

**UNIVERSITY OF WALES, BANGOR**

**HANDBOOK FOR  
RESEARCH STUDENTS  
AND SUPERVISORS**

**July 2007**

## **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](http://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 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) may be awarded by the University in recognition of the successful completion of a course of further study and research, the results of which are judged to constitute a critical evaluation and analysis of a body of knowledge and/or an original contribution to knowledge. In general, students are expected to have demonstrated:

- i. 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
- ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- iii. 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
- iv. conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

In general, Doctorates are awarded to candidates who have demonstrated:

- i. the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.

In the case of candidates following a PhD scheme which falls within the subject area of Creative and Performing Arts, candidates will also have demonstrated an ability to complete, to a level consistent with accepted standards within the discipline, works that may take one or more of the following forms: 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:
  - defining the research project and giving guidance on the nature of research and the standard expected, about the planning of the research programme, about literature and sources, attendance at relevant classes about research techniques and transferable skills (see the Graduate Programme: Section 6.1).
  - maintaining contact through frequent formal recorded meetings (no less than 12 per annum for full-time students ; pro rata for part-time students)

- being accessible to students at other appropriate times
- giving detailed advice, where appropriate, on completion dates for successive stages of the work
- requesting written work as appropriate, and returning such work with constructive criticism and in reasonable time
- arranging, as appropriate, for students to talk about their work to staff and to lead undergraduate and postgraduate seminars
- ensuring that students are made aware of any inadequacy of progress or of standards of work below that generally expected
- keeping under review the facilities required in order for the research programme to be satisfactorily carried out within the timescale of the period of registration
- advising on Health and Safety procedures, and ensuring that risk assessments are completed
- identifying and recommending to the Supervisory Committee a suitably qualified external examiner, taking special care to match the examiner and the student. The student should be given an opportunity to comment on the choice.
- ensuring that the student understands the requirement of the examination process
- being available to act in a personal mentoring capacity, and provide pastoral care and advocacy where necessary.

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 UWB 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 Graduate 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 department.

The UK Research Councils Joint Statement of Skills Training Requirements of Research Postgraduates identifies the competencies that a PhD student should have or develop during the course of their PhD degree programme.<sup>(1)</sup> The University uses the Joint Statement as a framework for a programme of modules which aim to develop

(1) [www.epsrc.ac.uk/PostgraduateTraining/JointStatementOnSkillsTraining .htm](http://www.epsrc.ac.uk/PostgraduateTraining/JointStatementOnSkillsTraining.htm)

the personal and professional skills of its postgraduate researchers.

These modules, designated the Graduate Programme, include the following:

- Presentational skills
- Management skills (financial, personnel)
- Employment legislation (including Health & Safety, Equal Opportunities)
- Intellectual Property Rights
- Teaching in Higher Education (tHE)
- IT skills
- Information searching and bibliographic skills
- Statistical techniques
- Presentation of numerical data (to include tabular design and graphical presentation)
- Practical language skills (French, German, Spanish)
- English for non-native speakers
- Welsh for beginners
- Presentation and publication of academic papers
- Initiating postgraduate research projects
- Employability

These courses are credit rated, and described in detail in the UWB Transferable Skills Gazette.

Students are required to complete a minimum of 30 credits of transferable skills modules during the first two years of their PhD. Normally this would include 10 credits assigned to attendance at a UK GRAD-School (see below). The decision regarding which modules are necessary must be made at a very early stage in consultation with the supervisor, who will take account of the ground covered by the student during his/her undergraduate degree. All students are strongly encouraged to take full advantage of the opportunities offered to enhance their personal and professional skills. However, the formal requirements of the Graduate Programme may be waived for students who have acquired the competencies of the Joint 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 expects all research students to participate in a UK GRAD School at some point during their studies. A local UK GRAD School is held in Bangor during September which is free of charge to students registered at Bangor. Other GRAD Schools are held in other parts of the United Kingdom and are free to students funded by one of the Research Councils. Further information is available on the UK GRAD web site ([www.grad.ac.uk](http://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 presentational skills.

Also during the first year the student should learn the pattern of work that is appropriate to the subject of study and research. However, the student will not spend the whole of the first year on the acquisition of transferable skills. In most subjects a literature review forms an important starting point, and this should be carried out in the early stages 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 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). Its task is to confirm the research project and to decide whether it should continue as a PhD, or be re-graded to MPhil. For PhD registration a student must convince the Supervisory Committee, on the basis of work already carried out, of his or her ability to complete an independent and original research project within the period imposed by the University or required by the student's funding agency.

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** All research students are invited annually to comment in confidence upon aspects of their PhD or MPhil programmes, in particular:
- efficiency of the admission process
  - effectiveness and quality of supervision
  - adequacy of school & institutional resources (library, IT, laboratory)
  - relevance of their selected Graduate Programme transferable skills courses
  - quality and value of information produced for research students
- 8.5** **Termination of Registration** – Please refer to the Academic Registry website ([bangor.ac.uk/regulations](http://bangor.ac.uk/regulations)) for a current version of the regulations.

A student's registration may be terminated on the recommendation of the Supervisory Committee, but not before the student has received two written warnings from the Supervisory Committee and has been given an opportunity to retrieve an unsatisfactory progress. The

registration is formally terminated by the Senate Postgraduate Committee. The Chair of the Senate Postgraduate Committee may terminate a student's registration when the recommendation of a Supervisory Committee needs to be confirmed before the next scheduled meeting of the Senate Postgraduate Committee. Under such circumstances the Chair's action will be reported to the Committee. Students who are dissatisfied with the decision to terminate their studies may invoke the University's Student Grievance Procedure, details of which may be obtained from the Academic Registry website.

## 9 TIME-LIMITS AND SUBMISSIONS

**9.1 It is normal policy of the University to encourage all research students to complete their research and submit their theses within their period of registration.** The regulations regarding registration and time limits are as follows:

**9.1.1** A candidate may study for the degree of *Master of Philosophy* (MPhil) by one of the following methods :

*Method A:* by pursuing full-time research at the University

*Method B:* by pursuing full-time research in an external place of employment

*Method C:* by pursuing part-time research externally

**9.1.2** A candidate must enrol as either a full-time or a part-time student of the University, pay the appropriate fee prescribed and pursue the scheme for the minimum period defined below :

*Methods A and B:* Minimum period two years

*Method C:* Minimum period three years

Notwithstanding the time limits in paragraph 0, the Head of School may, at his/her discretion, require a candidate to pursue research for longer than these minimum periods.

**9.1.3** A candidature shall lapse if a thesis is not submitted, in the form and manner prescribed by regulation, by the following time-limits:

*Methods A and B:* three years from the official beginning of the candidate's period of study

*Method C:* five years from the official beginning of the candidate's period of study

**9.1.4** A candidate may study for the degree of *Doctor of Philosophy* by one of the following methods:

*Method A:* by pursuing full-time research in the University or other institution approved for the purpose

*Method B:* by pursuing full-time research in an external place of employment

*Method C:* by pursuing part-time research externally

*Method D:* by pursuing part-time research in the University as a full-time or a part-time member of staff

**9.1.5** A candidate must enrol at the University, pay the appropriate fee prescribed and pursue the programme of research for the minimum period defined below:

*Methods A and B:* Minimum period: three years the first year of which shall be regarded as the probationary year. Fees will normally be waived for postgraduate research assistants employed by the University and registered under Method A

*Method C:* Minimum period: five years, the first two years of which shall normally be regarded as the probationary period. Subject to the exceptions defined in paragraph 13 of the full regulations for the Degree of the Doctor of Philosophy, one year of the probationary period may be waived

*Method D:* Minimum period: three years the first year of which shall be regarded as the probationary year.

**9.1.6.** A candidature shall lapse if a thesis is not submitted, in the form and manner prescribed, by the time-limit for completion set by the institution concerned which may not, in any case, exceed the following :

*Methods A and B:*

In the case of three-year candidatures (the first year of which is regarded as the probationary year) four years from the official beginning of the candidate's period of study

In the case of two year candidatures (where the candidate has been exempted from the probationary year) three years from the official beginning of the candidate's period of study.

*Method C:*

In the case of five-year candidatures (the first two years of which are regarded as the probationary period) seven years from the official beginning of the candidate's period of study

In the case of 3 year candidatures (where the candidate has been exempted from the 2 yr probationary period) five years from the official beginning of the candidate's period of study

In the case of 4 year candidatures (where the candidate has been exempted from one year of the probationary period) eight years from the official beginning of the candidate's period of study.

*Method D:*

In all cases, seven years from the official beginning of the candidate's period of study.

**9.1.7** There are several reasons for late or non-submission, and a number of hazards which should be avoided. These include:

- (a) A slow start, including too much time spent defining the subject.
- (b) Lack of organisation or lack of attention to planned timetables.
- (c) Collecting too much source material and data or being distracted from the main line of enquiry by an interesting side issue.
- (d) Underestimating the time required to write up the research.

The existence of a framework (agreed between student and supervisor) marks out the stages which a student is expected to have completed at various points during the period in residence will help to overcome these problems.

- 9.2** In examining a higher degree thesis, credit will be given for ability of the candidate to complete within the time frame approved for the degree. Extensions to the time limit are not given lightly, but will be granted in the case of a certified medical condition, extenuating personal circumstances or where the department concerned has failed to provide the necessary resources for a timely completion; this may include interruption of supervision. Since it is the expectation that, following a period of research training, a student will secure employment, a demanding post or appointment will not be regarded as grounds for allowing an extension of the deadline.

Application for extension of a time limit is made by the supervisor or supervisory committee on behalf of the student; the appropriate application form may be obtained from the Academic Registry Website ([bangor.ac.uk/ar/main/publications](http://bangor.ac.uk/ar/main/publications)).

## **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 on page 1.

### **10.2 Availability of theses and dissertations**

Following the successful examination of a thesis or dissertation for a higher degree of the University of Wales, it is normally made freely and publicly available in the University of Wales, Bangor Library, and the National Library of Wales. For this reason, theses and

dissertations must be designed to be read, stored and copied and it is in authors' own interests to ensure that those who read and handle their theses can do so with ease.

The supervisor of a student may apply to the Academic Registry for access to a thesis or dissertation to be restricted for up to five years in the case of findings which may be commercially (or in any other ways) sensitive.

### **10.3 Presentation, production and format**

It is essential that the presentation of a thesis follows the conventions of its particular discipline and candidates should consult their supervisors at an early stage in the production of a thesis. Displayed quotations should not be set in italic, nor should capital letters be used for long passages. Wide line spacing (e.g. triple spacing), should be avoided.

Some of the non-book materials that form part of a thesis (e.g. photographs and magnetic tape) may deteriorate rapidly if they are not of archival quality or are stored in unsuitable conditions. Self-adhesive tape should not be used on any material that forms part of a thesis.

The size of characters used in the main text, including displayed matter, should normally be font size 12. If smaller characters are used in notes, care should be taken to avoid serious loss of legibility when copies are made, particularly if the copies are reduced. Text should be set with even spacing between words because unequal spaces between words tend to impede reading.

Lines should be between 60 & 70 characters long, including word spaces and there should be enough space between the lines to allow ease of horizontal scanning. In the general text one and a half line spacing should be used, although double spacing may be used if necessary. In closer spacing, e.g. in notes, the space between lines at any point should be not less than the space between words.

Paragraphs should be set in one of the following ways:

(a) flush left with an additional line space between paragraphs, e.g. in one and a half line spacing, three line spaces between paragraphs;

or

(b) indented 5 mm to 10 mm with no additional space between paragraphs; opening paragraphs and those that follow headings are not indented.

Method (a) should be used if paragraphs are numbered.

Quoted matter that is displayed should be indented 5 mm to 10 mm; it should be the same size as the main text and preferably in single spacing.

The text, and wherever possible, all the material of the thesis including illustrations, should be produced on A4-size paper. Paper used for the text should be within the range of 70g/m<sup>2</sup> to 100g/m<sup>2</sup>. It should be white or of a colour that gives good contrast with the text, so that it is easy to read and reproduce. To avoid risk of show-through, text should be produced either:

- (a) entirely on the right hand page;
- (b) mostly on the right hand page, but occasionally on the left hand page, e.g. to allow a diagram to face related text; or
- (c) on paper that is opaque enough to avoid show-through, in which case text may be produced on both sides of the paper.

The thesis should be divided into appropriate units such as chapters, sections and subsections. There should be some visual indication of the beginning of a chapter. Every chapter should begin on a new page.

To allow for binding, reading and reproduction the margin of the binding edge of the page should be not less than 40 mm.

Excessive “wordiness” detracts from the academic merit of a thesis and it is more likely that a thesis will suffer from being too lengthy than from being too short. An MPhil thesis should not exceed 60,000

words and a PhD/DClinPsy thesis should not exceed 100,000 words. (excluding appendices and foot notes.)

#### **10.4 Tables and illustrations**

Tables should be used within a thesis to summarise data, to provide an alternative to prose for expressing complex contingencies, or to show the relations between several items. If there are relatively few tables, each should appear as near as possible to the first reference to it in the text. If there are frequent references to tables, or if there are many tables, they may be collected together at the end of the text as an appendix.

An illustration should normally appear near the first reference made to it in the text. The desirability of grouping illustrations at the back of a volume or in a separate volume should be considered if they:

- (a) need to be compared with one another;
- (b) are referred to frequently in the text; or
- (c) need to be separate because of their nature, e.g. their size or method of production.

If the use of colour is essential in the text or illustrations of a thesis, a method of production should be chosen that facilitates the reproduction of colour. In the production of graphs, maps, and diagrams, hatching or broken lines, which will reproduce in monochrome, should be considered as an alternative to colour or used in addition to it.

Every illustration in the thesis, including appendices and material that cannot be bound, should be included in the list of illustrations with page numbers or other identification and referred to in the index, if one is included.

#### **10.5 Bibliographic references and bibliography**

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.

It is strongly recommended that advice on subject conventions be sought before the bibliography is compiled.

## **10.6 Binding**

The University permits theses to be submitted for examination in a temporary binding to allow for corrections to be made following the examination. However, before an author of a thesis may qualify for a degree, two copies of the thesis must be presented in permanent binding.

The thesis should be permanently bound in such a way that it can be opened fully for ease of reading and photocopying. Permanent binding should not allow pages to be removed or replaced. The covers should be rigid enough to support the weight of work when it is standing upright. The spine should be flexible enough to allow the work to be opened fully. (see also section 10.8)

If the material of a thesis would make one very bulky volume, it should be divided and bound in two volumes. In general, the thickness of a single volume, excluding covers, should not be more than 70mm.

The title of the thesis should, if necessary, be given in an abbreviated form on the cover and spine. Titles or words in non-Roman characters should be converted to the Roman alphabet. Arabic numerals are acceptable, but other symbols in non-Roman characters, e.g. some mathematical symbols, should not be used in spine or cover titles.

The candidate's name should be in the form as registered with the University. Candidates are advised to check this with the Academic Registry.

It is expected that each thesis will be available in an electronic format (e.g. a disk).

## **10.7 Recommended sequence of material**

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

Title page  
Title and subtitle  
Correction sheet  
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.

## **10.8 Submission of theses and dissertations**

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. Once the form has been approved and returned to the School can the thesis be accepted for submission for examination.

### **Number of copies of each thesis or dissertation**

All candidates are required to submit **two** copies for examination.

### **Submission of higher degree theses and dissertations in temporary binding**

- (a) Candidates may submit their thesis for examination either in permanent hardback binding or (under certain conditions) in temporary secure binding. The arrangements facilitating the submission of dissertations and theses for examination in temporary binding are **not** compulsory: Schools with reservations about the temporary binding of higher degree theses for examination purposes are entirely at liberty to require theses to be submitted for examination in permanent binding. A student cannot insist upon submitting in temporary binding against the Department's wishes.
- (b) For the purpose of the examination, one copy of the submitted thesis should be sent by the School (**not** by the candidate) to the External Examiner, together with the required supporting documentation. A copy of the thesis will be given by the School directly to the Internal Examiner.
- (c) 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 deposit in 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 SD1 form to the Academic Registry. If corrections have been requested a memorandum is required 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) on page 23] 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.

- (d) 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.

(e) **Types of temporary binding**

- 1 Temporary binding should not be confused with no binding. Loose sheets placed in a wallet file are not acceptable.
- 2 The following types of temporary binding are acceptable:
  - perfect binding
  - spring-back binding (provided that the binders are not over-filled)
  - slide-in plastic binders (of the type used to hang posters on walls).
- 3 The following types of temporary binding are **not** suitable, since conversion to permanent binding will be more time-consuming (and therefore expensive):
  - spiral binding
  - ring-folder or lever-arch folder.
- 4 Candidates (and those advising them) are asked to bear in mind that temporarily-bound theses must be able to withstand handling, transit to and from examiners and the examining process itself. Care must be taken to ensure that the form of any temporary binding used is sufficiently secure not to burst or fall apart.

## 10.9 Electronic thesis submission

There are increasing moves towards the submission and examination of theses to be in electronic format with the ultimate objective of creating a national or sub-national repository of theses that will be available on-line. In addition to there being greater accessibility of research outcomes, electronic submission offers advantages such as improving IT skills and greater flexibility in the content of the submission.

There are significant opportunities to be gained from electronic submission of theses that benefit both the research community and the individual student. Electronic storage and accessibility gives a much greater exposure to the research itself, and can raise researcher profiles. Immediacy of access dramatically increases the ability of the research community to access and read current work. There is also the added benefit of ensuring that work is not duplicated. The University is considering its policies for electronic submission and further information will be available in due course.

## 11 EXAMINATION

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

- (a) A Chair, who is normally the Head of Department.
- (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 Department is also the candidate's supervisor, a senior member of the academic staff of the department 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 a letter confirming the award will be issued to the student at the student's permanent home address within six weeks.

**12.2** On receipt of the award letter 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.

**12.4** If the student notifies the University that they do not intend coming to the graduation ceremony they should receive their certificate within six weeks of receiving the awards letter. The certificate will be sent to the students' permanent home address.

### **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 SUSPENSION 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 nor a means to improve marks. 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 your registration either with your supervisor/course tutor or School Director of Graduate Studies. They will advise you 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 UWB 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](http://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](http://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 on page 35 for all departmental Directors of Postgraduate Study.

## **21 RESEARCH STUDENT FORUM**

Representation of research students at the University level is effected by the Research Student Forum which provides a voice to articulate the concerns of research students. It is constituted of elected members and is supported by the University, which aims to respond positively to research students' concerns.

The Research Student Forum has nominated representatives to sit on relevant University decision-making bodies.

They can be contacted on their e-mail address –  
researchstudentsforumcommittee@bangor.ac.uk

## **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  
University of Wales, Bangor  
College Road  
Bangor, Gwynedd  
LL57 2DG  
**Telephone:** 01248 382027  
**Fax:** 01248 370451

## SCHOOL DIRECTORS OF POSTGRADUATE STUDY

### Arts and Humanities School

Name	Tel	Email	
English	Dr A Hiscock	01248 382563	<a href="mailto:a.hiscock@bangor.ac.uk">a.hiscock@bangor.ac.uk</a>
Creative Industries	Dr N Abrams	01248 382196	<a href="mailto:n.abrams@bangor.ac.uk">n.abrams@bangor.ac.uk</a>
Welsh	Dr J Hunter	01248 282244	<a href="mailto:j.hunter@bangor.ac.uk">j.hunter@bangor.ac.uk</a>
History & Welsh History	Professor D. Tanner	01248 388485	<a href="mailto:d.m.tanner@bangor.ac.uk">d.m.tanner@bangor.ac.uk</a>
Linguistics & English Language	Dr E. Williams	01248 382263	<a href="mailto:eddie.williams@bangor.ac.uk">eddie.williams@bangor.ac.uk</a>
Modern Languages	Dr C. Tully	01248 382132	<a href="mailto:c.tully@bangor.ac.uk">c.tully@bangor.ac.uk</a>
Music	Dr P ap Sion	01248 382184	<a href="mailto:papsion@bangor.ac.uk">papsion@bangor.ac.uk</a>
Theology & Religious Studies	Dr B Schmidt	01248 382646	<a href="mailto:b.schmidt@bangor.ac.uk">b.schmidt@bangor.ac.uk</a>

### Business, Social Sciences & Law

Bangor Business School	Professor S.J. McLeay	01248 382180	<a href="mailto:abs010@bangor.ac.uk">abs010@bangor.ac.uk</a>
Social Sciences	Professor S. Hester	01248 382838	<a href="mailto:s.k.hester@bangor.ac.uk">s.k.hester@bangor.ac.uk</a>
Law	Mr H Johnson	01248 383537	<a href="mailto:h.johnson@bangor.ac.uk">h.johnson@bangor.ac.uk</a>

### Education & Lifelong Learning

Education	Dr T Jepson	01248 382954	<a href="mailto:t.jepson@bangor.ac.uk">t.jepson@bangor.ac.uk</a>
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### Natural Sciences

Environment & Natural Resources	Dr J.B. Hall	01248 382446	<a href="mailto:j.b.hall@bangor.ac.uk">j.b.hall@bangor.ac.uk</a>
Biological Sciences	Professor P.A. Williams	01248 382363	<a href="mailto:p.a.williams@bangor.ac.uk">p.a.williams@bangor.ac.uk</a>
Ocean Sciences	Dr C.A. Richardson	01248 382855	<a href="mailto:c.a.richardson@bangor.ac.uk">c.a.richardson@bangor.ac.uk</a>

### Health & Behavioural Sciences

Healthcare Sciences	Dr R. Iphofen	01978 316311	<a href="mailto:r.iphofen@bangor.ac.uk">r.iphofen@bangor.ac.uk</a>
Psychology	Dr D.K. Ingledeu	01248 382623	<a href="mailto:d.k.ingledew@bangor.ac.uk">d.k.ingledew@bangor.ac.uk</a>
Sport, Health & Exercise Sciences	Dr D.A. Markland	01248 383487	<a href="mailto:d.a.markland@bangor.ac.uk">d.a.markland@bangor.ac.uk</a>

### Physical & Applied Sciences

Chemistry	Professor M.S. Baird	01248 382374	<a href="mailto:m.baird@bangor.ac.uk">m.baird@bangor.ac.uk</a>
Electronics/Computer Sciences	Professor R. Pethig	01248 382682	<a href="mailto:ron@informatics.bangor.ac.uk">ron@informatics.bangor.ac.uk</a>

\* This guide is also available from the Publications section of the Academic Registry website: [www.bangor.ac.uk/ar/main/home.htm](http://www.bangor.ac.uk/ar/main/home.htm)

