

BANGOR UNIVERSITY

**HANDBOOK FOR
RESEARCH STUDENTS
AND SUPERVISORS**

July 2011

Quality Assurance

The attention of research students and supervisors is drawn to the Code of Practice for the Assurance of Academic Quality & Standards of Postgraduate Research Programmes and to the Regulations which are on the Academic Registry website (bangor.ac.uk/regulations)

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1. INTRODUCTION

Over the years, the essential nature and purpose of a higher degree by research has generally been seen as affording an opportunity to make an original contribution to research and scholarship by a programme of research training to rigorous intellectual standards. Today this ideal is being perceived increasingly in broader terms: in some academic disciplines, postgraduate research offers the opportunity to enhance and develop

Over the years, the essential nature and purpose of a higher degree by research has generally been seen as affording an opportunity to make an original contribution to research and scholarship by a programme of research training to rigorous intellectual standards. Today this ideal is being perceived increasingly in broader terms: in some academic disciplines, postgraduate research offers the opportunity to enhance and develop qualities such as creative artistic ability, critical thinking, professional responsibility, organisational skill and proficiency in oral and written communication, as well as a thorough training in the process of research and acquisition of transferable and interpersonal skills. In other academic disciplines, scientific research aims at increasing understanding of the natural world using scientific methods, which may be defined as the testing of hypotheses by observation or experiment.

The Degree of Master of Philosophy (MPhil) is awarded by the University after successful completion of study and research. The research must normally be (a) a critical evaluation and analysis of a body of knowledge and/or (b) an original contribution to knowledge. Students must show, for a specified field of study or area of professional practice:

a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice

a comprehensive understanding of techniques applicable to their own research or advanced scholarship
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Professional Doctorates are awarded after successful completion of an approved taught course and successful completion of further study and research.

The Degree of Doctor of Philosophy (PhD) is awarded after successful completion of study and research.

Professional Doctorates and PhDs are awarded to students who show:

- i. an ability to create and interpret new knowledge, through original research or other advanced scholarship. The work must be at the forefront of the discipline, of a quality to satisfy peer review, and must merit publication.
- ii. acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- iii. an ability to conceptualise, design and implement a project and to adjust the project design in response to unforeseen problems
- iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.

Students following a postgraduate research programme in Language, Cultural Studies or Creative and

Performing Arts can also demonstrate, through their research, an ability to complete works that can include: original translation, version or adaptation, artefact, score, portfolio of original works, performance or exhibition.

2. THE RESEARCH ENVIRONMENT

Successful research students are self-reliant, well organised and able to call upon a variety of inner resources. Of particular importance is the intellectual environment resulting from the presence of a large postgraduate community and the active involvement of staff in research at the highest level. Research students can obtain much intellectual stimulation during experimental or observational work from their peers. It is important that each student develops a good relationship with a supervisor, who may be their formal Supervisor or another member of the Supervisory Committee (see section 8.2). This relationship not only involves initial direction and later advice, but also ensures that a student has access to scarce research resources through funding provided to staff through national and international research grants. The supervisor should introduce students to technical staff able to provide help with a project, and it should be appreciated that in the loosely-organised environment of university research, the quality of this help is much improved by a good working relationship with these staff.

3. CHOICE OF PROJECT

- 3.1. The key decision concerning the choice of research project should be made as soon as possible following consultations between the student and the designated supervisor who has a responsibility for ensuring that any delay in determining the project is kept to a minimum.
- 3.2. In some schools the choice may be determined by the research in progress (students may join an existing research group) or by existing external funding.
- 3.3. It is the responsibility of the supervisor to ensure that the research project selected is within the scope of the school's resources **and that the investigation may be completed within the period of registration.** It is particularly important that supervision from outside the school is identified at an early stage to cover areas of research which are beyond the scope of the supervisor and the school.

4. THE ROLE AND RESPONSIBILITIES OF THE SUPERVISOR

- 4.1. The relationship between a student and supervisor can be particularly close; it usually starts as master and pupil and develops to the point where student and supervisor are equal colleagues. The importance of the supervisory relationship is crucial to the successful completion of research. The responsibilities of the supervisor will include:
 - help define and plan the research project
 - give guidance on the nature of research and the standard expected
 - confirm that the student has received information about registration
 - confirm that the student has received University and School documents relevant to their research
 - give guidance about published literature and other sources of information
 - give advice on legal and ethical implications of the research, and, where relevant, the procedures to obtain ethical or other approval
 - give advice on training for research and general skills
 - maintain contact with the student through regular formal recorded meetings

- be accessible to the student at other appropriate times
- give advice on completion dates for each stage of the work
- return written work with constructive criticism and in reasonable time
- arrange, where appropriate, for the student to talk about their work and to lead undergraduate and postgraduate seminars
- make sure that the student is informed if the standard of work is below that generally expected
- make sure that the student has access to the facilities and resources required for the research work
- oversee any arrangements for the student to conduct work away from Bangor, including, where appropriate, completion of formal agreements with the hosting organisation
- make sure that risk assessments are completed and that the student is informed about relevant Health and Safety procedures
- provide progress reports to the University and external sponsors
- make sure that the student understands the requirements of the examination process
- to act as a mentor and provide pastoral care and advocacy where necessary
- **Some of the Supervisor's roles may be assigned to designated individuals within Colleges and/or Schools.**

It is **not** the role of the supervisor to examine the thesis.

- 4.2. It is possible that some students, particularly those from overseas, may need frequent contact in the early stages, and may need additional guidance, particularly regarding the first point in 4.1
- 4.3. Supervisors are, from time to time, required to write reports on their students' progress to, for example, the Research Councils or other sponsors. Such reports should be produced within the required time frame to ensure that continuation of funding / sponsorship by the outside agencies is not compromised.
- 4.4. Supervisors should advise on the timing, construction and format of the thesis, and should check that each student has received the appropriate documentation and guidelines from the Academic Registry.
- 4.5. Whilst formal supervision ceases at the end of the period of registration, it is usual for the supervisor to continue to offer advice and support during the "writing up" period. This arrangement should be agreed during the final year of registration.
- 4.6. In the event of the supervisor retiring or resigning from the University before the end of the period of registration, the Supervisory Committee will appoint an additional or replacement supervisor who is a current member of University staff.

5. THE STUDENTS' RESPONSIBILITIES

- 5.1. Students themselves also have responsibilities, for example:
 - to discuss with the supervisor the type of guidance and comment they find most helpful, and making suitable arrangements for meetings
 - to take the initiative in raising problems or difficulties, however elementary they may seem
 - to maintain the progress of the work in accordance with the stages agreed with the supervisor, including in particular the presentation of written material as required in

sufficient time to allow for comments and discussion before proceeding to the next stage

- to follow safety codes and advice scrupulously, and to co-operate with school health and safety protocols, including undertaking appropriate risk assessments
- to decide when to submit the thesis, taking due account of the supervisors' opinion, which is advisory only
- to submit the thesis for examination within the University's deadline (see Section 9).

5.2. If a student is unhappy with the supervisory arrangements or the fact that the work is not proceeding satisfactorily for reasons outside his/her control, s/he should make representations to the Director of Post Graduate Study or Head of School at an early stage before the situation becomes irretrievable. The student is also referred to the Student Grievance Procedure which may be found at <http://www.bangor.ac.uk/regulations>

6. THE PhD PROGRAMME (FULL-TIME MODE)

6.1. The First Year

(Including the Early Researcher Development Programme)

It is in the first year of a PhD that the existence of an appropriate framework is most important. The first year is the period during which the student receives the bulk of the formal training in research methodology. The form of this will vary with the nature of the subject and the School.

The UK Research Councils Researcher Development Statement identifies the competencies that a PhD student should have or develop during the course of their PhD degree programme. The University uses the Researcher Development Statement as a framework for a programme of courses which aim to develop the personal and professional skills of its postgraduate researchers.

These courses, designated the Early Researcher Development Programme, include modules / short courses / workshops in a wide range of skill areas, for example:

Project Management

Intellectual Property Rights

Research Governance and Ethics

Effective Researcher courses

Presentation skills- including Media Training, Poster Presentation

Viva Preparation

Teaching in Higher Education (PGCertHE)

IT skills, including software packages nVivo, Matlab

Information searching and bibliographic skills

Practical language skills (French, German, Spanish, Mandarin Chinese, Japanese and Italian)

English for non-native speakers

Welsh for beginners

Presentation and publication of academic papers

Employability skills, including CV Writing, Interview Practise, Commercial Awareness

The courses are listed according to Early/ Mid or Late stage to help you identify at which stage of your

research you may want to attend the workshops/ courses. Some of the courses are credit rated. Full details of all workshops and courses can be found in the Early Researcher Development Programme Gazette (www.bangor.ac.uk/adu/grad_prog/opps.)

All students are strongly encouraged to take full advantage of the opportunities offered to enhance their personal and professional skills.

The decision regarding which workshops and modules are useful and/or necessary should be made early in consultation with the supervisor, who will take account of the ground covered by the student during his/her previous study. It is suggested that the student works through a Personal Development Plan or Training Needs analysis form with his/her supervisor. (Both available at the ADU ERDP website)

Students in some Schools are required to complete a minimum of 30 credits of transferable skills modules during the first two years of their PhD. This may include 10 credits assigned to attendance at a UK GRAD-School (see below).

However, the formal requirements of credit completion may be waived for students who have acquired the competencies of the Researcher Development Statement through prior experience (e.g. by following a Master's course with elements of research methodology or who have acquired research skills in previous employment.)

The University encourages all research students to participate in a UK GRAD School at some point during their studies. A Bangor local GRAD School is held locally during October which is free of charge to students registered at Bangor. Other GRAD Schools are held in other parts of the United Kingdom. Further information is available on the UK GRAD web site (www.grad.ac.uk)

The University believes the training of research students to be an ongoing process. All research students are expected to present their research to fellow students and staff at regular research seminars and receive guidance and feedback on their presentation skills.

Also during the first year the student should learn the pattern of work that is appropriate to the subject of study and research. In most subjects a literature review forms an important starting point, and should certainly be finished by the end of the first year. The student should also have been trained in the systematic recording of data or in theoretical calculations; the importance of keeping and maintaining a tidy, clear record of everything that has been undertaken cannot be over-emphasised.

By the end of the first year the student should have a clear idea of what the end result of the research is to be, should possess the necessary background information of relevant work already carried out, possess a systematic record of all that has been accomplished and attempted and have acquired skills in research methodology and presentation of data.

6.2. The Middle Stages

It is in the second year and the early part of the third year that the student should obtain the bulk of the results which are going to form the main body of the thesis. It would be ideal at this stage if appropriate milestones could be erected, determining the stages which the student should have reached at various times in the year. The plan should contain ample allowance for unexpected additional work, particularly in the early stage. It is extremely important that, fairly early on in this stage, the supervisor assesses whether it is likely that the student will be able to bring the work to a timely conclusion. If it emerges that the difficulties are greater than expected the student will be transferred to a topic more likely to produce a thesis on time, even if it is less exciting. Towards the end of the period of research training many people have found a mock PhD *viva* very helpful. If carefully carried out a mock *viva* will reveal gaps in the student's knowledge and it will help greatly in concentrating the mind on structuring the remaining portion of the research. During this period it is expected that the student will have acquired the skills necessary for publishing academic/scientific papers. Relevant training is provided via the Graduate Skills Programme.

6.3. The Final Stages

Between one and two thirds of the way through the third year, depending on the subject, the student should have completed the experimental work or basic theoretical study, and the analysis of data, so that all that should be left is the production of the thesis. There are various questions which should be asked at this stage. Firstly, what questions has the work so far answered, and what open questions has it left or raised? Secondly, what is the relation of the work completed to previous work done by other people? Does the student really understand the work that has gone before? By now the student should have acquired a substantial list of references and copies of the most relevant papers. It is advisable at this stage for the student to re-read some of the papers to ensure full understanding and establish clearly the relationship of previous work to his/her own. The writing of the first draft of the thesis should have started long before this stage. A general introduction should be drafted as soon as possible, even if it has to have gaps. It is likely that a research student's thesis will be the first really extended piece of work he/she has ever written, and it is generally accepted that by and large the thesis should be the student's unaided effort. The thesis should be no longer than necessary. It should demonstrate an understanding of the background to the research, explain clearly the methods used, present the results and discuss them within whatever framework is appropriate; verbosity and padding should be eschewed at all stages; they offer hostages to the external examiner. The time taken to write a thesis is likely to be longer than at first expected. A timetable for many subjects might be as follows:-

Introduction	3 weeks
Discussion, tables, figures, references etc	<u>7 weeks</u>
	10 weeks
Consultation with supervisor or others	1 week
Revision of draft	<u>2 weeks</u>
	3 weeks
Final typing, art work on figures, proofreading etc	3 weeks
Binding	<u>1 week</u>
	4 weeks

However, this might vary considerably and it is important that the timetable is discussed and agreed with the supervisor at an early stage.

It is expected that, in the final year of registration, every PhD student will give a full presentation of their research achievements to members of their department or to a wider audience.

7. THE MPhil PROGRAMME

The period of registration for the MPhil is for a minimum of two years. The three stage framework described for the PhD programme is applicable but must of necessity be compressed into the shorter period of registration. Regulations governing the MPhil programme are available from the Academic Registry's website at <http://www.bangor.ac.uk/regulations>.

8. MONITORING PROGRESS

- 8.1. During the first year a student who starts a research degree programme with only undergraduate qualifications will be registered for a probationary year (pro rata for part-time students).
- 8.2. Each research student's progress is monitored through a departmental Supervisory Committee, usually consisting of supervisor, two other members of the academic staff, and in

some cases an external supervisor. The Committee has two roles. One is to provide guidance. The other is to review, and report a student's progress. The most important review meeting takes place during the first 6-12 months (pro-rata for part-time students). At this meeting, the Committee will approve the research project. The Committee will also decide whether a PhD student is allowed to continue with the PhD or be transferred to aMPhil. To meet the standards of a PhD, a student must have demonstrated an ability to complete an independent and original research project within the period defined by the University or required by the student's sponsor.

Further formal reviews of a student's progress are made annually until the thesis has been submitted.

- 8.3.** The progress of all research students is reported at the end of each academic year. Unsatisfactory progress could lead to the termination of the student's candidature or transfer to an MPhil degree. Before any recommendation is made concerning an alteration to, or the termination of, a candidature, the student in question will be invited to discuss his/her progress with the Pro Vice-Chancellor (Teaching & Learning) or his nominee.
- 8.4. Termination of Registration** – Please refer to the Academic Registry website (bangor.ac.uk/regulations) for a current version of the regulations.

9. TIME-LIMITS AND SUBMISSIONS

The regulations regarding registration and time limits are available on the Academic Registry website.

10. PREPARATION OF THE THESIS

10.1. Definition

A thesis is a statement of an investigation, presenting the author's findings and any conclusions reached, submitted in support of the author's candidature for a research degree (MPhil or Doctorate). For a full definition of MPhil & PhD programmes, see Introduction

10.2. Availability of theses and dissertations

A research project shall normally be openly available and subject to no security classification or restriction of access. However, the University may, on the recommendation of the school concerned, place a restriction on access to a research project for a specified period of up to five years. It shall be the responsibility of the student's project supervisor to make an application for restriction of access and to submit the application to the Academic Registry as soon as is reasonably practicable. Unless agreed otherwise, the restriction on access will automatically be discontinued at the end of the specified period.

If access to the research project is restricted, the title and summary shall normally be freely available.

10.3. Presentation, production and format

Theses must be presented on good quality A4 paper. Page margins must not be less than 2cm and must be no greater than 3cm. Serif fonts (e.g. Times-Roman, Bookman) or Sans-serif fonts (e.g. Arial Helvetica, Vardana, Tahoma) or their equivalents must be used. In the main body of the text, Serif fonts should not be smaller than 12-point. For Sans-serif fonts, the font size should not be smaller than 10-point. Characters in other texts (notes, footnotes etc) must be not less than 10-point for Serif fonts and 8-points for Sans-serif fonts. All printed pages must be of even quality with clear black characters suitable for scanning/photocopying. A 1 ½ line spacing must be used in the main text, but single line spacing can be used in the summary and in any indented quotations and footnotes. Colour printing can be used for charts, diagrams and photographs, but students must make sure that all material can be photocopied.

Students can submit material such as maps, diagrams, and audio or video recordings with the thesis. The materials must be in a container suitable for storage on a library shelf. The container must carry

the same information as that required on the spine of a research project, and must be readable when the container is in its stored position.

10.4. Bibliographic references and bibliography

Please be mindful that different disciplines use different referencing systems and students are strongly recommended that advice on subject conventions be sought before the bibliography is compiled.

Improper use of references creates an impression of lack of familiarity with the bibliographical conventions of the discipline concerned. It is important, therefore, that references are set out correctly and in the format appropriate to the subject area of the research. Use of the *author – date* system is probably best when citing a reference in the text. It is simply identified by the surname(s) of the author(s) followed by the date of publication in brackets.

A bibliographical reference should be given for every work, published or unpublished, cited in the text. Citations in the text should be linked to the list of references.

The bibliography should list all sources consulted in writing the thesis, but not necessarily all material relevant to it. Sources may include personal interviews, lectures, tape recordings and radio and television references. Entries in the bibliography should be given either in alphabetical order of originators' names or, if the bibliography is lengthy, according to some scheme of classification.

Whilst precise layout of a reference in a bibliography may vary between disciplines, the typical reference will include the following:

- a) Author's surname
- b) Author's initials
- c) Publication date (where more than one work in the same year by the same author is cited, the letter adscript system should be used (2001a, 2001b, 2001c etc.)
- d) Title (usually titles of articles or chapters are enclosed in single inverted commas, while titles of books and journals are underlined)
- e) Publisher
- f) Place of publication (if applicable)
- g) Page references (if applicable)

Example:

Linnane, K.E. (2003a) "The use and misuse of the apostrophe", British Journal of Expletive Science, Vol 20 pp1-250.

10.5. Recommended sequence of material

In a typical single-volume thesis, material should be arranged in the following sequence:

Title page

Title and subtitle

Summary

Contents

List of tables, illustrations etc.

List of accompanying material

Preface

Acknowledgements

Author's declaration

Definitions

Text, divided into chapters, sections, etc.

Appendices

Glossary

List of references

Bibliography

Index

This is the convention in most disciplines. However, before writing the thesis, the student should consult the supervisor for advice.

10.6. Submission of theses and dissertations

Theses must be submitted for examination as a soft bound volume and an electronic copy must also be provided. If corrections are required after the examination, the corrected version of the theses must be submitted for examination electronically, unless the School's procedures do not allow this. The final corrected and approved version of the thesis must be a hard bound volume (see below) and an electronic copy must also be submitted. The soft bound volume must be sufficiently secure to withstand transit to and from the examiners and have, on the outside cover, the student's name and the postgraduate research programme for which he/she is a student.

Students must obtain permission to use other's people materials in the thesis. Electronic access to the thesis will be limited if permission to use copyrighted material has not been obtained.

For examination, a student must submit the following to the Head of the School or nominee:

10.7. two soft bound copies of the thesis containing;

- a summary of up to 300 words
- a signed declaration to certify that the work has not been accepted for any award, and is not being submitted concurrently for any award unless as agreed by the University for approved dual awards.
- a signed statement to confirm that the thesis is the student's own work
- a signed statement regarding availability of the thesis using one of the following:
 - a) I agree to deposit an electronic copy of my thesis (the Work) in the Bangor University (BU) Institutional Digital Repository, the British Library ETHOS system, and /or in any other repository authorized for use by Bangor University and where necessary have gained the required permissions for the use of third party material.
 - b) I agree to deposit an electronic copy of my thesis (the Work) in the Bangor University (BU) Institutional Digital Repository, the British Library ETHOS system, and /or in any other repository authorized for use by Bangor University when the approved bar on access has been lifted.
 - c) I agree to submit my thesis (the Work) electronically via Bangor University's e-submission system, however I opt-out of the electronic deposit to the Bangor University (BU) Institutional Digital Repository, the British Library ETHOS system, and /or in any other repository authorized for use by Bangor University due to lack of permissions for use of third party material.

10.8. an additional copy of the summary

10.9. An electronic copy of the thesis, in a structure and format that is exactly the same as the printed version.

In order to submit their thesis the candidate should download the SD1 form from the Academic Registry website. The completed form should then be submitted to the Student Records' Office at least ten days but no more than twenty eight days before the student intends to submit their theses. This form is checked to ensure that the University holds the most recent details for you (for example to ensure the University holds your latest address to send your certificate to). Information about whether you wish to attend the graduation ceremony is collected, alongside your thesis title, etc. If the form is approved you will receive an e-mail from the Student Records Office to confirm this, and at this point the School can accept your thesis for examination. If your form is not approved for any reason you will be e-mailed by the Student Records Office and a course of action will be advised to enable the approval of the form.

Following submission

External examiners are required to return temporarily bound theses directly to the Chair of the Examining Board after the examination is complete. Where the candidate has passed, but the work requires minor or typographical corrections, the Chair should arrange with the candidate for the necessary corrections to be made and for both copies of the thesis to be permanently bound in the form required for depositing the libraries. Once this has been done, the Chair should send the completed PhD1,2 & 3 forms (or in the case of an MPhil candidate the completed MPhil 1, 2 & 3 forms) in addition to the approved SD1 form (with the actual submission date of the thesis added by the School Administrator to the foot of the form) to the Academic Registry. If corrections have been requested a signed memorandum is required from the School Administrator to confirm they have been addressed and this should be sent along with the PhD/MPhil forms. Where the Examining Board recommends a pass under section (i) or (ii) [see 11.4 (a) but where minor corrections are necessary the forms must not be sent to the Academic Registry until the work has been corrected and the thesis permanently bound and returned to the Chair of the Examining Board. Where the Examining Board recommends section (iii) – (viii), the forms must be sent immediately to the Academic Registry.

For information on the forms for re-submission candidates should contact the Academic Registry.

Candidates' results will not be released until minor or typographical corrections as specified by the Examining Board have been carried out and the thesis bound in the permanent form required by regulations for deposit and use in libraries. It is the candidates' responsibility to make the required corrections and to have their work bound. Candidates contemplating submitting thesis for examination in temporary binding should therefore note that the delay occasioned by the permanent binding process is not eliminated; it is transferred from the beginning of the submission/ examination cycle to the end.

The final version of the thesis must be bound permanently within hard covers. The binding, like a hardback book, must be fixed with pages permanently secured. The covers must support the weight of the thesis when it is standing on a shelf. The bound volumes must bear the surname and initials of the student, the full or abbreviated title of the work, the programme for which it was submitted and the date of submission. This information must be readable when the volume is lying flat with the front cover uppermost. If the work consists of more than one volume the number of each volume must be included on the spine of each volume.

10.10. Electronic thesis submission

From October 2011 it will be required that all PhD students submit an electronic copy of their thesis along with two hard copies. For guidance on the submission process and advice on the use of third party copyright please see [<http://esubmission.bangor.ac.uk/>]. All students are advised to familiarise themselves with the guidance on using third party content when writing their thesis and to gain any necessary permissions from copyright holders in good time.

The electronic copy of the thesis submitted will be made available on the University repository (Repository@Bangor). All e-theses will be Open Access and as such freely available to readers across the world. The e-theses will also be made available to users of the National Library of Wales via their online portal, as well as via Ethos (<http://ethos.bl.uk>). Students will be required to agree to the appropriate terms and conditions upon submission in order to fulfil the requirements of the University. As per the University regulation [<https://www.bangor.ac.uk/ar/main/regulations/home>] students will retain the copyright of their thesis and all users will be expected to provide due acknowledge where required. For any further information please see the guidance material available at [<http://esubmission.bangor.ac.uk/>].

11. EXAMINATION

11.1. In accordance with the appropriate Bangor University regulations there shall be an Examining Board for each research candidature. This shall comprise:

- a) A Chair, who is normally the Head of School.
- b) An External Examiner
- c) An Internal Examiner (who must not be the supervisor).

With the agreement of the candidate, the University may also appoint other persons, including the Supervisor, to attend the *viva voce* in an advisory capacity.

Where the Head of School is also the candidate's supervisor, a senior member of the academic staff of the school must chair the Examining Board.

For candidates registered under Staff Regulations there shall be two external examiners.

11.2. Oral examination (Viva Voce)

All research degree (MPhil/PhD) candidates should bear in mind that an oral (*viva voce*) examination is compulsory (except in cases where a re-submitted thesis is being examined, in which event the examining board may waive the oral examination) and candidates must arrange to be available to undergo such an examination in Bangor.

11.3. The University strongly recommends that examiners resist discussing the examination of any thesis or its contents with any third party following its submission for examination.

11.4. The options available to Examination Boards when considering MPhil and PhD theses are described in the regulations available at <http://www.bangor.ac.uk/regulations>. The options include the following which are listed here simply as an outline of the options as defined in detail in the regulations:

- Award degree without conditions
- Award degree subject to completion of corrections
- Refer candidate for resubmission or for further examination by *viva voce*
- Not award degree

12. LETTERS OF NOTIFICATION OF AWARD, TRANSCRIPTS AND CERTIFICATES

12.1. Once the degree has been examined the results are processed by the Academic Registry and an e-mail confirming the award will be issued to the student at the student's personal e-mail address within six weeks.

12.2. On receipt of the e-mail a transcript can be ordered by completing a transcript request form, which can be found on the Academic Registry's website. Transcript requests must be made

by using the form, requests via e-mail or telephone cannot be accepted due to Data Protection laws.

- 12.3.** If the student notifies the University that they are going to attend the graduation ceremony their certificate will be issued following the ceremony.

If the student notifies the University that they do not intend attending the graduation ceremony and their results are processed before 1st April they should receive their certificate within six weeks of receiving formal notification of their award. If the result is processed after 1st April certificates will be issued in late July. All certificates are issued to the students' permanent home address as held by the Academic Registry.

13. TRAINING GRANTS

Students whose studies are supported by an external sponsor, including UK Research Councils, may have access to funds to support their research. Such funds may be available through their School or may only be available by applying to the Sponsor. Sponsors usually provide information about training grants in their published materials or on their websites. Questions about obtaining or applying for additional funding and grants should be directed to the student's supervisor in the first instance.

14. INTERRUPTION OF STUDIES

In the event of a student encountering health, domestic or financial difficulties, it is possible to suspend their registration temporarily. Whilst it is not an automatic right, the University will give sympathetic consideration to any reasonable request from students who wish to suspend their registration, and will endeavour to issue appropriate advice.

You should note, however, that a suspension of registration must not be a way of catching up on a backlog of work. Suspension of registration is subject to the UWB regulations in respect of time-limits, and your dissertation or thesis submission deadline will not necessarily be extended because of an earlier suspension of registration.

Students are strongly advised to discuss suspending their registration either with their supervisor/course tutor or School Director of Graduate Studies. They will advise on how suspension may affect your subsequent progress and your continued funding. All requests for suspension of registration must be accompanied by confirmation of school support from the supervisor or course organiser.

As soon as possible after having made the decision to suspend registration, you should send a completed 'Application form for Temporary Suspension/Interruption of Registration' to the Student Records Section of the Academic Registry. If you are suspending your registration on health grounds you will also need to provide a medical certificate.

Fees are chargeable up to the date of suspension. There should be no personal funding implications if you are funded by a third party sponsor, although failure to adhere to the foregoing procedure may render you personally liable for the full fee for the session. If you are self-funded and have paid your fees in full upon registration, then the unused portion will be credited to your fees account when you re-commence your studies. In exceptional cases a refund may be issued, calculated on the unused period of registration.

15. WITHDRAWAL FROM THE UNIVERSITY

Withdrawal from University should be considered only when all other options have been considered. If, having sought all available advice, you are certain that you wish to withdraw from your programme of study and from the University you must complete the relevant form, which can be found on the Academic Registry website.

Fees are charged up to the date of withdrawal. Failure to follow this procedure will render you ineligible for a refund of tuition fee. Any portion of the fee owing up to the point of withdrawal must be paid. Legal action may be initiated to retrieve unpaid fees and other charges.

16. USE OF UNIVERSITY FACILITIES FOLLOWING EXPIRY OF PERIOD OF REGISTRATION

Students wishing to use the Library and Computer facilities after the expiry of their period of registration and prior to submitting their thesis, are required, with their Supervisor, to complete the relevant form which can be found at the Academic Registry web site.

17. UNFAIR PRACTICE

The University takes very seriously any acts of 'unfair practice' by students and it is important that all research students familiarise themselves with the University Code of Practice on Plagiarism and with the Unfair Practice Procedure which can be found on the Academic Registry website - www.bangor.ac.uk/regulations

18. STUDENT GRIEVANCE PROCEDURE

If a student has a complaint they can follow the University's Student Grievance Procedure which can be found on the Academic Registry website- www.bangor.ac.uk/regulations.

19. APPEALS

Procedures for appeals Regulations for appeals against the results of examinations are obtainable from the Academic Registry.

20. DIRECTORS OF POSTGRADUATE STUDY

Each School has nominated a member of staff to act as the Director of Postgraduate Study to provide a focus for postgraduate training in the school, to be a link between the school concerned and the Academic Registry, to advise research students and to deal confidentially with any concern raised by research students regarding their academic studies. The Director of Postgraduate Study is also responsible for advising on the requirements of the Graduate Programme.

The Director of Postgraduate Study is able to offer independent and confidential advice and support to research students. This may cover University and School regulations and procedures, particularly when a student has concerns about progress, availability of resources or supervisory relationships. The Director of Postgraduate Study may act as a mediator or may refer an issue to the Head of School, or Head of College.

In a case where the Director of Post Graduate Study is also the student's supervisor, the student should seek advice in confidence from the Head of School in the first instance.

See the list at the back of this booklet for all departmental Directors of Postgraduate Study.

21. POSTGRADUATE STUDENTS FORUM

The **Postgraduate Students' Forum (PGSF)** is the official representation for postgraduate students at Bangor University. Questions, comments, suggestions, or issues can be directed to any PGSF officer at

any time. The PGSF petitions for better standards and facilities for you, the postgraduate community, through representation on university task groups, including the Senate Postgraduate Committee. The PGSF also provides opportunities for postgrads to socialise and share ideas.

The forum's goals are to create a communications bridge between research students and the senior staff of the University, to bring together research students from different departments and disciplines and to organise postgraduate conferences

You can contact them on PGSF_Bangor@hotmail.com

22.EXPLOITATION OF INTELLECTUAL PROPERTY

The general principle is that Intellectual Property Rights created by a student during the course of their studies shall belong to the University. However, there are a number of exemptions to this principle, further details are set out in the University IP Policy (as amended from time to time). In recognition of the student's contribution to the creation of any Intellectual Property Rights, which are capable of commercial exploitation, the University operates a revenue-share policy.

A Student who makes or contributes to an invention or discovery should immediately draw it to the attention of his/her tutor or supervisor. The Student should keep any such discovery or invention confidential to the University. The Student undertakes and shall not disclose to any person any information relating to such invention or discovery without permission of the University. The obligation of confidentiality does not apply to information which:

- is already in the public domain or
- subsequently falls into the public domain otherwise than through breach of this agreement or
- is required to be disclosed by law

Both during and after the course of his/her studies with the University the Student undertakes to execute such further documents and do so all such acts as may be necessary for securing, completing or vesting absolutely in the University full rights, title and interest in any Intellectual Property Rights in the work, design, discovery or invention and any goodwill or any part thereof and for conferring on the University all rights of action in respect of any claim for infringement of any kind of third parties.

23.POSTSCRIPT

When the work has gone well and has opened up prospects for future research, the supervisor may in some subjects suggest that the student might like to consider a two or three year continuation as a post-doctoral research assistant. Experience shows that if the student accepts, and is appointed before submitting the thesis, in many cases the rate of progress on the thesis slows and a delay of six months to a year may occur. This may sometimes be good for science and scholarship, but may not be fair to the student and is unlikely to be in tune with the intentions of grant awarding bodies.

Experience has also shown that doctoral candidates who secure a professional appointment elsewhere before submitting their thesis are far less likely to complete; all candidates are reminded of the importance of completing within the period of duration.

CONTACT:

For general enquiries relating to research degree programmes contact:
The Academic Registrar
Bangor University

SCHOOL DIRECTORS OF POSTGRADUATE STUDY

Arts Humanities, Education and Lifelong Learning			
School	Name	Tel	Email
Education	Dr J Ware	01248 388233	j.ware@bangor.ac.uk
English	Dr I Davidson	01248 382108	i.davidson@bangor.ac.uk
Creative Industries	Dr A Ensslin	01248 383619	a.ensslin@bangor.ac.uk
Welsh	Dr J Hunter	01248 282244	j.hunter@bangor.ac.uk
History & Welsh History	Dr S Johns	01248 382149	s.johns@bangor.ac.uk
Linguistics & English Language	Professor V Evans	01248 382566	v.evans@bangor.ac.uk
Modern Languages	Dr H Abbott	01248 382119	h.abbott@bangor.ac.uk
Music	Dr C Leitmeir	01248 383258	c.leitmeir@bangor.ac.uk
Theology & Religious Studies	Dr B Schmidt	01248 382646	b.schmidt@bangor.ac.uk
Business, Social Sciences & Law			
Bangor Business School	Professor S Sambrook	01248 382046	sally.sambrook@bangor.ac.uk
	Professor J Williams	01248 382642	jon.williams@bangor.ac.uk
Social Sciences	Professor H H Davis	01248 382123	h.h.davis@bangor.ac.uk
Law	Mr H Johnson	01248 383537	h.johnson@bangor.ac.uk
Natural Sciences			
Environment & Natural Resources	Dr R Brook	01248 382517	r.m.brook@bangor.ac.uk
Biological Sciences	Dr W Wuster	01248 382301	w.wuster@bangor.ac.uk
Ocean Sciences	Dr C.A. Richardson	01248 382855	c.a.richardson@bangor.ac.uk
Health & Behavioural Sciences			
Healthcare Sciences	Professor J Rycroft-Malone	01248 383119	hss401@bangor.ac.uk
Psychology	Dr R Ward	01248 382599	r.ward@bangor.ac.uk
Sport, Health & Exercise Sciences	Dr D.A. Markland	01248 383487	d.a.markland@bangor.ac.uk
Medical Sciences	Professor D Brigden	01248 388547	d.brigden@bangor.ac.uk
IMSCAR	Professor R T Edwards	01248 383712	r.t.edwards@bangor.ac.uk
Physical & Applied			

Sciences			
Chemistry	Dr P Holliman	01248 383635	p.j.holliman@bangor.ac.uk
Electronic Engineering	Dr S Bone	01248 382686	s.bone@bangor.ac.uk
Computer Sciences	Dr W J Teahan	01248 382686	w.j.teahan@bangor.ac.uk

* This guide is also available from the Publications section of the Academic Registry website:
<http://www.bangor.ac.uk/ar/main/publications/handbooks.php.en>

