development (GRAD)**

This is an important tool in managing the candidature of any research student at the University. Supervisors and students are expected to use of this University-wide system. It is compulsory to use the GRAD system to create a record of your time as a Postgraduate Research Student. The system must be used for all aspects in maintaining the student record including:

- Recording supervision meetings – this includes entering notes both prior and after the supervision meeting
- Creating a training plan and recording training undertaken
- First Formal Progress report – usually after six months
- Transfer/upgrade
- Progress review at transfer/upgrade stage
- Annual progress review post transfer/upgrade

The web-based system is accessible by all postgraduate researchers, and all academic staff involved in the career of a research student (supervisor(s), Postgraduate Research Tutors, internal and external examiners, advisors, external supervisors, research groups and members of transfer assessment panel).

The GRAD replaces the Postgraduate Development Record this year. It can be accessed securely at all times, and used remotely when postgraduate researchers or supervisors are off campus. It can be easily maintained, updated and searched by its users, allowing for
efficient and responsive record keeping. The system will indicate to postgraduate researchers and their supervisors or supervisory team when milestone activities, such as formal progress reports, are due.

Documents detailing supervisory meetings for all research students must be uploaded onto the GRAD system. Students must ensure that they are meeting the University’s requirements for attendance.

For International students studying in the UK on a Tier 4 (General) student visa attendance on your programme of study is a requirement of the UK Border Agency, failure to attend your programme of study, or to document your supervisory meetings properly, could lead to the University being required to send a report to the UKBA informing them of your lack of attendance. The report would lead to your leave to remain in the UK being curtailed. For more details relating to attendance in relation to UKBA regulations please see: http://www.ukba.homeoffice.gov.uk/sitecontent/applicationforms/pbs/Tier4migrantguidance.pdf

The GRAD is intuitive to use and does not require training. However, support and guidance, including user manuals on each section will be available at the induction session and also on the Virtual Learning Environment:

**Blackboard – the university’s virtual learning environment (VLE)**

The School provides all documentation electronically and stores this in the Organisations section of the VLE. Here you will find the following:

- School Handbook For Research Students 2016/17

Information on:

- Upgrade/Transfer Guidelines
- Ethics Approval Process
- Fieldwork Risk Assessment
- Prior authorisation forms for expense claims

When you log in to the VLE the first screen to appear is your Blackboard home page.

From the Home Page, under the ‘Organisations’ list, select ‘Sociology and Social Policy’ then select ‘Research PG documents’ from the yellow menu on the left hand side.

You will only have modules listed if you have registered to take these or have been granted access by the relevant module tutor.

**Desktop Anywhere**

If you are working from home, or are away from the University, Desktop Anywhere allows you access to all documents you have saved on your M drive. The M drive is basically your My Documents folder. Files stored in here are not saved physically on the PC you are using, but on the University server.
You can connect to Desktop Anywhere through the IT & Libraries tab on the Portal. Click the Connect to Desktop Anywhere link. The first time you link from a particular computer you will be prompted to download the Desktop Anywhere client software. This should be relatively quick and easy.

Once you are in, click on the Desktop Anywhere icon and you should see a virtual desktop that will include applications such as Word, Excel, and PowerPoint etc.

It is important to get used to using the M drive to store your documents as this is the most secure way for you to store data. The University’s server is backed up every night so you should not lose anything that is stored here.

Webmail

In general, all Emails to students will be sent via a general distribution list, and will only be sent to your university Email address. Most distribution lists only contain your university email address and it is not currently possible to ensure that a home email address is added to every distribution list. If you are using a PC at home you can still collect your university email messages via Desktop Anywhere.

Student services

Accessing the student services tab on the portal takes you to a screen which allows you to view details such as your addresses, phone numbers, e-mail addresses and emergency contact numbers. If any of your details change you will be able to change them here.

For a full on-line IT induction please go to the link below:

http://iss.leeds.ac.uk/info/260/itis_training/265/it_inductions/2

Postgraduate Research Expenses

ESRC (+3) students are allocated a Research Training Support Grant (RTSG) as a fieldwork allowance. The basis for making claims is laid out in the ESRC handbook (available from http://www.esrc.ac.uk/funding-and-guidance/guidance/postgraduates/PFG.aspx) which ESRC students should consult for details. Students holding other kinds of awards may also receive some assistance from the School in appropriate circumstances.

Claims may normally be made for:

- Fieldwork expenses such as travel or the odd overnight accommodation;
- costs of language training courses usually undertaken in the UK prior to an overseas fieldwork trip;
- reimbursement of interpreters, guides, assistants;
- survey costs, e.g. printing, stationery, postage, telephone calls; website hosting etc
- purchase of small items of equipment, e.g. cameras, tape recorders, films, or telephone and photocopying facilities which are not in the School;
- voucher payment/reimbursement for research participants.
- Other necessary expenditure incurred in the conduct of your research
- the costs of UK/EU conferences and summer schools (we would expect students to be presenting a paper at such conferences or to be able to clearly show that attending
the conference will help further their PhD studies); **It is expected that for international conferences external funding is sought.**

All students, irrespective of funding body or whether self-funded, can apply for up to a maximum of £666 in one year during the standard period of study (years 1 to 3 full time and 1 to five part time). However, this money is not an entitlement, but available if needed for items as stated above and **can be clearly justified by the supervisor.** Where students are part time, they will be treated equitably with a maximum of £333 per year. At present there is no entitlement for research expenses for any students who have entered their ‘over-time’ period.

The procedure for claiming for all students is as follows:

1. **Discuss your needs/request with your supervisors, as you will need them to support your claim.**
2. **Seek prior approval from the Postgraduate Research Tutor, by completing a ‘Prior Authorisation Form’ which is obtainable from Matthew Wilkinson in the Student Education Office or can be downloaded from the VLE. Make sure you clarify precisely what the expenses will cover; e.g. bus or train, meals, conference fees, accommodation etc and include evidence of the price/receipts or evidence of acceptance at a conference (such as the email stating acceptance).** Once you have completed the form and gathered all the required evidence, please obtain a signature from one of your supervisors and then pass on to Matthew Wilkinson who will forward to one of the PGRTs. **They will assess the form, and if successful will pass back to the finance officer for processing.** **Note that a request may be declined if prior authorisation has not been sought before you have paid monies out.**
3. **The University can take several weeks to process claims but you will eventually be credited for any legitimate claims you have made.**

**Please Note:** The School may delay a response to a request for authorisation of expenses if adequate records of the candidature are not on file. This applies particularly to the completed forms on the audit of training needs and on general progress by the student. This policy was confirmed August 2011 and will be renewed annually by the Senior Management Team.
Research Training

An audit of training needs will be completed at the start of each academic year to assess and review your research training. You will need to discuss this with your supervisors at your first meeting and certainly within one month of commencement of study. You can indicate your training needs in the Graduate Record of Achievement and Development (GRAD) which both you and your supervisor can view.

If English is not your first language you will be required to attend the language centre for a test during the first month of registration. If necessary, further English language courses and tests should form part of the skills and training needs plan developed with the guidance of the supervisors. This is reviewed by the Postgraduate Research Tutor.

The School has ESRC recognition for the MA in Social Research (1+3) scheme and PhD (+3) scheme, and we offer training to all postgraduate research students: ESRC and non-ESRC funded, full and part-time.

Research Training Programme

(a) Modules from the MA in Social Research and our other MA schemes

You will put together your own package of training by selecting from the core elements in our research training programme, with guidance from supervisors and the Postgraduate Research Tutor. Full-time PhD students are usually expected to complete key research training modules during their first year of study. Part-time students are expected to complete the modules during their first two years of study (depending on feasibility). Our normal expectation is that those PhD students who have not previously undertaken comprehensive research training should take a set of modules drawn from our recognised MA (Social Research) scheme. Candidates for this MA take a full set of four taught modules (together with an MA Dissertation), and a PhD student may take up to 4 of these taught modules in the first year of PhD study if this is in line with her or his audit of training needs. The requirement for MA students is that modules in Research Strategy and Design, Quantitative Research Methods and Qualitative Research Methods must be taken, together with a fourth module drawn from the following choices: Issues in Social Policy Analysis and Research; Debates on Disability Theory and Research; or Evaluation Research. A PhD candidate without adequate prior training in Quantitative or Qualitative Research Methods or Research Strategy and Design would very likely need to take these three modules, generally in year one of the PhD (although there is flexibility to run into the second year if desirable). A decision might also be made about taking a fourth module from the choice above, unless the ground had already been covered by the candidate in previous studies or through work experience.

The timing of the MA (Social Research Modules) is as follows:

**Semester One:** Research Strategy and Design, Social Policy Analysis and Research; Debates on Disability Theory and Research, Qualitative Research Methods.

**Semester Two:** Quantitative Research Methods; Qualitative Research Methods; Evaluation Research.

It is normal for some students to be involved in further advanced substantive and research-based training, if appropriate, in the second year of study. Selected modules from the School’s
other MA schemes may be taken by agreement with the relevant course tutor and with supervisor approval in the first or second year of the PhD, although it is expected that attendance on taught modules would be relatively limited in year two. The School runs postgraduate programmes in Sociology, Social and Public Policy, Disability Studies, Gender Studies and Advanced Ethnicity and Racism Studies, Social and Political Thought and International Social Transformation. A student’s audit of training needs may identify modules which he or she should take all or parts of. If you are new to teaching you might also want to arrange to attend one or more of the undergraduate lectures for the module for which you are taking classes, to see how material is being covered.

(b) Further training in general research and transferable skills

Training is increasingly an integral part of students’ postgraduate experience, throughout their doctoral studies. As well as the development of skills and understanding through methodology and substantively based modules normally taught in the School, students will also develop their general research skills, and other transferable skills, through courses run by the Staff and Departmental Development Unit (SDDU). Students are also encouraged to reflect on career and personal development skills, with the input of supervisors, and again SDDU run many relevant courses here. There are plenty of opportunities for developing such skills in practice. PhD students are expected to maintain their own records of needs and progress on career and academic development within the Graduate Record of Achievement and Development (GRAD). Training and development opportunities are also provided by central services and Faculty research development hubs see [www.leeds.ac.uk/rdt](http://www.leeds.ac.uk/rdt)

(c) Postgraduate Research Workshops, Postgraduate Conferences, and Staff/Student Seminars

Postgraduate workshops are held regularly, and research students should attend them throughout the duration of their period of study. They provide the opportunity to discuss issues of common concern, and to hear about important aspects of life as a PhD student. The sessions also aim to help develop some of the key transferable skills and contextual knowledge required of professional social researchers, including: research study skills, communication skills, time and resource management, and knowledge of ethics and of the politics of research.

The School also holds academic events (such as seminars) from time to time for staff and postgraduates, and you are encouraged to attend these.

Our annual Postgraduate Day Conference is a more formal occasion. This provides the opportunity for research students to make a presentation in a ‘conference style’ setting involving other postgraduates, staff and invited participants as appropriate. The School hosts the postgraduate conference which is entirely organised by a small group of PhD students. We welcome again this opportunity for students to gain experience organising and chairing a conference in a supportive environment. Additionally, postgraduate students are encouraged, where appropriate, to present their work at conferences.
(d) **Training in Information Technology**

In order to use any of the University computer facilities, you will be allocated a ‘User Name’ by the University Computing Service at Registration. **For a full on-line IT induction please visit the ISS website:**

http://itinductions.leeds.ac.uk/students

During the first month of registration you will have the opportunity to attend an Introduction to Electronic Resources. This session will demonstrate an overview of the different sources of electronic information useful to students writing assignments or preparing research. It will cover finding electronic journals, searching databases to find relevant articles, and using search engines from the library web pages and includes hands-on experience.

(e) **Faculty, University and other Research Training**

You should consult with your supervisors to see if there is additional training that you might need to consider. In addition, the University runs very useful short courses on various aspects of postgraduate research; visit [http://www.sddu.leeds.ac.uk/research-innovation/post-grad-research-students/](http://www.sddu.leeds.ac.uk/research-innovation/post-grad-research-students/). Students are strongly encouraged to participate in and contribute to events and skills days run by the Faculty Graduate School. We also have close relations with other departments in the University and the region, and arrangements can sometimes be made for you to participate in a particular training course the School cannot provide itself. There is growing provision for postgraduates that brings them together for training and development purposes beyond individual institutions: the UK Grad Programme - the University of Leeds hosts the Yorkshire and North East Hub and White Rose Interpersonal Skills School (WRISS) [Further details can be found at:](http://www.whiterose.ac.uk/projects/interpersonal-skills-schools/) Additionally, students are encouraged to participate, where appropriate, in national level research and training events. For example, staff and research students in the past have made regular contributions to the British Sociological Association’s Summer School in Research Methodology (and we have hosted this event). The School also has strong links with the International Sociological Association, the Social Policy Association, the European Sociological Association, and other academic bodies.
Important websites

This is a selection of key websites you will need to familiarise yourself with. For new students, it is worth spending a couple of hours making sure you know what these sites are and start to map out which places you can get information and support from:

**The Library**

http://library.leeds.ac.uk/

**Staff and Department Development Unit**

http://www.sddu.leeds.ac.uk/

**SDDU Graduate Research Training 2014/15**

http://www.sddu.leeds.ac.uk/research-innovation/post-grad-research-students/

**ESSL Faculty Graduate School**

http://graduate.essl.leeds.ac.uk/

**UK Grad Programme**

http://ww2.prospects.ac.uk/cms/ShowPage/Home_page/p/leecdL

**Equality Unit**

http://www.equality.leeds.ac.uk/

**Worldwide Universities Network** http://www.wun.ac.uk/

The Worldwide Universities Network (WUN) is a group of 16 leading research institutions from around the world which have come together with the aim of promoting a global research culture through collaborative academic activity. Activities undertaken by its members include joint research projects across all academic disciplines and a mobility programme for postgraduate students and academic faculty. Please go to the main [WUN website](http://www.wun.ac.uk/) for more general information and details of many of the ongoing projects.
Advice and information for Research Students

1. The first steps

Students arriving in the PhD programme vary greatly. Some come with a plan that looks neat and detailed, while others express a degree of uncertainty about exactly where they are headed with their project. Do not worry if you are not yet completely clear about your research targets. There will be plenty of opportunities to discuss them, and to refine or revise the plans and strategy. Doubts and reservations are a normal part of being a social scientist.

Each candidate will have two supervisors, one of whom generally takes the lead. This arrangement operates flexibly, ensuring that if one supervisor is unavailable for a period, you can consult the other. In practice the two supervisors will often meet with a candidate together (and sometimes there might be a division of labour where one has specific expertise to offer on matters of literature, networking or methodology). From time to time an arrangement may be made for the candidate to consult a third person; this is either likely to be very short term or to cover for a prolonged absence. When a supervisor is likely to be absent from the University for an extended period, the PGR Tutor may seek to make appropriate arrangements for additional advice for the student, to try to ensure that progress is not detrimentally affected by the absence. Where the absence exceeds three months an alternative supervisor or co-supervisor can be appointed if necessary. If the supervisor leaves the University, the Head of School must satisfy himself/herself that alternative and acceptable supervision arrangements are in place, and must report the matter to the Graduate Board's Programmes of Study and Audit Group. Usually our PGR Tutor will discuss the situation with the candidate.

Every PhD student needs to make contact with supervisors soon after registration, and to begin to discuss the goals and development of the research topic. On the one hand the topic must not be so large that it cannot be mastered within the normal period of study for the degree. On the other hand it should not be so limited that it gives insufficient scope for the originality and aptitude for research which you will be required to demonstrate as time passes. Often it takes some time before a candidate is clear about the precise targets for his or her work, about such matters as the fieldwork purposes and design, or about the methods that need to be learned and deployed. When you are thinking about directions to take, three tests might be kept in mind. First, the topic has got to be one that will keep your interest and enthusiasm. Second, it must be one where you can see something on which you can make a contribution that is going to be particular to you. Thus you are going to add to knowledge or understanding. Third, the project must be feasible in the time that you will have. Many PhD students take several months before they start to feel confident about their progress and plans (and quite a few have times later on when they experience self-doubts or a momentary panic!). The key way forward in the early stages is to learn through enlarging your reading of the existing available academic literature, and by reporting back to your supervisors. In due course you will produce written drafts for them to discuss with you, and this gives the project momentum.

We have already explained the approach to training (above), but it is important to remind you to discuss this fully with the supervisors at the beginning of each year of the PhD. There should be an audit of research training needs at the start of each academic session, and a record kept of this within the Graduate Record of Achievement and Development (GRAD). Your supervisors may suggest that you undertake formal course work or training, or you may indicate a particular need that they have not highlighted. As indicated above, students are
normally expected to complete (or to have completed) the School's Research Training modules (or to have taken equivalent postgraduate research training at another Institution of Higher Education in the UK or elsewhere), or to pursue a training programme within the first part of the PhD to fill any gaps in their previous coverage of skills and areas of understanding.

2. Guidance, monitoring and support

Your research and the content of your thesis have to be your own work for which you carry full responsibility. Nonetheless, the School expects to provide you with supportive supervision. Your supervisors will offer guidance and advice, although there is a practical limit to the amount of help that you should expect to receive, especially after the first year for the degrees of MPhil and PhD. You should arrange with the supervisors a system of regular meetings, to ensure that your work is not hindered for lack of periodic advice. Full-time research students have a right to a minimum of 10 supervision meetings a year. The relevant number for part-time students is 5 a year. The pattern and timing of meetings, however, will vary according to the precise stage of the candidature and nature of the research. **Notes must be kept of formal supervision meetings and the dates should be recorded on the Graduate Record of Achievement and Development (GRAD).** It is important for you to also keep a record of your personal, career and academic development and needs. Your supervisors are expected to help you keep this under review by discussing it with you. Supervisors also report regularly on your progress, at the mid-point of the first year, after the transfer stage is complete in the first year, and at least twice annually thereafter. The transfer stage (or the ‘upgrade’ as it is commonly called) involves an additional report on your progress by a small panel (see section below for fuller details). Supervisors are also required to report to the school when there has been no contact with individual research students within any 2 month period (unless absence has been authorised for events such as fieldwork, illness, etc), or where there is a pattern of absences which is affecting the student’s work or causing concerns for the student’s wellbeing. Full details of the University’s policy and practice on absence monitoring for research students can be found at: [http://www.leeds.ac.uk/rds/induction_progressandmonitoring/forstudents/progress.html](http://www.leeds.ac.uk/rds/induction_progressandmonitoring/forstudents/progress.html)

Graduate Record of Achievement and Development (GRAD) is an important tool in managing the candidature of any research student at the University. Supervisors and students are expected to use of this University-wide system. It is compulsory to use the GRAD system to create a record of your time as a Postgraduate Research Student. The system must be used for all aspects in maintaining the student record including:

- Recording supervision meetings – this includes entering notes both prior and after the supervision meeting
- Creating a training plan and recording training undertaken
- First Formal Progress report – usually after six months
- Transfer/upgrade
- Progress review at transfer/upgrade stage
- Annual progress review post transfer/upgrade

The web-based system is accessible by all postgraduate researchers, and all academic staff involved in the career of a research student (supervisor(s), Postgraduate Research Tutors, internal and external examiners, advisors, external supervisors, research groups and members of transfer assessment panel).

The GRAD replaces the Postgraduate Development Record this year. It can be accessed securely at all times, and used remotely when postgraduate researchers or
supervisors are off campus. It can be easily maintained, updated and searched by its users, allowing for efficient and responsive record keeping. The system will indicate to postgraduate researchers and their supervisors or supervisory team when milestone activities, such as formal progress reports, are due.

Documents detailing supervisory meetings for all research students must be uploaded onto the GRAD system. Students must ensure that they are meeting the University’s requirements for attendance.

For International students studying in the UK on a Tier 4 (General) student visa attendance on your programme of study is a requirement of the UK Border Agency, failure to attend your programme of study, or to document your supervisory meetings properly, could lead to the University being required to send a report to the UKBA informing them of your lack of attendance. The report would lead to your leave to remain in the UK being curtailed. For more details relating to attendance in relation to UKBA regulations please see:
http://www.ukba.homeoffice.gov.uk/sitecontent/applicationforms/pbs/Tier4migrantguidance.pdf

The GRAD is intuitive to use and does not require training. However, support and guidance, including user manuals on each section will be available at the induction session and also on the Virtual Learning Environment:
http://www.leeds.ac.uk/rsa/induction_progressandmonitoring/forstudents/pdrs.html

What should I do if I am unable to attend University?
In cases where a student is ill and unable to attend University, if the absence is for less than 5 working days, a self-certification form should be completed and emailed/handed in to the school administrative office. (Please refer to your school for further information.) If the student is away ill for more than 5 working days, a doctor’s medical certificate should be provided to the administrative office.

For any other absences, students must notify their supervisors and their school administrative office, in advance if possible or as soon as practical afterwards. Acceptable reasons for absence to be authorised include health problems, bereavement and serious personal difficulties. Traffic delays, attending family celebrations, paid employment or extra-curricular sports activities are normally regarded as unauthorised absence unless this has been discussed and agreed with their supervisor. Similarly, research students must discuss their holidays with their supervisor, and obtain prior approval.

There will normally be a meeting between each student and the Postgraduate Research Tutor or Deputy at an appropriate point in the year, to discuss general progress, and enable the candidate to comment upon the nature of supervision received (and draw attention to any matters of concern). Where the PGRT is the supervisor a nominee can be identified. The School’s current policy is for PGR Tutor meetings to be offered by annual invitations to all candidates, but for the PGR Tutor or Deputy also to be available to meet additional requests for help or advice throughout the session.

Your relationships with your supervisors are important, and it is important to keep them in touch with your research. If you are contemplating a significant change in the scope or emphasis of your thesis, you should seek your supervisors’ opinions at as early a stage as possible.
If you experience difficulties with your research (including difficulties over supervision) you should discuss them with your supervisors as soon as you can. If there is something that you do not feel confident in discussing with your supervisor, or if you are unable to resolve a problem with them, you should seek a discussion (confidential if preferred) with the Postgraduate Research Tutor or Deputy. Alternatively (if the PGR Tutor and Deputy are involved as supervisors), you should approach a nominee such as the Director of Student Education. The School tries to support students by exploring any major worries directly with them, and we are often able to suggest a way forward. If a difficult matter remains unresolved, however, you may approach the Head of School in the first instance, or the Director of the Faculty Graduate School, who will decide and advise on any appropriate further action. The University Union is able to assist with counselling and advising candidates where requested by individual students. It is important that you pursue any matters that seriously concern you (while checking and following correct procedures as far as possible) during the progress of your PhD study rather than later. It is sensible to raise problems early in hopes that they can be effectively remedied. If a matter is very significant and seems unlikely to be resolved soon, communicate your worries in writing to your supervisors. It is also very important to keep the School informed of any social or health matters that might interfere with the progress of your candidature (illness, unexpected stresses such as bereavement or a family problem, etc.)

3. Ethics, security, and risk assessment

All research involving human subjects is subject to ethical review and approval by the university, and no fieldwork can commence until ethical approval for it has been secured. The ethical aspects of your research should be discussed with your supervisor as part of the research design and management process. It is your responsibility to obtain ethical review, before starting your research, should it be required. **Failure to seek appropriate ethical approval could have implications for the award of your research degree.** Issues of ethics will be tackled in training modules but there will be specific issues which arise in the context of diverse research projects being undertaken. Additionally, SDDU runs courses on ethics in research. In supervision, students and supervisors must engage fully with any ethical issues raised by the proposed research, and ensure that the research follows appropriate ethical guidelines and principles. Personal security issues arising in the conduct of research must also be fully considered. Both will also be documented and subject to scrutiny at the upgrading stage. Professional standards are documented by the British Sociological Association and the ESRC in its Research Ethics Framework.

Further information about the ethical review process, including application form for University review, can be found at: www.leeds.ac.uk/ethics. The ethical review process can take up to six weeks,

. The University’s policy and practice on ethical review can be found here:

http://researchsupport.leeds.ac.uk/index.php/academic_staff/good_practice/ethical_review_process/university_ethical_review-1/

Risk assessment is seen as essential by the University, Faculty and School. This means that you will need to discuss and keep under review with your supervisors the activities you will be undertaking, and indicate both that you know what is involved and that you are taking responsibility for any significant risks that may affect progress, impact or safety.
Risk assessment forms are available from the Faculty of ESSL Website http://www.essl.leeds.ac.uk/professional-support-services/health-safety.

It is important that students are aware of and comply with the University’s Policy on Safeguarding Data and Research Data Policy. Data storage and safeguarding issues should be discussed with your supervisor and recording your Training Plan. SDDU also provide training workshops relating to data security.

Research data guidance http://ris.leeds.ac.uk/info/71/good_research_practice/106/research_data_guidance

The University’s Code of Practice on Data Protection is available at: http://www.leeds.ac.uk/secretariat/data_protection_code_of_practice.html

4. Progress and assessment

MPhil and PhD, and the transfer (upgrade) process
Apart from students taking a Masters by Research (for which there are specific arrangements), all full-time candidates must be registered by the end of the first year upon the degree programme for which they intend to submit. This will either be the PhD or MPhil. It is not usually possible for full-time candidates to register in their second year of study as a Provisional PhD candidate. The assessment of part-time candidates for degree studies will take place before the end of the 2nd year of study.

The School has formalised procedures for approving transfers to a specific degree category (MPhil or PhD) after an initial provisional stage of study. The School uses a formal panel system to manage this process. The decision to transfer (often referred to as the ‘upgrade’) is based on submitted evidence that is expected to include a synopsis of the work carried out so far, a planned schedule of work, a progress report signed by the supervisors, an outline record of meetings, and at least one piece of writing about your subject (normally a literature review). We give fuller details in the section below on Upgrading. A summary is also needed of the research training completed, because the panel needs to be aware of professional and academic development issues as well as research progress. All students must be interviewed by an upgrade panel. Candidates assemble beforehand the information that the panel will need to see, and supervisors then generally advise on the material before it is submitted. The assessment process is important in determining whether a student’s work has the appropriate potential for either the PhD or MPhil degree. At the same time, the panel setting is an opportunity to participate in an important academic exercise where students’ ideas and proposed methods can be tried out and commented on. Panel outcomes may include not only immediate transfer to MPhil or PhD programmes, but also situations where there is a deferral (often brief) while amendments or changes are made by the candidate. If a transfer to PhD is not recommended by the panel, an interview involving the Head of School may be arranged.

5. Time-scale

The period of study and maximum period of study for your particular degree are detailed within the sections on Ordinance in the University’s booklet on Ordinances and Regulations and Programmes of Study for Research Degrees, and in the Research Student Handbook (where reference is also made to suspensions/extensions, etc.). In addition to these requirements candidates are most strongly advised to submit their thesis before leaving the University. Experience has shown that it is very difficult to complete after having left the University and taken on other commitments.
6. Thesis preparation and submission

(i) Content, style and length
The thesis must be your own work. You will, of course, receive advice from your supervisors, and this advice should relate, as well as to the academic content, to such matters as clarity of expression and style. Your supervisors will read and comment on the whole of the draft thesis prior to submission. You must realise that, at this stage, the relationship between supervisor and student is essentially one of academic equals in the particular research area concerned, and the supervisors’ advice must be seen as being offered in that context. It is also important to allow adequate time for documents to be read.

In preparing the final version of your thesis you might find it helpful to look at other theses which have been submitted and accepted previously at this University. This will give you an idea of the standards that are required. It is important that a submission is not marred by too many errors of typing and spelling. All successful theses are lodged in the University library.

Details of advice concerning layout, typefaces etc., can be obtained from the Research Student Administration Office website: http://www.leeds.ac.uk/rsa/thesissubmissionandexamination/thesissubmissioandexamination.html

It is normally possible to submit a thesis for the oral examination in a temporary binding, with submission of the thesis in the official hard binding taking place after a successful examination. Details of the regulations are available from the Research Student Administration Office.

Candidates and supervisors are advised that theses should not normally exceed the following maximum length requirements:

Masterships by Research 100 pages or 30,000 words; MPhil 200 pages or 60,000 words; PhD 300 pages or 100,000 words (see Research Student Handbook, 23.2). The stated page limits should include diagrams, appendices, and footnotes. See the Research Student Handbook for the position on bibliographies. If you believe you cannot avoid exceeding the maximum length, you should talk to your supervisor. If it seems appropriate, the School will then seek approval from the Graduate Board. It is important to have a reasonable idea as to the likely length of your thesis at an early stage in its preparation.

(ii) Submission
Your supervisors will advise you if they feel that you have not yet reached a standard appropriate for submission. You are strongly recommended not to submit prematurely, especially if this is without the support of your supervisors. Candidates should generally take the advice of their supervisors whether or not to submit their work for examination. Candidates are, however, solely responsible for the decision to submit their work for examination; they retain the right to submit against their supervisors’ advice. Supervisors are asked to inform the Head of School and PGR Tutor if a candidate submits against their specific advice.
7. Academic Integrity

All research students are required to maintain high standards of academic conduct and, in particular, to avoid conduct amounting to the fabrication of research results or plagiarism.

The fabrication of research results may include:
(a) claims, which cannot be reasonably justified, to have obtained specific or general results; false claims in relation to experiments, interviews, procedures or any other research activity; and the omission of statements in relation to data, results, experiments, interviews or procedures, where such omission cannot be reasonably justified.

(b) For Research Degree students at this University plagiarism is defined as presenting someone else’s work, in whole or in part, as your own. Work means any intellectual output, and typically includes: text; data; images; sound or performance. In extreme cases it may take the form of submitting a thesis significant parts of which are simply copied from the work of another; but it remains a serious matter even where it relates to minor elements and has been caused by poor standards of scholarship rather than intentional cheating. An honest and self-critical approach combined with rigorous standards of scholarship should prevent any suspicion of plagiarism.

The following general guidelines may assist:

(i) passages taken verbatim from the work of another must be enclosed in quotation marks and a full reference to the original source be provided. The substitution of a few words in an otherwise verbatim passage will not obviate the need to use quotation marks and to provide a full reference;

(ii) where a student is conveying in his or her own words the work of another, due acknowledgement must be given by a full reference to the source and care taken clearly to distinguish between the student's own work and that of the other;

(iii) where work is the result of collaborative research, the contribution of collaborators must be clearly stated and acknowledged; similarly, due acknowledgement must be made of specialist assistance or advice which may have been given, for example in the analysis of data;

(iv) all students must ensure that they have read and understood the University’s published rules on plagiarism as contained in the University’s Research Student Handbook;

(v) any student guilty of plagiarism may be expelled from the University at any time, or, even after an award has been made, have their award revoked. See (http://www.leeds.ac.uk/rsa/policies/html)

8. Formal requirements and mechanisms

(i) Registration
You are required to register within three weeks of the beginning of your studies, and then annually within four weeks of the anniversary of the commencement of study. Documents and instructions are available in the School. Registration will take place online. Students must be registered in order to receive any grant or other award or to be examined to receive a degree. Students who do not complete registration within the required period are liable to pay a late registration fee.
(ii) **Examination**
Candidates intending to submit theses for examination must give at least three months notice by completing the examination entry form available from the Research Student Administration Office. Thesis format regulations and advice are issued with the examination entry form and copies of this document may be obtained at any time. At least two copies of the thesis must be submitted to the Research Student Administration Office and candidates are asked to discuss with their supervisors whether further copies are required. Your thesis will be considered by examiners appointed by the University. The examining team will include at least one external examiner and one internal examiner. All candidates are required to submit for an oral examination which will be arranged by the School.

(iii) **The Graduate Board**
The Graduate Board is the Board appointed by the Senate for the consideration of all aspects of a candidature. Admission, progress, examination and a decision regarding the award of the degree fall within the remit of the Board.

(iv) **Research Student Administration Office**
The Research Student Administration Office maintain records for every research student in the University. It has responsibility for providing the Graduate Board with the information which that Board requires both in a routine way and for any special circumstances that may develop. The office is pleased to offer advice to individual students (office hours: Monday to Friday 10.00 am to 4.00 pm).

(v) **Student responsibilities**
Some of these are mentioned elsewhere in this handbook (such as keeping supervisors in touch with your progress), and the University’s *Research Student Handbook* provides extensive advice. A formalised list is also given in the *University’s Guide for Research Degree Supervisors*. Most of the guidelines serve very practical common sense purposes. The School expects you to present work regularly in accessible forms to agreed timescales, to prepare for and attend supervision meetings, to take appropriate training, to maintain records of personal, career and academic development and needs, to attend appropriate seminars and other events, to comply with ethical guidelines, to report promptly on any problems, and so forth. Try to make sure that you have some contact with the PGR Tutor or Deputy during the session, as this offers consultation opportunities additional to those provided via supervision (and a chance to mention anything that may be worrying you). Don’t forget to consult with your supervisors if you are considering taking on substantial amounts of paid or voluntary work outside the School. Finally, we expect that our postgraduates will maintain normal acceptable standards of behaviour when interacting with other students and with staff (avoiding any harassment, bullying or abuse). Try to be diplomatic rather than over-assertive if you can, and be sensitive to student needs if you are teaching. When managing your relationships with supervisors, keep in mind that some of them are hard-pressed at specific times, and may not always be able to respond to a request as swiftly as you would like. The same applies to staff in our School Office. More generally, help us to continue the mutually supportive and positive climate that we have within our postgraduate research community. Try to get to know other PhD students, share experiences, participate in our workshops, and attend the annual day conference.
As we indicated in an earlier section of this Guide, it is your responsibility to keep your supervisors and the office informed of any important non-academic matters that may be affecting your progress adversely. It is important to have on record any medical certificates, etc., if there is something that has caused you to lose valuable time from your research.
Upgrading to full PhD registration

Research students are initially registered as provisional PhD students. Successfully completing the upgrading (or transfer to the full programme) means that a student can be registered for the PhD. The purpose of upgrading is to ensure that the programme of research you are pursuing is likely to make a viable PhD, and to review your progress and research training to date. The aim is to provide further advice, support and feedback on your progress in the first year. However, approval of transfer to PhD registration has no direct bearing on whether or not a PhD will be awarded upon examination of the final thesis.

The upgrading process involves a viva voce examination, the purpose of which is to provide a productive intellectual encounter. Many students regard their upgrading in retrospect as the event that helped put them on to the right lines for the completion of a successful PhD.

Procedures

The timing of upgrading varies between full-time and part-time students. Normally full-time students should be upgraded at least 8 weeks before the end of their first year, and part-time students before the end of the 2nd year of provisional registration. It is important that upgrades/transfer occur in good time, to enable students to complete any further work as may be required by their upgrading panel prior to their re-registration.

Supervisors and students should discuss the forthcoming upgrade at least three months before it is due. For full-time students this should be in March/April as upgrades normally occur in May/June/July. At this stage your supervisors should discuss with you the purpose of upgrading, what work you have to complete, a schedule for completing the upgrading documentation, and potential panel membership. Supervisors should read and comment on at least one draft of your upgrading material. You should deliver a final copy of the upgrading documentation at least two weeks before the upgrading panel is due to meet.

Panel membership should be discussed and agreed two months before the upgrade is due (if feasible), and the PGR Tutor plays a role in the decision on appropriate panel members. Normally there are two panel members, and the panel chair (who is most often the Postgraduate Research Tutor or the Deputy Postgraduate Research Tutor). One or both of the student’s supervisors are normally present to act as observers, and to ensure that the panel takes into account any mitigating circumstances.

Guidelines for Upgrading Documentation

Students should normally produce the following documents for the upgrading panel, each of which should be clearly numbered and labelled according to the list in bold:

1) **Synopsis of the research programme and completed work to date.** This should be no more than four sides of A4 typescript single spaced.

2) **Review of relevant literature** (no more than 10,000 words). This is usually best written in a form similar to that of a sample chapter or a paper, but need not be planned as a specific draft chapter intended for the final thesis. A bibliography must be included.
3) **Planned timetable of the research**, constituting no more than five sides of A4 typescript single spaced, and to include a tentative list of planned chapters (in the form of a draft contents page for the eventual thesis).

4) **Log of meetings with supervisors.** If the record is very detailed, the candidate may wish to place it in an appendix, and present a relatively short summary version for the panel.

5) **Appendices** as follows. Appendices a, b and c are NECESSARY if the research involves human subjects:

   a) A completed draft **ethical approval form** including details of the safe storage, backup and encryption of any data. Ethical approval MUST have been given before any fieldwork begins.
   b) A completed **risk assessment**.
   c) A description of the **methodology** of any proposed fieldwork or empirical analysis complete with bibliography (no more than 5,000 words).
   d) A summary of any **training courses completed**. For students whose first language is not English this should include the result of their English language test completed during their first month of registration and details of any further English language courses they have followed with further test results if available.
   e) An appendix containing any **further information** that the candidate feels is ESSENTIAL for a full understanding of the proposed research.

6) Electronic submission is required through the Postgraduate Development Record System (PDRS). Please note that where the file size is such that the electronic version of the report must be broken down into separate files, the file names and divisions should correspond exactly with the chapters in the report. Any diagrams or other graphical information should be contained in the text as it is printed, not provided in separate files. Appendices should be included in the electronic copy.

7) **Statement of Academic Integrity, Safeguarding Data and Ethical Requirements (AISDE form)** Form available from www.leeds.ac.uk/rds/assets/word/Forms/ac_integrity_transfer.doc. Students are asked to be aware that a sample of the reports submitted be checked against an electronic database for evidence of plagiarism. Students are strongly advised to ensure they fully understand the definitions and implications of plagiarism as set out in the Research Student Handbook, available through the following link: [http://www.leeds.ac.uk/rds/handbooks.html](http://www.leeds.ac.uk/rds/handbooks.html)

One copy of all the above should be submitted via the PDRS (Postgraduate Development Record System) no less than two weeks prior to the upgrade/transfer meeting. Go to [http://pdr.leeds.ac.uk](http://pdr.leeds.ac.uk) and log in with your ISS University username and password. Select ‘My Transfer Status link’ from the left hand menu and then the transfer documents tab. For further assistance with the PDRS go to FAQs link on the left hand menu and then select ‘PDR handbook’.

**Note:** The panel also needs to have available to it a record of progress for students who are being considered for transfer. It is therefore important that a mid-session supervisor’s report on progress (which has been agreed and submitted through the PDRS is available).
Outcomes

The chair of the panel shall produce an agreed written summary of the panel’s recommendations that is circulated to the student, supervisors and panel members.

1) The panel may approve the transfer to PhD registration with recommendations as appropriate on how the research may be refined, developed and pursued.

2) The panel may defer upgrading, subject to the student completing further work to its satisfaction within no more than six months. (See University Regulations for further guidance).

3) The panel may recommend that the student be registered for an MPhil. (See University Regulations for further guidance).

4) The panel may recommend that the student withdraw from registration. (See University Regulations for further guidance).

The decision on transfer will be recorded in writing, and approved by the members of the assessment panel. Where a decision is made to defer transfer for a period while work is amended or supplemented, the candidate is responsible for carrying out the tasks on time, and will normally be advised by his or her supervisors when undertaking revisions. A successful upgrade does not mean that ethical approval has been or will be given to any project involving human subjects. Similarly the granting of ethical approval does not mean that the candidate has been or will be upgraded to full PhD registration. For students whose first language is not English the university may require further evidence of a suitable level of English before upgrading is confirmed.

Good practices, matters of behaviour, and complaints

The School seeks to achieve good standards of practice in its day-to-day activities, and to conform to the university’s general expectations on behaviour, relationships, and fair treatment.

Equal Opportunities and Treatment

The University has a formal equal opportunities policy and the School of Sociology and Social Policy is committed to its effective implementation. This means securing conditions whereby students and staff are treated solely on the basis of their merits, abilities and potential regardless of gender, colour, ethnic or national origin, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinctions. All students and staff are expected to promote the conditions for open and equal learning. Particular importance is attached to two areas:

- Harassment of anyone on any of the above criteria which is wholly unacceptable behaviour.
- Being conscious of the way language can reflect and reinforce prejudice and discrimination.

The School’s Equality and Diversity Officer is Alison Sheldon (a.sheldon@leeds.ac.uk).
The University has a Code of Practice on sexual and racist harassment which covers physical, verbal and visual behaviour. It emphasises the responsibilities of students and staff to prevent the harassment of any member of the University, and the ‘right to complain’ about any behaviour which is found upsetting. Everyone is expected to:

- avoid any such behaviour and discourage others from behaving in such a manner
- not victimise anyone who complains of such behaviour

**Language**

Language that is racist, sexist, homophobic or offensive in relation to other circumstances or forms of oppression (e.g. impairment/disability) is unacceptable as it can:

- perpetuate stereotypes and reinforce discriminatory attitudes
- be derogatory and patronising and thereby alienate other students
- create situations which make other students feel excluded rather than included

This does not mean that such language cannot be used, discussed and analysed as part of the learning process. For example, challenging the ‘taken for granted' and the 'normal' is a key part of the sociological enterprise.

Any concerns or complaints in these areas should be raised in the first instance with one of the following: your supervisors, the Postgraduate Research Tutor (Teela Sanders semester 1/ Shirley Tate semester 2) or the Deputy Postgraduate Research Tutor (Rodanthi Tzanelli), the Equal Opportunities Officer Alison Sheldon, the Head of School (Mark Priestley), or the Students’ Union. Any other issues or queries concerning Equal Opportunities can be pursued directly with Alison Sheldon who has responsibility for securing the University’s commitment to ensure genuine equal opportunities for all students and staff in the School.

**Complaints, concerns and good practice**

The School is committed to providing supervision and support to the highest standards. In order to ensure this we need to be confident that you are aware of the procedures for dealing with any problems, and that we get reliable feedback.

In the event of any problem or complaint the following procedures exist:

(i) Discuss the problem with your supervisors.
(ii) Discuss the problem with the Postgraduate Research Tutor, the Deputy, or an alternative nominee.
(iii) Raise the problem with your postgraduate representative on the staff/student forum.
(iv) Ask any of the above to take the matter further.
(v) If you feel that despite the above your problem has not been resolved, put your complaint in writing to your supervisor/s, the Postgraduate Research Tutor or the Head of School.

Matters can also be referred to Faculty level, to the Director of the Graduate School, while you can also raise issues with the LUU Student Advice Centre. The Centre is located on the first floor of the Union building (Tel: 0113 380 1300 or email: advice@luu.leeds.ac.uk).
Remember that you are free to raise any concerns you have with whoever you feel is the most appropriate person, subject to their availability. In some circumstances you may prefer to discuss your concerns in confidence; in which case make this clear from the outset. Any concerns you may have that you are being discriminated against, harassed, or being placed under duress, will be considered very seriously; the School will rigorously pursue and take appropriate action on any such claims that have a firm basis.

The University’s Research Student Handbook gives guidance on appeals procedures that can follow an adverse academic decision.

**School Policy on Close Personal Relationships**

As part of our drive towards equal opportunities and open policies on important issues, this School has developed a policy to cover close personal relationships between staff and students. Examples include those based on kinship, sexual or business/financial relationships. So, for example, if you were to have an aunt or uncle or partner who teaches in the School, this would be a close personal relationship. In order to ensure fairness for all concerned and to address possible questions of (un)equal treatment, all members of staff are required to declare any such close personal relationship. If such a case arises for a research postgraduate, it will be best to raise it with the postgraduate research tutor in the first instance. Such matters are treated in a fully confidential manner.

**University Support Services and Information**

**Disabled Students’ Assessment and Support**

Disabled Students’ Assessment and Support is in the Chemistry West Building. It incorporates Disability Services and the Academic Transcription Centre and provides advice and support for students and staff, which can be accessed through its website and through direct contact with its staff, either by email or drop-in guidance.

Its mission is to work with University departments and services to help deliver a truly inclusive multi-cultural community, in which every individual is treated fairly and with dignity and respect in a safe, supportive and welcoming environment. The Equality Unit’s work includes reminding each individual of his/her own responsibility in building a community in which diversity is valued and discrimination is unacceptable.

An important role of the Equality Unit is to assist in the provision of a first class, innovative and flexible learning and teaching environment for students of all ages and backgrounds, so helping to ensure that students’ are able to reach their potential in an open, inclusive and responsive setting.

**How to Contact the Equality Unit**

Location: Chemistry West Building  
Open: Monday-Friday 1000-1600  
☎️ Reception: (0113) 343 3927 Fax: (0113) 343 3944  
Website: [http://www.equality.leeds.ac.uk/](http://www.equality.leeds.ac.uk/)

**Information for Disabled/Dyslexic Students**
Disability Services is a recognised assessment centre and provides a range of guidance and support to disabled and dyslexic students:

- Support with applications for Disabled Students Allowances if appropriate;
- Guidance on appropriate technology;
- 24 hour personal assistance scheme;
- Trained note-takers, readers and interpreters;
- Communication support for deaf and hearing-impaired students;
- Transcription of material into alternative formats e.g. Braille, large print, audio disk and CD;
- Workshops for dyslexic students;
- Arrangements for examination concessions

Students requiring assistance are advised to register with Disability Services at the earliest opportunity. In terms of the main University examinations, the deadlines for informing Disability Services of a requirement for concessions is published in The Taught Students Handbook and by way of posters distributed throughout the University.

Typically:
- The deadline for Semester 1 is set for the end of the first week in November.
- The deadline for Semester 2 is set for the end of the first week in March

**Information about Equality and Diversity issues**

E-mail: equality@leeds.ac.uk

The Equality Unit promotes and supports equality and diversity throughout the University. The Equality Unit website provides detailed information on services and policies.

Concerns about any unfair treatment can be raised either with Leeds University Union Student Advice Centre: [http://www.luonline.com/advice/](http://www.luonline.com/advice/) or the Equality Unit. Guidance on how to proceed is in the University’s [Code of Practice on Harassment and Bullying](http://www.equality.leeds.ac.uk/equality-policy-unit-3/epu-frequently-asked-questions/), which applies to both staff and students:

The University’s [Equality and Inclusion Strategy](http://www.equality.leeds.ac.uk/equality-policy-unit-3/epu-frequently-asked-questions/).

**University Student Counselling Service**

Remember that your supervisors are not professionally trained counsellors. In certain cases we may advise you to contact the University Student Counselling Service - tel: 0113 343 4107 - which is a very valuable source of expert individual and group support. Counselling offers an opportunity to explore a broad range of issues which may concern you during your studies, from coping with University life, settling into a new environment, to other personal anxieties. You should not expect instant solutions, but the counsellor provides a confidential listening service that can help you become more aware of your choice of options. Further details from [http://www.leeds.ac.uk/uscs/index.html](http://www.leeds.ac.uk/uscs/index.html) [http://www.leeds.ac.uk/ahead4health](http://www.leeds.ac.uk/ahead4health)
Careers Centre

The services of the Careers Centre are for students at all levels, including PhDs. We provide a series of workshops designed for PhDs on topics such as academic CVs, interview skills and progressing your research career. Full details are on our website along with other resources written for postgraduates: http://careerweb.leeds.ac.uk/. If there are any other topics of interest for workshops, please let your departmental career consultant know so we can accommodate your requests.

If you intend to use your PhD as a springboard for careers outside academia, the Careers Centre, at 5-7 Cromer Terrace has occupational information, free employer directories and books for loan. No appointment is needed. The website also has advice on making successful job applications and interviews and details of current jobs: http://careerweb.leeds.ac.uk/.

For specific careers advice within the ESSL faculty please visit http://careerweb.leeds.ac.uk/info/55/your_faculty_support/277/essl

The Careers Centre hosts hundreds of employers each year (public, private and third sector). You can find the full list of free events and sign up on the website. Most employers will value the specialist knowledge and additional skills that you have, so if you are considering careers other than further academic research, please take advantage of these networking opportunities.

Health and Safety

Students must abide by the safety regulations, details of which are included in the Research Student Handbook. If you see anything occurring in the School that you consider a health or safety risk, you should report it to Jodie Dyson, the School Health and Safety Supervisor. Further safety advice can be seen at: http://www.leeds.ac.uk/safety/index.htm.

In the event of fire: It is University policy that all students immediately evacuate buildings on the sounding of the fire alarm. In such areas as computer clusters and libraries, you may not necessarily be supervised during an evacuation. Therefore, the onus is on you to act accordingly on hearing the fire alarm. You should also read the blue fire instruction notices, which are clearly displayed in all University buildings.

If there is an accident, you should:

(a) Assist any casualties;
(b) Seek assistance, if appropriate, including first aid assistance;
(c) Take appropriate steps to control the emergency;
(d) Avoid becoming a casualty yourself;
(e) Inform the Head of School and/or the School Safety Supervisor, School Radiation Protection Supervisor, or other appropriate member of staff that an accident has occurred.
(f) Make your request to the University Security Office, 32222 or If a 9-999 call has been made first, immediately inform the University Security Office, extension 32222, giving the details. Persons in buildings adjacent to the Central Precinct but which are not served by the University exchange should summon the emergency services by a 999 call and then advise the University Security Office.
**Action to be taken in an emergency:**
Because of the wide variety of experimental work which is carried out in the University and the complex layout of the various buildings, it is not possible to produce a set of detailed emergency instructions to cover all situations which may arise and for this reason each School has its own emergency instructions relating to particular buildings. There is a notice in every building setting out the procedure to be adopted in case of fire, which should be studied and committed to memory.

There are certain points that apply to all emergency situations.

(a) Commit to memory the standing orders for emergency actions - you will have no time to read them in an emergency.
(b) You are expected to act in the spirit of instructions: there is no substitute for common sense.
(c) The most important consideration at all times is human safety. Do not put yourself or others at risk by attempting to put out a fire etc. but leave the building and raise the alarm (i.e. activate call points).
(d) Act quietly and methodically.
(e) Do not rush or attempt to pass others when leaving the scene of an accident.
(f) The senior person present should assume control of the situation, ensuring the safe evacuation from the premises of all persons present, and should be prepared to warn the Fire Brigade, etc. of known special hazards.

**The use of telephones in an emergency**
When telephoning for assistance give the following information:

(a) the exact location from which you are telephoning;
(b) the type of emergency and the kind of assistance required;
(c) the place where the assistance is required.

To ensure that your message has been correctly received ask for it to be repeated to you.

Persons in the Central Precinct needing an emergency service should either

(a) Make their request to the University Security Office, extension 32222, or
(b) if a 9-999 call has been made first, immediately inform the University Security Office, extension 32222, giving the details. Persons in buildings adjacent to the Central Precinct but which are not served by the University exchange should summon the emergency services by a 999 call and then advise the University Security Office.

**Medical facilities**
First aid treatment is available throughout the 24 hours of the day at the treatment room of the Leeds Student Medical Practice, 4 Blenheim Court, Blenheim Walk, Leeds, LS2 9AE ☎2954488 http://www.leeds.ac.uk/lsmp/.
### School of Sociology and Social Policy – Staff List – September 2016

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROOM NO</th>
<th>EXT:</th>
<th>E-MAIL ADDRESS</th>
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<tbody>
<tr>
<td>Kim Allen</td>
<td>12.09</td>
<td>39760</td>
<td><a href="mailto:K.Allen1@leeds.ac.uk">K.Allen1@leeds.ac.uk</a></td>
</tr>
<tr>
<td>Paul Bagguley</td>
<td>12.37</td>
<td>34428</td>
<td><a href="mailto:P.Bagguley@Leeds.ac.uk">P.Bagguley@Leeds.ac.uk</a></td>
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<tr>
<td>Roxana Barbulescu</td>
<td>12.03</td>
<td>34714</td>
<td><a href="mailto:R.Barbulescu@Leeds.ac.uk">R.Barbulescu@Leeds.ac.uk</a></td>
</tr>
<tr>
<td>Angharad Beckett</td>
<td>12.06</td>
<td>34409</td>
<td><a href="mailto:A.E.Beckett@leeds.ac.uk">A.E.Beckett@leeds.ac.uk</a></td>
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<tr>
<td>Tim Braunholz-Speight</td>
<td>12.44</td>
<td>39780</td>
<td><a href="mailto:T.Braunholz-Speight@leeds.ac.uk">T.Braunholz-Speight@leeds.ac.uk</a></td>
</tr>
<tr>
<td>Lisa Buckner</td>
<td>11.19</td>
<td>37989</td>
<td><a href="mailto:L.J.Buckner@Leeds.ac.uk">L.J.Buckner@Leeds.ac.uk</a></td>
</tr>
<tr>
<td>Tom Campbell</td>
<td>12.43</td>
<td>30135</td>
<td><a href="mailto:T.W.Campbell@leeds.ac.uk">T.W.Campbell@leeds.ac.uk</a></td>
</tr>
<tr>
<td>Choon Key Chekar</td>
<td>12.13</td>
<td>39209</td>
<td><a href="mailto:C.K.Chekar@leeds.ac.uk">C.K.Chekar@leeds.ac.uk</a></td>
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<tr>
<td>Mark Davis</td>
<td>12.42</td>
<td>37117</td>
<td><a href="mailto:M.E.Davis@Leeds.ac.uk">M.E.Davis@Leeds.ac.uk</a></td>
</tr>
<tr>
<td>Jasmine Dempsey</td>
<td>11.28</td>
<td>30465</td>
<td><a href="mailto:J.A.Dempsey@leeds.ac.uk">J.A.Dempsey@leeds.ac.uk</a></td>
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<tr>
<td>Nicola Dowson</td>
<td>11.28</td>
<td>37938</td>
<td><a href="mailto:N.Dowson@Leeds.ac.uk">N.Dowson@Leeds.ac.uk</a></td>
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<tr>
<td>Jodie Dyson</td>
<td>11.34</td>
<td>34438</td>
<td><a href="mailto:J.C.Dyson@Leeds.ac.uk">J.C.Dyson@Leeds.ac.uk</a></td>
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<tr>
<td>Sharon Elley</td>
<td>11.06</td>
<td>34717</td>
<td><a href="mailto:S.T.Elley@leeds.ac.uk">S.T.Elley@leeds.ac.uk</a></td>
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<tr>
<td>Nick Emmel</td>
<td>11.17</td>
<td>36958</td>
<td><a href="mailto:N.D.Emmel@Leeds.ac.uk">N.D.Emmel@Leeds.ac.uk</a></td>
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<tr>
<td>Ieva Eskyte</td>
<td>12.14</td>
<td>34434</td>
<td><a href="mailto:I.Eskyte@leeds.ac.uk">I.Eskyte@leeds.ac.uk</a></td>
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<tr>
<td>Adrian Favell</td>
<td>12.14</td>
<td>38489</td>
<td><a href="mailto:A.Favell@leeds.ac.uk">A.Favell@leeds.ac.uk</a></td>
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<tr>
<td>Adam Formby</td>
<td>11.04</td>
<td>31809</td>
<td><a href="mailto:A.Formby@leeds.ac.uk">A.Formby@leeds.ac.uk</a></td>
</tr>
<tr>
<td>Amanda Gannon</td>
<td>11.28</td>
<td>34623</td>
<td><a href="mailto:A.Gannon@leeds.ac.uk">A.Gannon@leeds.ac.uk</a></td>
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<tr>
<td>Jenny Groves</td>
<td>11.28</td>
<td>38920</td>
<td><a href="mailto:J.Groves@leeds.ac.uk">J.Groves@leeds.ac.uk</a></td>
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<tr>
<td>Joanne Greenhalgh</td>
<td>11.21</td>
<td>31359</td>
<td><a href="mailto:J.Greenhalgh@leeds.ac.uk">J.Greenhalgh@leeds.ac.uk</a></td>
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<tr>
<td>Kate Hall</td>
<td>11.38</td>
<td>37938</td>
<td><a href="mailto:K.J.Hall@leeds.ac.uk">K.J.Hall@leeds.ac.uk</a></td>
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<tr>
<td>Suzanne Hallam</td>
<td>11.32</td>
<td>34455</td>
<td><a href="mailto:S.L.Hallam@Leeds.ac.uk">S.L.Hallam@Leeds.ac.uk</a></td>
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<tr>
<td>Austin Harrington</td>
<td>12.07</td>
<td>34436</td>
<td><a href="mailto:A.Harrington@leeds.ac.uk">A.Harrington@leeds.ac.uk</a></td>
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<tr>
<td>Rosey Hill</td>
<td>11.16</td>
<td>39801</td>
<td><a href="mailto:R.L.Hill@leeds.ac.uk">R.L.Hill@leeds.ac.uk</a></td>
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<tr>
<td>Sally Hines</td>
<td>12.05</td>
<td>35208</td>
<td><a href="mailto:S.Hines@leeds.ac.uk">S.Hines@leeds.ac.uk</a></td>
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<tr>
<td>Ruth Holliday</td>
<td>11.37</td>
<td>31868</td>
<td><a href="mailto:R.Holliday@Leeds.ac.uk">R.Holliday@Leeds.ac.uk</a></td>
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<tr>
<td>Greg Hollin</td>
<td>12.41</td>
<td>39211</td>
<td><a href="mailto:G.Hollin@Leeds.ac.uk">G.Hollin@Leeds.ac.uk</a></td>
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<tr>
<td>Andrea Hollomotz</td>
<td>11.18</td>
<td>37298</td>
<td><a href="mailto:A.Hollomotz@leeds.ac.uk">A.Hollomotz@leeds.ac.uk</a></td>
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<td>Kahryn Hughes</td>
<td>11.24</td>
<td>31161</td>
<td><a href="mailto:K.A.Hughes@Leeds.ac.uk">K.A.Hughes@Leeds.ac.uk</a></td>
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<td>Shona Hunter</td>
<td>12.33</td>
<td>34422</td>
<td><a href="mailto:S.D.J.Hunter@Leeds.ac.uk">S.D.J.Hunter@Leeds.ac.uk</a></td>
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<td>Yasmin Hussain</td>
<td>12.31</td>
<td>34618</td>
<td><a href="mailto:Y.Hussain@Leeds.ac.uk">Y.Hussain@Leeds.ac.uk</a></td>
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<td>Sarah Irwin</td>
<td>11.08</td>
<td>34432</td>
<td><a href="mailto:S.Irwin@Leeds.ac.uk">S.Irwin@Leeds.ac.uk</a></td>
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<td>Marie Johnson</td>
<td>11.36</td>
<td>34407</td>
<td><a href="mailto:M.B.Johnson@Leeds.ac.uk">M.B.Johnson@Leeds.ac.uk</a></td>
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<tr>
<td>Anne Kerr - HoS</td>
<td>11.35</td>
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<td><a href="mailto:E.A.Kerr@Leeds.ac.uk">E.A.Kerr@Leeds.ac.uk</a></td>
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<td>Ian Law</td>
<td>12.36</td>
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<td>Jessica Lewis</td>
<td>11.28</td>
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<td>Ana Manzano</td>
<td>11.20</td>
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<td>Simon Prideaux</td>
<td>12.11</td>
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<td>12.16</td>
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<td>12.40</td>
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<td>12.30</td>
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<td>Alison Sheldon</td>
<td>12.12</td>
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<td><a href="mailto:A.Sheldon@leeds.ac.uk">A.Sheldon@leeds.ac.uk</a></td>
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<td>Tracy Shildrick</td>
<td>11.05</td>
<td>33088</td>
<td><a href="mailto:T.Shildrick@leeds.ac.uk">T.Shildrick@leeds.ac.uk</a></td>
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<tr>
<td>Julia Swallow</td>
<td>12.13</td>
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<td><a href="mailto:J.E.Swallow@leeds.ac.uk">J.E.Swallow@leeds.ac.uk</a></td>
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<td>Anna Tarrant</td>
<td>12.41</td>
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<td>Shirley Tate</td>
<td>12.32</td>
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<td>11.28</td>
<td>34418</td>
<td><a href="mailto:L.Thompson1@leeds.ac.uk">L.Thompson1@leeds.ac.uk</a></td>
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<tr>
<td>Karen Throsby</td>
<td>11.25</td>
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<td><a href="mailto:K.Throsby@leeds.ac.uk">K.Throsby@leeds.ac.uk</a></td>
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<tr>
<td>Rodanthi Tzanelli</td>
<td>12.04</td>
<td>38746</td>
<td><a href="mailto:R.Tzanelli@leeds.ac.uk">R.Tzanelli@leeds.ac.uk</a></td>
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<tr>
<td>Albert Varela</td>
<td>12.02</td>
<td>34427</td>
<td><a href="mailto:A.Varela@leeds.ac.uk">A.Varela@leeds.ac.uk</a></td>
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<td>Andrew Wallace</td>
<td>12.10</td>
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<tr>
<td>Debbie Westmoreland</td>
<td>11.28a</td>
<td>34408</td>
<td><a href="mailto:D.Westmoreland@Leeds.ac.uk">D.Westmoreland@Leeds.ac.uk</a></td>
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<tr>
<td>Matthew Wilkinson</td>
<td>11.28</td>
<td>33770</td>
<td><a href="mailto:M.Wilkinson@leeds.ac.uk">M.Wilkinson@leeds.ac.uk</a></td>
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<tr>
<td>Katy Wright</td>
<td>12.44</td>
<td>36936</td>
<td><a href="mailto:K.J.Wright@leeds.ac.uk">K.J.Wright@leeds.ac.uk</a></td>
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<tr>
<td>Repro Room – level 12</td>
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### SSP MEETING ROOMS
(to be booked through Student Education Service / School Support Staff)

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### SEMINAR ROOMS (book through Central Teaching - http://www.leeds.ac.uk/timetable/)

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### POLIS SEMINAR ROOMS (book through School of Politics Ext>34384)

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</table>
Teaching and Research Staff

Kim Allen
Youth transitions and inequalities of social class, gender, race and place; Young people’s cultural practices, in particular their engagement with celebrity culture; The mediation of social inequalities and representations of class and gender in popular culture; Inequality and diversity in the creative and cultural industries

Paul Bagguley
Reader
Protest and social movements; urban sociology; economic restructuring and social change; sociological theory; sociology of cinema.

Roxana Barbulescu
Comparative migration studies in particular immigrant integration, citizenship, immigration policy, asylum and refugee regimes, Roma people and anti-discrimination, and social aspects of the EU

Angharad Beckett
Lecturer
Citizenship; social exclusion; social movements and protest; disability studies; education for social justice; social research methods – in particular, developments in qualitative research.

Lisa Buckner
Senior Research Fellow
Quantitative research methods. Secondary data analysis of large and complex datasets including the 1991, 2001 and 2011 Censuses to explore relationships between gender, ethnicity, employment and local labour markets, carers and employment, unemployment and economic inactivity.

Tom Campbell
Lecturer
Classical and contemporary social theory; the sociology of disablement; the sociology of scientific knowledge; the history of dyslexia.

Choon Key Chekar
Research Fellow
The role of media and popular culture in the public understanding of science and technology. Patient activism in the development of biomedicine, regenerative medicine in particular. Gender politics of time

Mark Davis
Senior Lecturer
Critical Social Theory, specifically the sociology of Zygmunt Bauman; the social and political consequences of consumerism; philosophy of social science

Sharon Elley
Lecturer/Foundation Year Coordinator
Children and young people’s intimate, personal relationships; educational practices; class, gender and sexuality. Doctoral research explored young people's views of sex and relationship education (SRE), and how SRE messages connect to young people's lives and personal relationships.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Research Interests</th>
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<tr>
<td>Nick Emmel</td>
<td>Senior Lecturer</td>
<td>Investigation through participatory, qualitative and mixed methods. The experience of community, poverty, inequalities in health and social exclusion.</td>
</tr>
<tr>
<td>Ieva Eskyte</td>
<td></td>
<td>Disability, ableism, disableism, disablement, Accessibility, Universal Design, spatialisation, Market, customer rights, equality, vulnerability</td>
</tr>
<tr>
<td>Adrian Favell</td>
<td>Chair in Sociology &amp; Social Theory</td>
<td>Urban, regional and global studies: migration; nationalism and citizenship; contemporary art and architecture; post-growth societies; analytical and critical social theory. Europe/EU, Japan/East Asia, Turkey, India.</td>
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<tr>
<td>Adam Formby</td>
<td>Teaching Fellow</td>
<td>‘youth’ and ‘social policy’, particularly in relation to education-to-work transitions in the UK labour market. Care of coma patients in persistent vegetative states.</td>
</tr>
<tr>
<td>Joanne Greenhalgh</td>
<td>Principal Research Fellow</td>
<td>Applying a range of social research methods to the design and evaluation of patient reported outcome measures (PROMs) exploring their application and use within routine clinical practice. Observational study how multidisciplinary neurorehabilitation teams make sense of and use standardised outcome measures.</td>
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<tr>
<td>Suzanne Hallam</td>
<td>Director of Student Education and Equality and Diversity Officer</td>
<td>Social and Political Theory particularly democratic theory, widening participation and the education of children who have experienced public care.</td>
</tr>
<tr>
<td>Austin Harrington</td>
<td>Reader</td>
<td>Classical and contemporary social theory; philosophy of social science; sociology of art and literature; historical sociology.</td>
</tr>
<tr>
<td>Rosemary Lucy Hill</td>
<td>Lecturer in Sociology</td>
<td>Gender and Women's Studies; Culture and Media Studies; Popular Music; Visual Culture; Critical Data Studies; Feminist Methodologies.</td>
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<tr>
<td>Sally Hines</td>
<td>Senior Lecturer</td>
<td>Gender; sexuality; transgender; feminist theory/queer theory/social theory; social movements; gendered and sexual citizenship.</td>
</tr>
<tr>
<td>Ruth Holiday</td>
<td>Professor of Gender and Culture</td>
<td>Contemporary cultural theories of gender, sexuality, class, the body and popular culture.</td>
</tr>
<tr>
<td>Greg Hollin</td>
<td>Lecturer in Social Theory</td>
<td>Sociology, history, and philosophy of the human sciences; medical sociology; science and technology studies; social theory; autism spectrum disorders; social and cognitive neuroscience; qualitative methodologies; experimental psychology</td>
</tr>
</tbody>
</table>
Andrea Hollomotz (1) Disability studies with a focus on (a) sex, sexuality, ‘vulnerability’ and crime (disabled victims and offenders), in particular sexual violence and hate crime; (b) learning disabilities, self-advocacy and professional practice; (2) emancipatory, participatory and inclusive research methods, with the aim to enable the participation of less articulate respondents; (3) child and adult protection policy and practice

Kahryn Hughes
Senior Research Fellow

Qualitative Longitudinal understandings of intergenerational poverty within families and across localities. Relational processes of identity constitution and maintenance, including those associated with practices of addiction; and theorising social networks in the context of low-income communities.

Shona Hunter
Lecturer

Critical social policy, governance, policy making and welfare professions and professionalism; social identities, whiteness, masculinity; emotions and affect; postcolonial, feminist and critical cultural theory, psychosocial theory and methods, qualitative methodologies.

Yasmin Hussain
Senior Lecturer

Race, Ethnicity, Gender, Identity, 2001 Riots, Higher Education, Disability

Sarah Irwin
Reader

Family, education, inequalities, gender, the life course, research methods.

Anne Kerr
Professor

Science and Technology Studies and the Sociology of Health and Illness, with a special focus upon genetics and reproduction

Ian Law
Professor

Critical analysis of racism and racial inequality; black minority ethnic social welfare movements; ‘race’ and housing, health and welfare provision; racial discourse and the media.

Anna Manzano
Lecturer in Health and Social Policy

Theory based evaluation of health and social policies. Specialist area is the evaluation of complex applied healthcare interventions using the realist approach.

Simon Prideaux
Senior Lecturer

Government and welfare-to-work; social theory; the role of ideas in social policy; managerialism and crime management; disability and access.

Mark Priestley

Disability studies, research methods, comparative social policy, European social policy
Professor & Head of School

Bobby Sayyid
Professor

Ethnicity and racism. The relationship between culture and politics. Postcolonial political studies.

Alison Sheldon
Senior Teaching Fellow

Disability and development; Disability and information technology; Disability and feminism.

Tracy Shildrick
Professor of Sociology and Social Policy

Youth transitions, Poverty, Social exclusion, Social class, Qualitative research methods.

Shirley Tate
Senior Lecturer

My research interests include the body, ‘mixed race’, domestic and care work, beauty, Black identity, migration, affect, the culture of Britishness, food, ‘race’ performativity, decoloniality and transracial intimacies.

Julia Swallow
Research Fellow

Medicines, health and illness; age and the ageing process; (bio)medical technologies and genetics, and professional practice in healthcare.

Richard Tavernier
BA Social Science Co-ordinator

Critical mixed race studies, non-traditional student pathways

Karen Throsby
Associate Professor

Mundane, everyday processes and practices of bodily transformation.

Rodanthi Tzanelli
Lecturer

Comparative sociology/anthropology of nationalism, ‘race’ and ethnicity; discourses of citizenship in Europe; tourism, globalization and resistance; cinema and tourism; representations of deviance.

Andrew Wallace
University Academic Fellow

Experiences and dimensions of precarious life; ‘Post-neoliberal’ governance and the role of the social; The construction of ‘defective’ populations and associated projects of ‘correction’; Distinctions / stigmas around gender and social class and the power and function of devaluation; Crises in/of the neoliberal city: unrest, resistance, gentrification and restructuring; Welfare state retrenchment and ‘reform’

Katy Wright
Postdoctoral Research Fellow

Community resilience via ethnographic study of large-scale renewable energy schemes; community engagement and localism; perceptions and responses to financial and environmental crisis.
Appendix 1

The advice that the School gives to supervisors who are working with research degree students

Summary of Responsibilities

The University's Guide for Research Degree Supervisors indicates the main responsibilities of supervisors, including: ensuring that the student receives appropriate research training; approving the timetable for the work; providing advice; commenting on written work; reporting on progress; arranging meetings; keeping a record of contacts; and dealing with the annual audit of research training needs. Please consult the University's Guide for details of regulations and requirements generally. We can comment further on the arrangements under twelve headings.

1. The research programme
The first task of supervisors of research students is to guide them in the selection and refinement of the research questions or themes that they will address in the course of their research. This is very likely to be the most crucial task performed by the supervisor in the whole course of the candidature. The student should not be burdened with so large a topic that it cannot be mastered within the period of the normal candidature, or treated properly within the confines of the thesis. Conversely, the topic should not be so limited that it provides no scope for the candidate to show sufficient originality or real aptitude for research.

2. Starting the research
The supervisors should start by going over with the student details of the research, how it is to be tackled, the research design, the resources needed and the methodologies that have to be learned. Hypotheses or research questions which the student may have in mind should be clarified and discussed. This should serve to establish a clear understanding between the student and the supervisors of the objectives and general design of the research programme. Quite often this may be with an expectation that issues or themes will need ‘revisiting’ or further clarification at subsequent points.

3. Student training
Another important task for the supervisor is to ensure that the student receives the appropriate formal training, as well as advice or support relating to professional and academic development more generally. In Sociology and Social Policy a student who has attained either a Class I or II (i) honours degree can often be assumed to have a good grounding in the subject appropriate for the research that is envisaged. However, it is likely that most students will need further training in certain specific areas, and it is the supervisors’ responsibility to see that this is obtained as far as is feasible. In addition the School expects all candidates to be well versed in methodological topics, and to have a good grounding in general research issues. In order to ensure this, all students who are registered for the MPhil and PhD research degrees are normally expected to have completed the School's MA Social Research Programme, or an equivalent postgraduate research training at another Institution of Higher Education in the UK or elsewhere, or to have an agreed plan for covering gaps in prior training. In some cases previous or ongoing research and professional experience may be taken into account.
Supervisors are also reminded that it is School policy that they should revisit the issue of skills and training needs as appropriate, in any instance where this might help towards overcoming specific and substantial academic difficulties that a candidate is experiencing. In some cases of this kind, a short-term additional training or skills development plan with targets might be agreed formally with a candidate. Supervisors should in any event give consideration to such a strategy, and any supportive role they might realistically play, where a candidate is experiencing major problems with the work. A full record should be kept of decisions.

Supervisors are required to ensure that students whose first language is not English attend the language centre for a test during the first month of their registration. If necessary further English language courses and tests should form part of the student’s skills and training needs plan developed with the guidance of the supervisors.

4. **Guidance for the student**

As the research work begins, the student will need guidance, but if he/she seems to need an excessive amount of assistance the supervisor should consider this carefully and (where necessary) consult with the PGR Tutor. It may be possible to develop a response that will deal with the issues, but if a serious doubt develops concerning the student's abilities, then the matter should be placed on record, the student should be alerted by the supervisor, and the supervisor should inform the Head of the School and/or the Postgraduate Research Tutor.

5. **Ethics and security**

Ethical approval is required for all research within the university that involves human subjects. No fieldwork for a PhD thesis can commence unless approval has been secured from the Faculty. From the outset supervisors should assist students in the completion and submission of the appropriate ethical approval form and to successfully obtain ethical approval before any work with human subjects commences. This would normally be around the time of the upgrade process. The school sees ethical approval as part of the successful training and development of the research skills of its research students. The University’ policy and practice on ethical review can be seen here:

[http://researchsupport.leeds.ac.uk/index.php/academic_staff/good_practice/ethical_review_process/universityethical_review-1/](http://researchsupport.leeds.ac.uk/index.php/academic_staff/good_practice/ethical_review_process/universityethical_review-1/)

Issues of ethics will be tackled in training modules but there will be specific issues which arise in the context of diverse research projects being undertaken. In supervision, students and supervisors must engage fully with any ethical issues raised by the proposed research, and ensure that the research follows appropriate ethical guidelines and principles. Personal security issues arising in the conduct of research must also be fully considered. Both will also be documented and subject to scrutiny at the upgrading stage. SDDU may offer courses on ethics in research. Professional standards are documented by the British Sociological Association and the ESRC in its Research Ethics Framework. All candidates are required to consider and take account of safety and security issues when planning and conducting fieldwork, and may need to seek specific approvals or undergo vetting in particular settings.

Supervisors should assist candidates with making formal risk assessments as is now expected across the Faculty.
6. **Progress and reporting**
Supervisors are required to report to the school when there has been no contact with individual research students within any 2 month period (unless absence has been authorised for events such as fieldwork, illness, etc), or where there is a pattern of absences which is affecting the student’s work or causing concerns for the student’s wellbeing. Full details of the University’s policy and practice on absence monitoring for research students can be seen at:
http://www.leeds.ac.uk/rds/induction_progressandmonitoring/forstudents/progress.html

The GRAD replaces the Postgraduate Development Record this year. It can be accessed securely at all times, and used remotely when postgraduate researchers or supervisors are off campus. It can be easily maintained, updated and searched by its users, allowing for efficient and responsive record keeping. The system will indicate to postgraduate researchers and their supervisors or supervisory team when milestone activities, such as formal progress reports, are due.

Documents detailing supervisory meetings for all research students must be uploaded onto the GRAD system. Students must ensure that they are meeting the University’s requirements for attendance.

For International students studying in the UK on a Tier 4 (General) student visa attendance on your programme of study is a requirement of the UK Border Agency, failure to attend your programme of study, or to document your supervisory meetings properly, could lead to the University being required to send a report to the UKBA informing them of your lack of attendance. The report would lead to your leave to remain in the UK being curtailed. For more details relating to attendance in relation to UKBA regulations please see:
http://www.ukba.homeoffice.gov.uk/sitecontent/applicationforms/pbs/Tier4migrantguidance.pdf

The GRAD is intuitive to use and does not require training. However, support and guidance, including user manuals on each section will be available at the induction session and also on the Virtual Learning Environment:

http://www.leeds.ac.uk/rsa/induction_progressandmonitoring/forstudents/pdrs.html

By the end of the student’s first year of full-time study the results of the School's decision concerning confirmation of registration will be required by the Graduate Board. The same information will be required within 2 years for part-time students. The decision about full-time candidates will be given to the Graduate Board through the Research Student Administration Office. The RDSO will require details of the candidate’s research profile (topic, supervisors’ names, and any comments that the School wishes to make at that time). It is not usually possible for full-time students to register in the provisional categories for a second year. If a supervisor feels that a student is not going to be able to achieve the degree to which he/she aspires, he/she should be told as early as possible. If doubts about a student become very serious, then the earlier the decision is taken to ask the student to withdraw the better for all concerned.

A formal confirmation procedure occurs at the MPhil/PhD transfer (Upgrade) stage during the first year (2 years for part-time students). This takes the form of a panel including appropriately qualified members of the School. The student’s supervisors shall normally be present, but may not ask the student questions, nor intervene without a clear invitation to do so from the Chair. (The School has available clear guidelines for the conduct of the
transfer/confirmation procedure. See the Guidance Notes for Chairing Upgrade Panels, and the supplementary advice issued from time-to-time by the PGR Tutor). The School expects all students as part of the transfer/upgrading process /confirmation procedure to present their work to date, to set out their plans for completion and to defend their work in a viva voce examination.

It is important that the required formal monitoring of students is reported promptly; via the Postgraduate Development Record System (PDRS). If there is a problem of delay with co-ordination over this, the lead supervisor should provide something for the office on an interim basis. Information on progress is always needed as supporting information during the upgrade process, and more generally there may be a delay in processing requests for expenses for PhD candidates where there is a recent gap in the progress record held in the PDRS.

7. Time-scale and completion
The supervisor has the duty of encouraging candidates to pursue their work with the proper diligence and in accordance with the programme of study that has been worked out for the student. Students sometimes fail to appreciate the difficulty of completing their work within the period required. It is, therefore, most important that candidates are made aware of any potential difficulties of completing and submitting their thesis if they propose to take on work or study commitments not directly related to furthering their PhD research.

8. Thesis submission
It is the responsibility of supervisors to advise students at an early stage of their research with regard to the high standards of academic conduct which are expected and in particular of the need to avoid conduct amounting to the fabrication of research results or plagiarism. Supervisors should be vigilant in respect of any possibility of plagiarism. The candidate's thesis must be his/her own work and should constitute a significant addition to knowledge.

Most students need some advice from their supervisors about clarity of expression and style. Supervisors are expected to read and comment on the whole of the draft thesis prior to submission, and candidates should be reminded of timetable implications.

Candidates are warned against premature submission, and especially not to submit without the support of their supervisors. However, candidates retain the right to submit against their supervisors’ advice. Supervisors are asked to inform the Head of School if a candidate submits against their specific advice.

Supervisors are asked to bear in mind the advice given to research students by the Graduate Board concerning content, length, thesis submission, examination entry form, etc. (see Guide for Research Degree Supervisors and Research Student Handbook). The Graduate Board is clear that no research student should be allowed to think that the award of the degree is guaranteed simply because the supervisor has indicated general approval for the thesis before it is submitted. It is expected that the supervisor will inform the candidate in writing of any specific serious deficiencies which the supervisor has noted in the thesis prior to submission.

9. Supervision of referred candidates
Up to 6 supervision meetings a year should be made available to referred candidates, and candidates have the responsibility of initiating these meetings with supervisors.

10. Postgraduate Research Tutor, Deputy PGRT, and PGR Committee
The School has a Postgraduate Research Tutor appointed on recommendation of the Head of School. The Tutor is responsible to the University through the Head of School, but is also involved directly in representing the School at Faculty level. The PGR Tutor is there to advise supervisors and students on the administrative and organisational requirements for the PhD, MPhil and Masterships by Research. Additionally, he/she acts in the areas of admissions and awards, and has significant responsibility relating to the organising of oral examinations and any follow-up action. There is also currently an expectation that PGR Tutors have potential support and pastoral roles. There is a requirement that the PGR Tutor will be prepared to offer candidates academic and general advice additional to (and to a degree independent of) the supervisors. The PGR Tutor is expected to invite all candidates during the session to discuss general progress, including supervisory relationships. Nonetheless, the key pastoral and academic responsibilities remain with the supervisors in the first instance. The School requires supervisors to keep the Postgraduate Research Tutor informed of a candidate’s progress and to seek advice from the Postgraduate Research Tutor accordingly when appropriate.

The PGR Tutor also approves panel memberships for Upgrades/Transfers, and will normally chair a substantial percentage of the panels. During the admissions process the PGR Tutor advises the School on the appointment of supervisors for accepted candidates, and is involved in interviewing.

The School now has a Deputy PGR Tutor and a small PGR Committee to strengthen its work. These are responses to the substantial growth in the requirements of PhD management and pastoral work that has occurred in the School in recent years. Our growth in workloads mirrors more general trends across the University, relating to the increased complexities of the services we need to provide and the expectations Schools have to meet. Our numbers of students have also increased very considerably. Various responses can be seen elsewhere in parts of the University (creation of deputy posts, payment of a supplement in income for the PGRT, formal PGR committees, etc.). There seems to be an expectation, however, that all Schools should have a formal committee of some kind. Our committee is in effect a small working group drawn from those directly involved with managing the business. Since it was established in 2005/2006 it has reported directly to the SMT.

11. Research Student Administration
The Research Student Administration Office maintains records for every research student in the University. It has responsibility for providing the Graduate Board with information which that Board requires both in a routine way and for any special circumstances that may develop. The office is pleased to offer advice to individual supervisors (telephone direct line (0113) 2335778 or (0113) 2334003).

12. Eligibility, appointment and absence of supervisors
The School normally expects supervisors to be full-time members of the academic staff, and one of the two supervisors for each candidate should be holding a permanent appointment (with any relevant probationary period having been confirmed) and have had previous experience of research supervision. In line with the University’s Code of Practice, the School requires members of staff to attend a course on research degree supervision organised by the SDDU before taking on the responsibilities of a supervisor.

Probationary staff may only be appointed as joint supervisors alongside more experienced, permanent members. It is the responsibility of the Head of School to ensure that no supervisor is overloaded with supervisory responsibilities, and the position of
individual members of staff is reviewed annually alongside their other responsibilities. The School operates a mentoring scheme for new supervisors, whereby an experienced member of staff other than the first supervisor will offer the new supervisor support and advice during the initial stages. A supervision team may include a member of staff who has taken a part-time post following retirement from a full-time one with the School.

Where a prolonged period of absence is anticipated by one of the supervisors, the PGR Tutor should be kept informed and may need to consider whether any alternative or supplementary supervisory arrangements will be appropriate.
Appendix 2

FACULTY OF EDUCATION, SOCIAL SCIENCES AND LAW (ESSL)

The Faculty of ESSL Protocol for the Implementation of the University Code of Practice for Research Degree Candidatures (with effect from session 2012/13)

Note to Readers: This document sets out the University’s Code of Practice for Research Degree Candidatures which is relevant to all University Faculties. Where arrangements for the implementation of the Code, specific to the Faculty of ESSL, are described in more detail these are shown in shaded boxes.

Within this Code, Deans may delegate some of their responsibilities to the Director of the Faculty Graduate School, to Heads of Schools and / or Postgraduate Research Tutors within the Faculty.

1. General

Postgraduate research students are an essential part of the research activity at Leeds. Most candidates are early career researchers who will receive relevant research and generic training to enable them to enter a variety of fields upon completion of their degrees. However, the University also recognises that some candidates will already have significant skills and research experience. This Code sets out a framework of shared responsibilities between the University, supervisors and candidates with the aim of delivering successful research degree programmes according to national and international expectations and to inspire all our research students to develop their full potential.

This Code of Practice also outlines for research degree candidates the minimum standards they can expect in connection with the supervision of their research degree study at the University of Leeds. Deans of Faculties are responsible for the provision of the resources to implement the University Code of Practice. The University Code will be supplemented by Faculty Protocols covering the practices of individual Faculties. More detailed information on arrangements may also be available, in some cases, at School level. Faculties must ensure that both the University Code and Faculty Protocols for its implementation are made available to research students and academic staff.

The Faculty of ESSL Graduate School committee will review the Faculty Protocol annually. Postgraduate Research Tutors in each School are responsible for dissemination of the revised version to all academic and support colleagues and postgraduate research students via School handbooks and School websites at the beginning of each session. The Faculty Protocol is also available on the Faculty website at http://www.essl.leeds.ac.uk/graduate-school/current-students/documents-for-students.html

The University Code is the definitive statutory document. This is available on the Research Student Administration website for reference by staff and students.

The Faculty Protocol applies to all students whose ‘parent’ school is within the Faculty of ESSL. Students are usually assigned to the School to which their main supervisor belongs. Where supervision is split across faculties, only the faculty protocol relevant to the ‘parent school’ applies.

2. Management Structure

It is essential that each Faculty should have in place an adequate management structure for handling postgraduate matters. Each Faculty has a Graduate School Committee and the Faculty Deans may allocate responsibilities via the Faculty Graduate School Committee and the Director of the Faculty Graduate School to Schools or to other appropriate units within the Faculty (see note 1). There should be at least one
Postgraduate Research Tutor (see note 2) in each School who (subject to the overall responsibility of the Director of the Faculty Graduate School and the Head of the School) has general responsibility for co-ordinating admission, pastoral care, recording and monitoring of progress and attendance of research students (with absence being reported) and for liaison with Research Student Administration. In some cases, the Postgraduate Research Tutor may report to a School Postgraduate Research Committee or other formal body within the School as well as the Faculty Graduate School Committee. There must always, however, be a clear and effective method for report and discussion of individual matters and matters of policy (see note 3) which must be described in the relevant Faculty Protocol for the implementation of the University Code of Practice for research degree candidatures.

Arrangements within the Faculty of ESSL for handling postgraduate research student matters

Research degree matters in the Faculty are overseen by the Faculty Graduate School Committee which is composed of:

- the Director of the Graduate School: Dr Hugh Dyer
- Dean of the Faculty: Prof Jeremy Higham
- the Pro Dean for Research: TBC
- the Pro-Dean for Learning and Teaching: Mrs Norma Martin-Clement
- the Postgraduate Research Tutors for each of the constituent Schools and Centres in the Faculty:
  - School of Education
  - School of Law
  - School of Politics and International Studies
  - School of Sociology and Social Policy
- the Faculty Representatives on the Groups of the Graduate Board
- a UAR representative for PGR and PGT (for all non-reserved business)
- MA co-ordinators for each of the constituent Schools and Centres in the Faculty

The following colleagues are in attendance:

- The Graduate School Manager: Kathryn Kemp
- The Faculty Marketing Officer: Rob Picton

ESSL Faculty Graduate School Committee is chaired by the Director of the Graduate School and reports to Graduate Board and the Faculty Management Team. Postgraduate Research Tutors in conjunction with Heads of School/Centre are responsible for monitoring and enabling compliance with University Code of Practice and Faculty Protocol. They report to their School's/Centre's Postgraduate and Research Degrees Committee and to the Faculty Graduate School Committee. Any issues relating to taught courses (for instance, the taught components of the EdD programme or the Integrated degree of PhD and Master) will also be referred to the relevant School's Learning and Teaching Committee.

Matters of policy may be referred to Faculty Graduate School committee for discussion via Postgraduate Research Tutors and/or student representatives.

Individual student matters of cross-Faculty relevance (as opposed to School-specific) may be referred to Faculty Graduate School committee for discussion via Postgraduate Research Tutors.

3. Admission

3.1 The minimum requirements for entry to research degree study are stated on the University web site as well as in the Ordinance and Regulations for research degrees. Applications for admission to postgraduate research will be considered under arrangements specified by the Faculty Graduate School Committee. The consideration of applications will normally be undertaken by the Postgraduate Research Tutor and potential supervisor. An
acknowledgement should be sent on receipt of an application and the Postgraduate Research Tutor should ensure that the application is considered expeditiously. At least two members of staff will be involved in the consideration of each application (see note 4). Where practicable, an interview should take place. The suitability and qualifications of all applicants should be carefully considered in the light of the entry requirements for the particular degree programme and other requirements of the University (e.g., English language requirements). Appropriate expertise for supervision and adequate resources must be available (e.g., equipment, library collections, and computing facilities and software) for the proper conduct of the research and applicants should be accepted only where appropriate expertise for supervision and adequate resources are available. Arrangements must be in place to consider any potential ethical issues.

Within the Faculty of ESSL applications are received by the School/Centre of intended study and are considered by the relevant Postgraduate Research Tutor in consultation with potential supervisors. At least two members of staff are involved in the consideration of each application. However, where applicants do not satisfy the minimum stated requirements for acceptance as a research student the decision may be made by the Postgraduate Research Tutor, acting alone. Careful consideration is given to suitability and qualifications, appropriate expertise for supervision and availability of adequate resources for the proper conduct of the research. Where practicable, the applicant may be invited for interview.

In addition to the University’s minimum requirements for entry the following will apply:

- In the School of Education a level of experience within the field of education is expected in addition to a good degree in a relevant subject.
- In the School of Politics and International Studies, the minimum requirement is a 2.1 Honours degree (or equivalent) but an MA degree at merit or above is also normally required.
- The School of Sociology and Social Policy normally expects candidates to have taken some research training or acquired relevant experience before entry to the PhD programme. Candidates are also normally expected to hold a 2:1 Honours degree or equivalent.
- In the School of Law applicants must normally possess an upper second class honours degree or equivalent. In addition, MPhil and PhD applications are usually required to hold a Masters’ level qualification.

3.2 Where the applicant’s first language is not English, steps should be taken to ensure (for example from the results of tests taken by the applicant) that he or she has a sufficient grasp of the language to embark on the research, bearing in mind the demands of the discipline and the University’s Regulations (see note 5). Where students have satisfied the English language requirements, but further English language training needs are identified after admission, it should be ensured that appropriate arrangements are made (see note 6) and these are included in the training needs analysis and training plan (see 4.3 (vi) and 4.6(i) below.

Where the applicant’s first language is not English, the Faculty of ESSL adheres to the University’s minimum English language entry requirements as set out in the University Code of Practice. Schools requirements may be higher than the University’s minimum requirements. Within the Faculty of ESSL the School of Education, School of Politics and International Studies and School of Sociology and Social Policy set an entry requirement of:

- OR (internet-based test) of at least 94 with at least 21 in listening 23 in reading, 23 in speaking and 24 in writing;
- OR a minimum IELTS (Academic) score of 6.5 with at least 6.0 in all components which is higher than the University minimum.

The School of Law has set an entry requirement of:
3.3 Formal offers of admission, which will include any conditions to be met prior to entry, can only be made by Research Student Administration acting on behalf of the University’s Graduate Board. Postgraduate Research Tutors should make clear recommendations on matters such as the need for preliminary or additional courses and the charging of bench fees so that these can be specified in the offer and brought to the attention of the student and sponsors where relevant (see note 7). A summary of the University Code of Practice on Research Degree Candidatures will be drawn to the attention of candidates with their offer of admission.

4. Supervision

4.1 It is the responsibility of the Dean of the Faculty, the Director of the Faculty Graduate School or the Head of the School (see note 8) to recommend suitable supervisors for appointment by the Graduate Board (see note 9). Where co-supervisors are appointed, one is to be identified as the main supervisor. The Graduate Board requires members of staff to attend a course on research degree supervision organised by the University before being recommended for appointment as a supervisor.

4.2 Supervisors will be provisionally appointed at the time that a student receives a formal offer of admission by the University, and this will be confirmed or, where appropriate, alternative arrangements made when the student registers. Where only one supervisor is appointed for a student an Advisor will also be appointed by the Head of School (see note 8). It is normally the responsibility of the Head of the School to ensure that no supervisor is overloaded with supervisory responsibilities and the position of individual members of staff should be reviewed regularly. Where this responsibility rests elsewhere, the position must be clearly explained in the Faculty Protocol (see note 10).

Within the Faculty of ESSL responsibility for ensuring no supervisor is overloaded with supervisory responsibilities rests with the relevant Head of School.

4.3 The responsibilities of a supervisor may be summarised as follows:

(i) ensuring that the student is introduced to the facilities of the Faculty or School and the University that are relevant to the research and that he or she is fully aware of relevant Health and Safety regulations (see note 11);

(ii) assisting the student in defining the topic which is to be tackled in the course of the research. It is vital that this should give sufficient scope for investigation appropriate to the degree, but not be so large a topic that it cannot be mastered within the normal period of the candidature. Where the research is sponsored by an outside body, the terms of such sponsorship must be carefully considered;

(iii) assisting the student to clarify the research question which the study seeks to address, and to establish details of the research programme, such as resources required and, where appropriate, the experimental design;

(iv) ensuring, in consultation with the Head of School (see note 8), that the student has access to the necessary facilities for the research;
(v) approving a timetable of work and endeavouring to see that it is followed. Supervisors should emphasise to students that the University attaches great importance to the timely completion of research;

(vi) conducting, with the student, a training needs analysis within one month of commencement of study and agreeing a training plan;

(vii) reviewing the analysis regularly (at least annually) and assisting the students in identifying other training needs and in reflecting upon their personal development, for instance by reference to the Statement on Learning Outcomes;

(viii) where the programme contains subject specific modules, directing the student through the relevant programme of courses;

(ix) seeking to ensure that the student receives available research training (e.g. by attendance at courses) which may be necessary or appropriate in the individual case;

(x) making students aware of any relevant Research Governance requirements and ethical procedures and ethical review;

(xi) making students aware of the University’s policy on Safeguarding Data – Storage, Backup and Encryption

(xii) agreeing a supervisory programme with the student and arranging regular meetings with the student (see 4.8 below);

(xiii) ensuring that, where appropriate, the student is aware of the Faculty/School arrangements for reviewing transfer to full degree registration and that appropriate guidance on preparing for transfer is provided;

(xiv) preparing regular reports on the student’s progress (see 6.1 below);

(xv) ensuring that there are written records of formal supervisory meetings;

(xvi) commenting within a reasonable time on written work submitted by the student;

(xvii) otherwise advising generally on the research and preparation of the thesis;

(xviii) alerting the Postgraduate Research Tutor, in a timely manner, to any situation where it may become necessary to request a suspension or extension of study for a student;

(xix) reporting to the Postgraduate Research Tutor any suspected instance of research misconduct including plagiarism;

(xx) ensuring that the student receives written feedback on the assessment of progress, and to draw to the attention of the student problems when they arise, (where necessary this should be done in writing);

(xxi) taking action to bring to the attention of the Postgraduate Research Tutor any concerns about a student’s unsatisfactory progress;

(xxii) reading and commenting on the whole of the draft thesis prior to submission provided that it is made available by the student in reasonable time. It is
essential that a timetable for submission of the draft thesis is agreed with
the student in advance of the maximum time limit which allows the
supervisor a reasonable length of time to carry out this duty and for the
student to act on any comments received. Any planned periods of absence
by the supervisor from the University should be taken into account.

(xxiii) keeping the Head of School informed of any absences likely to impact upon
time available for supervisory duties;

(xxiv) sending forward recommendations for the appointment of Examiners to the
Faculty/School Postgraduate Research Tutor;

(xxv) ensuring that the student is aware of the University arrangements for the
examination of research degree theses and the time limits for submission
and ensuring that the student receives appropriate guidance about the oral
examination including, where requested, a “mock viva”.

In addition supervisors within the Faculty of ESSL are responsible for:

(xxvi) ensuring there is an annual audit of research training needs with any specific training required
clearly identified along with a record of any training undertaken in the course of that year.

(xxvii) in preparation for undertaking fieldwork supervisors are required to collaborate with the
student and ensure that a risk assessment is carried out. Risk assessment forms are available from
the Faculty of ESSL Website http://www.essl.leeds.ac.uk/for-staff/health-safety/

(xxviii) ensuring the student is aware of ethical review processes, details can be found at
http://researchsupport.leeds.ac.uk/index.php/academic_staff/good_practice/ethical_review_proces
s/

4.4 In circumstances where supervisors leave the University they must ensure that, prior to
their departure, the Head of School is notified. In this situation, the Head of the School
(see note 8) must satisfy himself / herself that alternative and acceptable supervision
arrangements are recommended to the Graduate Board.

4.5 Where the supervisor is likely to be absent from the University for an extended period, the
Head of School (see note 8) should ensure that some appropriate arrangements are made
for advising the student and that the progress of a research student is not detrimentally
affected by the absence of the supervisor. Where the absence exceeds three months, an
alternative supervisor or co-supervisor must be appointed.

4.6 Students have responsibilities as follows:

(i) To reach agreement with the supervisor on an appropriate training plan;

(ii) to carry out research effectively, to attend the University, to present work
regularly and to an adequate standard in an appropriate form and against an
agreed timescale taking into account any holiday entitlement;

(iii) to prepare issues they wish to discuss at supervision meetings and to seek
out the supervisor as problems arise;

(iv) to agree to a supervisory programme and to attend for formal supervision
meetings;

(v) to submit, when requested, regular written summaries of overall progress to
their supervisors or, where appropriate, Research Support Group /
Postgraduate Research Tutor / Head of School;
(vi) to comply with normal working arrangements in the School;

(vii) to consult with their supervisor before undertaking any additional work. Students should discuss with their supervisor whether any teaching or other work undertaken will adversely affect the time available for the conduct of the research and make appropriate arrangements;

(viii) to comply with Health and Safety requirements;

(ix) to comply with any ethical requirements or appropriate Research Governance;

(x) to comply with the University’s policy on Safeguarding Data – Storage, Backup and Encryption

(xi) to take measures to attend appropriate training courses, personal development programmes and research seminars in consultation with their supervisor.

(xii) to be familiar with the regulations and procedures of the University relevant to research degree candidatures and to comply with them;

(xiii) to ensure that they complete registration and make payment of fees at the appropriate times;

(xiv) to make use of relevant facilities provided by the University and abide by the regulations specified for the use of these facilities;

(xv) to assist the University in keeping their personal record up to date by cooperating fully with administrative procedures;

(xvi) to promptly draw to the attention of the supervisor or Postgraduate Research Tutor when there is a situation where it may be necessary to request a suspension or extension of study. If appropriate, documentary evidence should be provided (e.g. medical certificate);

(xvii) to consult with the supervisor or appropriate senior member of staff within the Faculty or School, in confidence, if they have serious concerns about the student/supervisor relationship;

(xviii) to discuss with the supervisor, in good time where possible, should they wish to be away from their research activity for a substantial period (e.g. in the case of a full-time student for more than five working days);

(xix) to make available to the supervisor for comment, within an agreed timescale, the whole of the draft thesis prior to submission;

(xx) To ensure that at all times they observe high standards of academic conduct and integrity and are aware of the consequences of failure to observe the University’s requirements.

(xxi) in preparation for undertaking fieldwork students are required to collaborate with supervisors to complete a risk assessment form. Forms are available from the Faculty of ESSL Website http://www.essl.leeds.ac.uk/for-staff/health-safety/

4.7 Students are encouraged to keep Personal Development Plans.
4.8 The expectation is that a full-time research student has a right to a minimum of 10 supervision meetings (see note 12) a year. The relevant number for part-time students is 5 a year. However, the pattern and timing of meetings will vary according to the precise stage of the candidature and between subject areas. Directors of Faculty Graduate Schools are encouraged to specify the minimum number of meetings required in the relevant areas subject to meeting the minimum requirements specified by the University in this Code. Notes should be kept of all formal supervision meetings.

4.9 In order to keep the research on course for submission before the maximum time limit, it is expected that supervisory contact will continue during any overtime period after the end of the standard period of study. Full-time students will continue to be entitled to a minimum of 10 supervision meetings a year (and part-time candidates a minimum of 5 a year). The meetings must be recorded and may take place in a variety of forms (for example in face to face meetings when the student is in the UK or by other means such as video conferencing, email where appropriate). It is the responsibility of the candidate to initiate these meetings and to provide the supervisor(s) with written drafts of the thesis for comment by the supervisor within an agreed timescale.

5. Supervisory Support

There are 2 main models of supervision:

Model 1: Co-supervision

Either (a) one main supervisor together with a Research Support Group of between 2-3 (which may include individuals from outside the School or external to the University); the Research Support Group is advised to meet with the student every 6 months to review progress and to discuss this with the student.

or (b) one main supervisor with a co-supervisor(s) (who may be external to the University).

Model 2: One main supervisor together with a Mentor/Advisor (who may also attend supervision meetings and must be a member of staff of the University) from whom advice might be sought and to whom problems might be referred.

The model of supervision adopted for a particular candidate may change during the period of study.

The model for supervision within the Faculty of ESSL is one main supervisor with a co-supervisor. In exceptional cases where there is only one supervisor identified the Postgraduate Tutor will ensure that an Advisor is also appointed.

Whatever model of supervision is adopted there should be a procedure in place for offering postgraduate research students the opportunity to meet, at least annually, in the absence of the supervisor(s), with the Postgraduate Research Tutor or Head of School (see note 13) to review progress, discuss this with the student and to enable the student to comment upon the nature of the supervision received and to draw attention to any matters of concern. Where the Postgraduate Research Tutor/Head of School is the supervisor a nominee should be appointed. There should be a mechanism in place within the School/Faculty, which is clearly publicised, to enable students to seek independent sources of advice when a student/supervisor relationship is not working well.
All students within the Faculty of ESSL will be offered the opportunity to meet with the Postgraduate Research tutor or Head of School, in the absence of the supervisor(s), at least annually to review progress, discuss this with the student and enable the student to comment upon the nature of the supervision received and to draw attention to any matters of concern. Students will be advised of this at induction and will also receive at least one reminder of this opportunity during the session. This information will also be provided in School handbooks.

Regular reports should be made by the supervisor and by the appropriate supervisory support team on the student’s progress as required in the Code of Practice.

6. **Formal assessment and monitoring**

6.1 There should be regular written reports by the supervisor on the student’s progress. As a minimum, there should be a report at the mid-point of the first year of the candidature (see note 14), at the transfer stage and at least annually thereafter. The Reports should include a review of progress on the agreed training plan. Reports should be considered by the Faculty Graduate School Committee, the Postgraduate Research Committee or other formal body adopted by the Faculty or School. It is essential that the student be given clear information in writing on the assessment of progress. Where progress is deemed to be unsatisfactory, the student should be interviewed by the Postgraduate Research Tutor and the supervisor and specific instructions and objectives given. The student should be advised that failure to meet those requirements may lead to a recommendation for the termination of the candidature.

There should be regular reports by the supervisor on the student’s progress. As a minimum, for students within the Faculty of ESSL, there should be a report at the mid-point of the first year of the candidature, prior to the transfer stage and every six months thereafter. This applies to both full-time and part-time students. Each School is responsible for ensuring that these progress reports are accurate, up to date and recorded appropriately. Normally the progress report will be completed by supervisors, and the student will then consider the supervisors comments and add any further comments.

Completed progress reports will be available to the Postgraduate Research Tutor for consideration.

Where progress is deemed to be unsatisfactory, the student will be interviewed by the Postgraduate Research Tutor and the supervisor and specific instructions and objectives given. Failure to meet the requirements may lead to a recommendation for the termination of the candidature.

6.2 Research candidatures which are intended to lead to a Doctoral award are subject to a process whereby the student is formally assessed and, if successful in the assessment, is ‘transferred’ to a specific degree category after an initial, provisional stage. The assessment at the ‘transfer’ stage is intended to identify whether the individual student and the research project have the potential for research at Doctoral level and also to ensure that the student has made satisfactory progress with the agreed training plan. Students are required to submit reports within a time scale prescribed by the School/Faculty, which are considered by assessment Panels which must comprise a minimum of two individuals and include at least one independent individual who has not been involved in the supervisory support arrangements for the student. These arrangements, however, do not preclude a member of the supervisory team from serving as a member of the assessment Panel. At least two members of an assessment Panel (including the independent assessor) should be from the same or from a cognate subject area or discipline to the work submitted by the student. The decision on transfer should be based on evidence as prescribed by the Faculty Protocol for the implementation of the Code of Practice. This must include the agreed training plan and record of training and information about skills development and ethical issues with the research. It might also include a synopsis of the work already carried out, a sample chapter, a planned schedule of the work, a summary of the periodic reports by the supervisor and other written or experimental work. The student must be interviewed by the assessment Panel and this should take the form of a viva voce
examination. It is important that the University’s prescribed time-limits for ‘transfer’
decisions are adhered to. These time limits are prescribed by the University for each
doctoral programme of study and are published in the booklet entitled Ordinances and
Regulations and Programmes of Study for Research Degrees. The decisions that may be
made by transfer panels are:

(i) in the case of Provisional candidatures for Doctoral degrees or
Postgraduate Research candidatures, transfer to Doctoral registration;

(ii) in the case of Provisional candidatures for the degree of PhD or
Postgraduate Research candidatures, transfer to M Phil registration;

(iii) on the first occasion that the work is assessed, and provided that the
University’s prescribed time limit permits, deferment of a decision about
transfer for a limited period to permit the work to be revised and then
reassessed;

(iv) a decision that the candidate withdraw from a research degree candidature.

Within the Faculty of ESSL the student’s transfer report must be submitted in sufficient time to
permit the completion of the whole transfer process, including viva and any potential revisions to
the transfer report, to be completed by the end of the first year for full-time candidates, and the
end of the 2nd year of study for part-timers.

The transfer panel must include at least one independent individual who has not been involved in
the supervisory support arrangements for the student and at least one other panel member. The
chair should be independent from the candidate’s work.

The conduct of the transfer/upgrade panel should be carefully considered by each School and the
Faculty recommends that all Schools familiarise themselves with the Guidance Notes for the
Conduct of Upgrade/Transfer panels and seek the advice of the Chair of the Faculty Graduate
School Committee if there is any doubt. Postgraduate Research tutors shall facilitate, as
appropriate, panel members’ familiarity with normal practice in the conduct of the panel and ensure
that new panel members are briefed to ensure standards and consistency. The process should be
explained clearly to the student beforehand.

The arrangements described above do not, however, preclude a member of the supervision team
from serving as a member of an assessment Panel. When this is the case, however, and panels
wish to take the opportunity to discuss the nature and quality of supervisory support with the student,
the member of the supervisory team should be asked to leave to allow that discussion to take place.

Following the transfer/upgrade review the Panel will prepare a report which will include comments
upon the documents submitted including the proposed plan for completion, weaknesses and
strengths and suggestions for improvement. Where a deferral is recommended, reasons should be
stated with a date for re-submission. In the case of a recommendation for withdrawal, reasons for
this should be made clear.

Each School prescribes the contents of the student transfer report. This is likely to include:

- a synopsis of the work already carried out,
- a sample chapter,
- a planned schedule of the work,
- a summary of the periodic reports by the supervisor and other written work.
- evidence that ethics approval has been sought from the Faculty Ethics Committee OR
evidence that an application for ethics approval has been submitted to the Faculty Ethics
Committee
- evidence that, where appropriate, risk assessment has been carried out and
approved/signed off

In addition the candidate will be required to submit an Academic Integrity Form.
6.3 The decision on transfer must be recorded in writing, agreed by all the members of the assessment Panel and signed by either the Chair or the independent assessor, and will contain a brief assessment of the student’s progress. In all cases the student must receive a copy of the decision made by the assessment Panel in writing.

6.4 The Director of the Faculty Graduate School or Head of the School, as appropriate (see note 8): (i) should keep a comprehensive record of the student’s candidature, including notes of supervision meetings, reports, the agreed training plan and records and other information (for example, medical certificates) having a bearing on the student’s progress; (ii) have overall responsibility for ensuring that formal assessment and monitoring of progress takes place and that any emerging issues are addressed.

6.5 The Director of the Faculty Graduate School or Heads of Schools, as appropriate (see note 8) are strongly encouraged to make provision for research students to present their work regularly at seminars involving staff and other research students.

7. Student Representation, Feedback and Channels of Communication and Complaints

7.1 The Director of the Faculty Graduate School or Heads of Schools, as appropriate (see note 8) should ensure that postgraduate research students, are represented on the postgraduate or other relevant school staff-student committee and on the Faculty Graduate School Committee and that adequate opportunity is given to discuss issues affecting them. Student representatives will not be involved in the consideration of matters relating to individual student cases.

Within the Faculty of ESSL Heads of Schools (or the individual to whom responsibility has been delegated) should ensure that postgraduate research students are represented on the postgraduate or other relevant school staff-student committee and that adequate opportunity is given to discuss issues affecting them. In all Schools at least one student will be nominated to represent postgraduate research students on the Schools Staff/Student Committee or forum at the start of each session. Elections will be held where more nominations are received than student representatives are required. The staff/student committee or forum reports back to the main School Committees in each School. The Faculty Union Academic Representative is the representative on the Faculty Graduate School Committee.

7.2 Students should make use of the University Complaints Procedure (which is published on the University website) if they are dissatisfied with any aspect of their supervision or with facilities available for their research. They should be encouraged first to consult the supervisor or the Postgraduate Research Tutor and, after the outcome of that consultation, to make use of the University Complaints Procedure, where appropriate.

7.3 The University has in place a procedure governing the consideration of postgraduate research student appeals (which is published on the University website). All Faculties should have in place arrangements for considering an appeal against an adverse decision affecting the student’s progress (for example refusal to recommend transfer from the provisional category or a recommendation for discontinuance of study). Consideration of appeals against the outcome of the final examination will be considered at University level.

Where, during the candidature, there is an adverse academic decision about a student’s progress (for example a decision not to recommend transfer to PhD.EdD or a recommendation for termination of candidature) the student may appeal. Details of the regulations governing research student appeals can be found in the Research Student Handbook or are obtained from Research Student Administration. Appeals should be made to the Dean of the Faculty of ESSL who is responsible for ensuring appropriate arrangements are made for the consideration of the appeal. The Dean of the Faculty will normally request two senior members of staff (who have had no significant involvement in the candidature and come from a School or Centre other than that in which the appellant is registered) to constitute a Panel to review the appeal.
7.4 The University regularly surveys students about their experience and satisfaction with arrangements and facilities for research degrees and all research students are invited to participate.

8. **Minimum standards of facilities provision for full-time students**

As a general principle, the Graduate Board has specified that access to facilities such as printing, photocopying and common room facilities for research students should be commensurate with the requirements for the research. A clear statement on these matters should be included in the Faculty Protocol for the implementation of the Code of Practice.

Issues related to the appropriate resources for the proper conduct of the research (e.g. equipment, library collections and computing facilities and software) must be considered prior to the acceptance of the student (see 3 above).

Faculties and Schools should provide the following for all full-time research students who request or require them:

- Sufficient flexible work and storage space
- Opportunities for interaction with fellow researchers and academic staff
- Access to the University’s Computing network and internet
- Access to a printer for work prescribed by the School
- Access to a photocopier for work prescribed by the School
- Access to a telephone for work prescribed by the School

The Faculty of ESSL and its Schools collaborate to provide the following for all full-time research students who request or require them:

- Sufficient flexible work, storage and desk space
- Opportunities for interaction with fellow researchers and academic staff
- Access to the University’s Computing network and internet
- Access to a printer for work prescribed by the School
- Access to a photocopier for work prescribed by the School
- Access to a telephone for work prescribed by the School. Normally this should allow calls to be made to internal and emergency numbers, and allow external calls to be received. Where local or national calls need to be made in connection with students’ research, access will be arranged via supervisors.

Postgraduate research students will have the opportunity to interact with fellow researchers and academic staff at regular workshops, seminars, induction and social events at School and Faculty levels, including annual PG conferences organised by individual Schools and the Graduate School.

Similar facilities should be made available for those studying under split site arrangements whilst they are resident in Leeds and for part-time students, where appropriate.

9. **Responsibilities of Deans of Faculty, Directors of Faculty Graduate Schools /Heads of Schools**

The responsibilities of Deans (or where they have been delegated to Directors of Faculty Graduate Schools or Heads of Schools) may be summarised as follows:

- To ensure that an adequate management structure and procedures are in place for handling postgraduate matters
- To ensure that minimum standards of facilities are available to research students
• To ensure that there are appropriate procedures in place in the Faculty to consider appeals by research students as set out in the procedures governing postgraduate research students which is published on the University website
• The delegation, where relevant, of responsibilities for postgraduate matters to appropriate individuals (for example Heads of School or Postgraduate Research Tutors)
• To recommend supervisors to the Graduate Board
• To make alternative and acceptable supervision arrangements when a supervisor leaves the University
• To ensure that no supervisor is overloaded with supervisory responsibilities and to review the position regularly
• To specify the minimum number of supervisory meetings within their area (subject to meeting the minimum requirements specified by the University in this Code)
• To ensure that a comprehensive record of the research degree candidature of all students is maintained
• To ensure that postgraduate research students are represented on relevant Faculty and School committees

10. Assessment processes for research qualifications

The Graduate Board prescribes arrangements whereby the criteria, regulations and learning outcomes for the award of different types of research degrees are clear, rigorous and widely available.

The Graduate Board publishes eligibility criteria for the appointment of Examiners. As a minimum two appropriately qualified Examiners are appointed for each candidate with at least one Examiner being external to the institution. Internal Examiners are required to attend a University training course before acting in this capacity. No member of staff who has been substantially involved in the research may serve as an Internal Examiner. Responsibility for the consideration and review of recommendations from Schools for the appointment of Examiners is delegated by the Graduate Board to its specialist Examinations Group, which monitors the frequency of appointments of examiners.

In order to ensure consistency within the examination process Examiners receive written instructions on the relevant University procedures together with the criteria for the recognition of different levels of achievement. These instructions are widely available within the University.

After the submission of the thesis all candidates for research degrees are required to undergo an oral examination with the appointed Examiners and:

• the examination should normally take place within a maximum time scale of three months from the date of the dispatch of the thesis to the Examiners;

• the Examiners must prepare separate, independent written reports before the viva and, following the viva, a joint report which contains a recommendation in accordance with the stipulated University criteria;

• a supervisor may be an observer at the examination and if not present must be available for consultation with the Examiners if required;

• the Examiners should advise the candidate informally of the recommendation being sent forward, normally within 24 hours of the completion of the oral examination. The details will depend upon the precise recommendations being sent forward. Where appropriate, information about the University appeals procedure (see 7.3 above) must be provided to the candidate.
University Monitoring

The Graduate Board requires its Examinations Group to monitor and review all aspects of the examination, including the selection of examiners, the implementation of the procedures, the nature and details of the reports and the overall performance of candidates and staff within Schools and Faculties.

Endnotes

1. The expression ‘School’ within this Code includes any unit admitting and registering research students. This will also include the two institutions accredited by the University with authority to register research degree candidates (Leeds Trinity University College and York St John University) who will each also have their own Code of Practice. Some Faculties within the University may admit and register research students through a Faculty Graduate School.

2. Heads of Schools recommend the appointment of Postgraduate Research Tutors to the Faculty Graduate School Committees, with the appointments being confirmed by the Graduate Board.

3. Where the Faculty or School organises its research programme into identifiable sub-areas it may be convenient to have more than one postgraduate tutor and research committee.

4. However, where applicants do not satisfy the minimum stated requirements for acceptance as a research student the decision may be made by the Postgraduate Research Tutor, acting alone.

5. The University’s minimum English language entry requirements for admission of research students whose first language is not English are the British Council IELTS band score 6.0 (with not less than 5.5 in any component) or internet based TOEFL (iBT) overall 87 with not less than 21 in listening, 21 in writing, 22 in reading and 23 in speaking. Some Schools may require levels of achievement that are higher than the stipulated minimum.

6. All students whose first language is not English are required to take a University test in English on arrival and results are reported to the Graduate Board. This should NOT be regarded as an ‘admission test’ – its purpose is to identify those students who have been classed as suitable for admission but who would benefit from further tuition in English.

7. Bench fees represent the student’s contribution towards specific school costs generated by the student’s research. It is important that the nature of these fees should be conveyed to the student and to sponsors and they should be itemised.

8. Or the individual to whom responsibility has been delegated.

9. All those appointed as supervisors must meet the criteria specified by the University and must have undertaken appropriate University training.

10. It is not possible in a general Code of this nature to specify a maximum number of research students per member of staff. However, it is expected that if a member of staff has a heavy load of research supervision, this would be allowed for in allocation of teaching and administrative duties.

11. Such matters will commonly be handled by the supervisor.
12. When students are abroad or at other institutions in the UK formal supervisory contact may take place by other means (eg telephone, letters, email).

13. The Head of School or Postgraduate Research Tutor may delegate responsibility for attending the annual review meeting to a senior member of the academic staff who is not part of the supervisory team.

14. In the case of part-time candidates the equivalent point will be after nine months.

JYF/ST
Ext 35778
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