Welcome to this Handbook specifically written for Research Students and their Supervisors. The Section ahead contains University-wide information. There is a separate Section for information from your Faculty/Department/Research Group.

If you are an International Student, you will find important information in Part Three.

All the information in this Section is detailed in the Contents List next after this page.

In Part One there is a range of Financial information.

In Part Two there is a wide range of information about all the Services and Facilities you will need/want to use.

In Part Three there is more personal information to help you to have a comfortable stay in Newcastle.

In Part Four you will find all the information you will need in relation to University Regulations about your degree.

In Part Five there are important Guidelines for you in relation to your study.

In Part Six you will find all the important University Policies and Procedures which you may need to access whilst you are here.

Part Seven is a list of Useful Contacts compiled from all the foregoing sections.

The contributors all hope that all readers find the Handbook helpful.

Should you wish to feedback on any contributions to the University Section, please contact the Student Progress Office, 6 Kensington Terrace. (See Part Seven for full details.)
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Introduction by the Pro-Vice-Chancellor and Chair of Graduate Council

Newcastle is one of the UK's leading research Universities, and its academic staff supervise a large number of students who are studying for research degrees.

The purpose of this Handbook is to bring together all the relevant information for supervisors and research students into a single volume. The Handbook is divided into two sections.

Section One sets out relevant University-level information. It is divided into seven parts covering, respectively: financial matters; the University's facilities and services for home and international students; personal matters; the University's regulations; guidelines for research students and research supervisors; important policies and procedures; and, finally, useful contacts.

Section Two sets out information relating to the Faculty and to the Department. This contains more local information that will help students to settle into their studies quickly and successfully.

I hope that research students and their supervisors will find the contents informative and useful.

Dr M J Atkins
Pro-Vice-Chancellor
Chair of Graduate Council
September 2001
Section One – University Information

IMPORTANT INFORMATION UPON ARRIVAL AT University of Newcastle upon Tyne

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Registration

Every student at the University of Newcastle upon Tyne is required to register with the University at the start of his or her programme of study and normally at the beginning of each subsequent academic year that he or she remains a student. Registering confers on each person who undertakes the process an official status as a student of the University. Information about how and when to register is sent to all new and returning students before the beginning of each academic year. Research students who are not in Newcastle during the main registration period may register by post and should contact the Student Progress Office (see Part Two) in advance of the main registration period if they wish to do so.

All research students must register for each year of their minimum required period of registration as specified in the regulations for the relevant degree. Once the minimum required period of registration has been completed, there are various options open to research students who remain eligible to submit a thesis. These are as follows:

1. A research student may, if his or her supervisor requires it or if he or she chooses, continue to register as a full-time or part-time candidate. Such students will be entitled to continue using University facilities and will be entitled to normal supervision. Candidates who still need normal supervision at this stage are likely to need an extension of time in which to submit their thesis, and should consult their supervisor about applying for an extension.

2. A research student may, subject to the approval of the supervisor, register as a 'full-time (writing-up)' or 'part-time (writing-up)' candidate. The full-time (writing-up) mode of registration is only open to students who have completed the minimum required period of registration as full-time candidates (e.g. under regulation 8(a) of the Regulations for Student Candidates for the Degree of Doctor of Philosophy). Students registering as 'writing-up' will be entitled to use University library and computing facilities but will not be entitled to receive normal supervision.

3. A research student may, subject to the approval of the supervisor, not register at all for the remainder of the period in which he or she is eligible to submit a thesis. Such students will not be entitled to use University library or computing facilities and will not be entitled to receive normal supervision.

The respective fees payable by candidates registering in accordance with paragraphs 1 or 2 above are set out in the University’s Fees Schedule. No fees are payable in the case of candidates who, in accordance with paragraph 3 above, do not register.

Smart Cards

After you have registered, you may collect your Smart Card. All students need a Smart Card in order to use the University Library, Sports Centre, some Computing Service facilities and the students' Union. In addition, you have 24-hour access to the OLUA cluster and the cluster rooms in the Bedson Building. Your Smart Card will contain a digital photograph and brief details including your name, programme of study and card expiry date. Once you have obtained your Smart Card, you will keep it for the duration of your studies; you will need to go through the process of Registration at the start of each new academic year. There will be no charge for your Smart Card, but if you should lose it there will be a charge of £10 for a replacement.

Payment of Tuition Fees

Details for new and returning students are to be found in Part One.

See also Part Four for information about fees.

Information about tuition fees if you withdraw from the University can be found in Part Six.
PART ONE
Financial Matters

It is important that supervisors and students are aware of regulations related to the payment of fees to the University and also of sources of financial help, should they ever be required. The following Part provides comprehensive information on financial matters and you are recommended to spend some time making yourself aware of what is available—should the need for the full information ever arise.

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Tuition Fees

The fees payable by postgraduate students are set in the University Fees Schedule available from the Registrar's Office, 6 Kensington Terrace and on the University's website at http://www.ncl.ac.uk/calendar/fees/

Students who receive sponsorship, should show a suitable letter from their sponsor to the representatives of the Finance Department at Registration to confirm that the sponsor will be paying the fees due. Students who are wholly self-supporting are permitted to pay their fees in up to four instalments, the first instalment due at Registration, the second at the end of November, the third at the end of January, and the fourth at the beginning of May. Payment may be made by cheque, cash, direct debit or credit card. If you have any queries about your tuition fees, you should contact the Finance Department at 1 Park Terrace (telephone 0191 222 6516 or e-mail: jane.richards@ncl.ac.uk).

International Students may particularly like to note the following footnote of the Fees Schedule:

The following part-time overseas students pay the part-time fee at the home rate:

(a) candidates already registered on the programme of study concerned as part-time students before 1 September 1997;

(b) candidates repeating programmes which they have previously taken as full-time students;

(c) research degree candidates who have completed the normal minimum period of full-time study (three years' full-time study for a PhD and one year's full-time study for a Master's degree) and for whom subsequent part-time registration is deemed to be appropriate, on academic grounds, by the Postgraduate Sub-Dean;

(d) research degree candidates whose terms of candidature stipulate that the research be conducted, in whole or in part, overseas;

(e) BPhil in Educational Studies candidates who register for one year's part-time study (normally in their own country) following completion of the full-time Advanced Diploma in Education.

Childcare Funding at the University of Newcastle upon Tyne

A range of financial support measures is available to assist student parents with the cost of fees for childcare, by paying for someone else to care for your child while you study and your partner either works or studies. All childcare must comply with the requirements of the Children Act 1989.

The financial support is in the form of subsidies paid direct to childcare providers. The level of subsidy provided is on a sliding scale based on financial and personal circumstances.

The absolute maximum available for those in most need is 70 per cent of actual costs up to a maximum subsidy of £70 a week where there is one child in childcare, or £105 per week where there are two or more children in childcare. All the funding is discretionary and there are no guarantees.

To be eligible for a childcare subsidy students must be registered at the University of Newcastle upon Tyne as either a full-time student or as a part-time student whose course is equivalent to at least 50 per cent of a full-time course (ie 60 credits annually where these apply). All applications for childcare funding should be made to the Childcare Co-ordinator who will decide which is the appropriate source of funding for you. Application should be made in June or July prior to the beginning of the academic year in September. Late applications are accepted but a waiting list may be in operation. The various sources of funding are as follows:

- Newcastle University Childcare Fund. This is available for both International and UK students whether they are postgraduate or undergraduate. All childcare used must be registered.

- Hardship Fund. This is specifically for UK postgraduate students (or UK undergraduates and Post Graduate Certificate of Education students who have taken out the maximum student loan for which they have been assessed by their LEA). Childcare used should be registered, although consideration will now be given to the costs of unregistered care that complies with the requirements of the Children Act 1989.

Other funding available specifically for childcare but from outside the University includes:

- The Nursery Education Grant which is available for International and UK students. This is only payable for children aged three and four years who attend a private day nursery included in the scheme. The payments are made to the nursery and therefore reduce the cost to the parent. See your child's day nursery about this.

- The Working Families Childcare Tax Credit is available to UK students who are employed for 16 hours per week or more and use registered or accredited childcare. (If you have a partner, he or she must also work for 16 hours per week or more.) Apply to the Inland Revenue.

For 2001–2002 onwards the Government has introduced a new Childcare Package for students, but this is ONLY for
Financial Assistance Fund (for International Students only)
The University provides limited funds to help international students who are facing severe financial hardship. Awards from the Fund are made on a discretionary basis and any overseas student studying a degree programme at the University is eligible to apply. Applicants must be able to show that their financial difficulties have arisen through unforeseen and exceptional circumstances since it is a condition of registering for a programme of study at the University that students have ensured they have adequate funds to cover tuition fees and living expenses for their whole period of study. Students should not apply to the Fund until they have first explored other ways of supporting themselves.

Application forms will be available from late September from the Registrar’s Office Reception, 6 Kensington Terrace, Newcastle upon Tyne, and from the Student Advice Centre, First Floor, Union Society Building, King’s Walk.

Further details about the various student financial support packages can be found on the University’s welfare website at: http://www.ncl.ac.uk/student-support/welfare.htm

Council Tax
The Council Tax (CT) is a tax based on notional property value. Each property is assessed by the Local Authority and assigned to a Valuation Band. A Council Tax bill for the amount relevant to that Band is then sent to that dwelling, unless the property is exempt.

Student halls of residence and University flats and, in Newcastle, private properties managed by the University, are exempt from Council Tax and students living in such accommodation will not receive Council Tax bills.

Full-time students living in non-University accommodation are normally exempted on production of a CT exemption certificate issued by the University, unless they share their accommodation with non-students (including a spouse or partner) or part-time students. Such adult persons attract CT to the property and render the student occupiers liable too. They cannot claim CT exemption but may be able to claim Council Tax Benefit (CTB) covering up to the amount of the whole bill if they have low income or are receiving benefits. In the case of a spouse or partner, joint income is taken into account. Full-time students cannot claim CTB.

Non-British and non-EEA-citizen spouses of non-EEA international students may have the student’s exemption extended to include them if the terms of their immigration leave to remain in the UK exclude them from working or claiming benefits.

If full-time students share with only one non-exempt person the bill attracts a discount of 25 per cent; if with two or more non-exempt persons, the CT is charged at 100 per cent.
For those who need them, Student Council Tax exemption certificates will be issued by the Student Progress Office in the Registrar's Office. Applications for certificates should be made at 8 Kensington Terrace during the Induction week, 17 to 21 September 2001, between 9.15 am and 12.00 noon and between 2.00 pm and 4.00 pm, and after these dates at Registrar's Office Reception, 6 Kensington Terrace during normal office hours. Certificates will be available for collection from Registrar's Office Reception during normal office hours five days after applications are made.

Further details about Council Tax are given in leaflets produced by the Student Advice Centre (see Part Two) and are also available on their website at http://www.ncl.ac.uk/studadv/

Travel Insurance for Students
The University is able to offer insurance to registered students on any organized University activity outside the United Kingdom including field study trips, exchanges and sporting activities. The rates offered are set out below, together with details of the insurance cover provided. The figures given are correct at the time of going to press.

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<tr>
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<td>7 Days</td>
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<td>17 Days</td>
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<td></td>
<td>1 Month</td>
<td>£20</td>
<td>£40</td>
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<tr>
<td></td>
<td>2 Months</td>
<td>£30</td>
<td>£50</td>
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<tr>
<td></td>
<td>3 Months</td>
<td>£30</td>
<td>£60</td>
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Quotations can be given for longer periods.

Cover Provided
1. Personal accident: £20,000 in respect of death, loss of limbs/eyes, or permanent total disablement.
2. Medical and emergency travel expenses: unlimited.
3. Personal liability: £2,000,000.
4. Personal baggage: Maximum £3,000. Any one article limit £1,000.
6. Cancellation curtailment: £3,000.

All sporting activities included. £50 excess applies to each section.

For further details, contact Mrs G Bailey in the Finance Department at 1 Park Terrace, telephone 0191 222 6522; e-mail: glenys.bailey@ncl.ac.uk or see: http://www.ncl.ac.uk/internal/finance/insurance/insurancedept.htm

Disabled Students’ Allowance
You may have extra costs going into study because of your disability. These may include extra travel costs, a need for specialist equipment such as voice recognition software or personal assistance such as a note-taker or interpreter.

If you gain research council funding, you can get Disabled Students’ Allowance (DSA) as part of the council’s award package. See the section on research council funding below.

If you are a student from Scotland or Northern Ireland, you can get DSA if you get a studentship or bursary.

Disabled Students’ Allowances are now available for open and distance learning courses in postgraduate study; Students from England and Wales should contact their Local Education Authority for an application form.

Starting from the academic year 2000-01, postgraduate students from England and Wales can obtain DSA’s to support disability-related costs on their course. The allowances are non-means tested. The maximum amounts are £5,000 per year for all costs (specialist equipment, non-medical helper, general expenditure and travel). If you begin your postgraduate course straight after an undergraduate course, any specialist equipment that has already been given to you may be taken into account. However, if it no longer meets your needs it can be upgraded or replaced. Students doing more than one part-time course at the same time can only apply for one Disabled Students’ Allowance. There is no age limit.

Course criteria:
• A designated course such as research and taught masters, doctorates, diplomas and certificates.
• It should normally require a first degree or equivalent before entry.
• It should be a minimum one year in length.
• The course can be either full-time or part-time.
• If part-time, the course should be at least 50 per cent of the full-time course equivalent. That is it should take more than twice the time to complete as a full-time course.

Students/courses not eligible for DSA:
• Students receiving DSAs via research councils or similar bodies.

If you are fortunate enough to get statutory funding you may also have any disability-related costs paid for. The contact list of funding bodies explains the disability-related funding available from each body.

Hardship Funds
If you are not eligible for statutory funding, but face extra costs because of your disability you may be eligible to apply to the Hardship Fund administered by the University. Further details are available on page 13.
Research Council and other Public Funding
You can get government funded research grants, studentships or fellowships for some postgraduate courses, but they are mostly for postgraduate research. The awards mainly come from research councils that cover an area of study. For example, the Economic and Social Research Council (ESRC) has responsibility for the social sciences and the Arts and Humanities Research Board oversees the humanities and certain professional and vocational subjects. Most taught postgraduate courses do not attract research council funding. Universities and colleges will know if any of their courses attract bursaries. The research councils publish a list of the academic departments they have approved for funding each year, which you can find at your university careers service.

Not all postgraduate courses attract studentships and not all students on those that do will be eligible to receive one. All research council funding except some ESRC awards are given through university departments, so apply for these awards through the department where you want to study.

Research council contact details:

- Arts and Humanities Research Board (AHRB)
  Postgraduate Awards Division
  10 Carlton House Terrace, London SW1 Y 5AH
  Telephone: 020 7969 5205 Fax: 020 7969 5405
  E-mail: pgeang@ahrb.ac.uk
  Website: www.ahrb.ac.uk

- Biotechnology and Biological Sciences Research Council (BBSRC)
  Polaris House, North Star Avenue, Swindon SN2 1UH
  Telephone: 01793 413 200 Fax: 01793 413 201
  Website: www.bbsrc.ac.uk

- Economic and Social Research Council (ESRC)
  Polaris House, North Star Avenue, Swindon SN2 1UE
  Telephone: 01793 413 000 Fax: 01793 413 001
  Website: www.esrc.ac.uk

- Engineering and Physical Sciences Research Council
  Polaris House, North Star Avenue, Swindon SN2 1ET
  Telephone: 01793 444 000 Fax: 01793 444 010
  E-mail: infoline@epsrc.ac.uk
  Website: www.epsrc.ac.uk

- Medical Research Council
  20 Park Crescent, London W1N 4AL
  Telephone: 020 7636 5322 Fax: 020 7636 6179
  Website: www.mrc.ac.uk

- Natural Environment Research Council (NERC)
  Postgraduate Support Section
  Polaris House, North Star Avenue, Swindon SN2 1EJ
  Telephone: 01793 411 500 Fax: 01793 411 501
  Website: www.mrc.ac.uk

- Particle Physics and Astronomy Research Council
  Education and Training Section
  Polaris House, North Star Avenue, Swindon SN2 1SZ
  Telephone: 01793 442 118 Fax: 01793 442 036
  Website: www.mrc.ac.uk

Only one research council (if any) will fund the course you are interested in, so only apply to the relevant one. Contact the funding bodies listed below for further information about the type of courses they fund, the nature of their studentships, and how to apply for them.

The details below also have information about each research council's Disabled Students' Allowances. These allowances are not the same as the Postgraduate Disabled Students' Allowances available from Local Education Authorities (explained above). If you gain research council funding you can obtain Disabled Students' Allowances from the research council only.

For further information contact:

The Disability Unit, Robinson Library
University of Newcastle upon Tyne
Telephone: 0191 222 5540
Fax: 0191 222 5539
Textphone: 0191 222 5545

Disabled Students' Allowance
An extra allowance may be available. Apply to studentships office enclosing full documentation including medical evidence, documentation relating to previous support received and supporting statements from your institutional authorities.

Disabled Students' Allowances 2000-01
Specialist equipment: £4,155
General expenses: £1,385 pa
Non-Medical Helper: £10,505 pa

Disabled Students' Allowances 2000-01
Maximum amounts:
Specialist equipment: £4,155
General expenses: £1,350 pa
Non-Medical Helper: £10,505 pa
The actual amount you may be entitled to will be determined by your individual needs.

Disabled Students' Allowances 2000-01
Payment will be considered for the cost of additional general expenses, non-medical helpers or major items of equipment incurred as a result of a disability. The level of allowance agreed by the Council will reflect the student's individual circumstances.

Disabled Students' Allowances 2000-01
Specialist equipment: £4,200
General expenses: £1,400 pa
Non-Medical Helper: £10,250 pa

Disabled Students' Allowances 2000-01
Specialist equipment: £4,155
General expenses: £1,385 pa
Non-Medical Helper: £10,250 pa

Disabled Students' Allowances 2000-01
Specialist equipment: £4,155
General expenses: £1,385 pa
Non-Medical Helper: £10,250 pa

Disabled Students' Allowances 2000-01
Specialist equipment: £4,155
General expenses: £1,385 pa
Non-Medical Helper: £10,250 pa

Disabled Students' Allowances 2000-01
Specialist equipment: £4,155
General expenses: £1,385 pa
Non-Medical Helper: £10,250 pa
Studentships and Bursaries

Central University Awards for International Research Students

INTERNATIONAL RESEARCH SCHOLARSHIPS (IRS)
The University offers a number of partial scholarship awards to encourage well-qualified international graduates to undertake high-quality research at Newcastle. Usually, about 20 awards are available each academic year. Candidates applying for an IRS are also encouraged to apply for an ORS Award (see later).

Value
£2,000 pa for a maximum of three years, subject to satisfactory progress, payable towards fees in the first instance. Part-time students may receive the scholarship at the appropriate pro rata rate.

Eligibility Criteria
- Candidates should have been offered a place on any research degree programme.
- Candidates should be assessed as overseas for fees purposes and normally self-financing.
- Candidates must be able to register to start their studies during the 2002-03 academic year. Existing students, ie who have already started their course, are not eligible.
- Candidates should be a national of or normally resident in one of the following countries: Algeria, Argentina, Australia, Bolivia, Brazil, Canada, Chile, China, Colombia, Ecuador, Egypt, India, Libya, Malaysia, Mexico, Morocco, Pakistan, Panama, Paraguay, Peru, Taiwan, Thailand, Uruguay, USA, Venezuela.

NB Please note that, at the time of printing, this list had not been finalized. An updated list will be available at http://www.ncl.ac.uk/postgraduate/finances/pg_internal.html or from the contact details later.

Application Procedure and Closing Date
Eligible applicants will automatically be sent information and an application form by the Admissions Office. Alternatively, an application form/regulations may be requested (see details later). The Scholarships Committee will meet on several occasions to consider applications. The final closing date for receipt of completed scholarship application forms is expected to be 23 May 2002. All scholarships are awarded on the basis of academic merit.

INTERNATIONAL POSTGRADUATE SCHOLARSHIPS (IPS)
These partial scholarships are not country specific and all international students, who are assessed as overseas for fees purposes and who are not eligible to apply for an IRS award above, are able to apply. It is expected that there will be 21 IPS awards. Candidates applying for an IPS are also encouraged to apply for an ORS Award (see later).

Value
£1,000 pa for a maximum of three years, subject to satisfactory progress, payable towards fees in the first instance.

Part-time students may receive the scholarship at the appropriate pro rata rate.

Eligibility Criteria
- Candidates should have been offered a place on any postgraduate degree programme.
- Candidates should be assessed as overseas for fees purposes and normally self-financing.
- Candidates must be able to register to start their studies during the 2002-03 academic year. Existing students, ie who have already started their course, are not eligible.

Application Procedure and Closing Date
Eligible applicants will automatically be sent information and an application form by the Admissions Office. Alternatively, an application form/regulations may be requested (see details later). The Scholarships Committee will meet on several occasions to consider applications. The final closing date for receipt of completed scholarship application forms is expected to be 23 May 2002. All scholarships are awarded on the basis of academic merit.

INTERNATIONAL ALUMNI SCHOLARSHIPS (IAS)
Partial scholarship awards, which are not country specific, are available to encourage international graduates of the University of Newcastle upon Tyne to continue to pursue their studies here. Spouses of students already at the University and children of alumni are also eligible, provided they are assessed as overseas for fees purposes.

Value
Equivalent to a 10 per cent reduction in the first year's fees only.

Eligibility Criteria
- Candidates should have been offered a place on any postgraduate degree programme.
- Candidates should be assessed as overseas for fees purposes and normally self-financing.
- Candidates must be able to register to start their studies during the 2002-03 academic year. Existing students, ie who have already started their course, are not eligible.
Eligible applicants may request an application form (see contact details later), which must be returned by the beginning of September 2002. Applicants may apply for an IRS and an IAS award or an IPS and an IAS award. However, in any academic year, a student may only hold one award funded, wholly or partially, by the University. If a student is offered more than one central university award then the most appropriate will be selected by the Scholarships Committee. Departmental/faculty awards may be held in conjunction with a central university award.

Central University Awards for Home and International Research Students who are or will be Graduates of the University of Newcastle upon Tyne

ALUMNI FUND BURSARIES (AFB)
In conjunction with the Alumni Office, the University offers a number of bursaries to encourage existing students, who will graduate in 2002, to continue their studies at Newcastle. In 2001-02, 12 bursaries were available.

Value
At least £3,000 pa for a maximum of three years, subject to satisfactory progress, payable towards fees in the first instance. This comprises £1,500 from the Alumni Fund and must be at least match-funded by departments or faculties.

Eligibility Criteria
• Candidates should have recently graduated from the University or expect to graduate in 2002.
• Candidates should have been offered a place on any research degree programme.
• Candidates should normally be self-financing.
• Candidates must be able to register as a full-time student to start their studies during the 2002-03 academic year.

Application Procedure and Closing Date
Eligible applicants will automatically be sent information and an application form by the Admissions Office. Alternatively, an application form/regulations may be requested from January 2002 (see details later). The final closing date is expected to be towards the end of April 2002.

For further information about any of these awards and an application form, please contact:
Reception, Admissions Office, University of Newcastle, 10 Kensington Terrace, Newcastle upon Tyne, NE1 7RU, UK
Telephone: +44 191 222 5594/5141/5742
Fax: +44 191 222 6139
E-mail: funding-enquiries@ncl.ac.uk

Note: Please refer to your Faculty/Departmental Section in this Handbook to see whether any Departmental Bursaries are available.

External Awards for International Research Students

OVERSEAS RESEARCH STUDENTS AWARDS SCHEME (ORS)
The number of awards available at Newcastle varies under this scheme. In 2000-01, 16 scholarships were awarded.

Value
It covers the difference between the tuition fee for a home (UK) Postgraduate student and the fee for an international student and, subject to satisfactory progress, can be renewed for a second and a third year.

Eligibility Criteria
• Candidates should have been offered a place on any research degree programme.
• Candidates should be assessed as overseas for fees purposes and normally be self-financing, ie not UK or EU or fully-funded for their studies.
• Candidates must be able to register as a full-time student during the 2002-03 academic year. Existing students who will enter the second year of their studies in 2002-03 are also eligible.

Application Procedure and Closing Date
Eligible applicants will automatically be sent information and an application form by the Admissions Office. Alternatively, an application form/regulations may be requested from January 2002 (see details later). The final closing date is expected to be towards the end of April 2002.
Facilities and Services

There are many services available to staff and students in the University and there follows a full list of all the main services, each with a description of what you can expect and how you access them. Some are essential to your fulfilling your studies here, others pertain more to important leisure activities.

You will find a list of Postgraduate Tutors in Part Three. Do take some time to familiarize yourself with everything which is available (the list is not guaranteed to be comprehensive on the leisure side) so that you know where to find anything you need in more detail quickly.

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The Library

Library Support for Research
Up to date information on what the Library can offer to help with your research can be found on the Library web pages at http://www.ncl.ac.uk/library. Just follow the link from Resources for your subject to Research Support.

For detailed advice on how the Library can help you, contact your Liaison Librarian to arrange an appointment.

The Library can help you with answers to questions such as:
• Where do I start?
• How do I find books on my research topic?
• How can I find periodical articles on my research topic?
• What archival/primary material is available on my research topic?
• Where can I find published research reports?
• Is there a government or professional view on my topic?
• What's on the Internet for me?
• How can I keep up to date on new developments?
• How can I keep a record of everything I find?
• Is the material I want in the Library?
• How can I access material which is not in the Library?
• Is anyone else doing research in the same area as me?
• Where can I find a quiet place to study?
• How do I get my thesis bound?
• How can I get something translated?
• Are there any conferences I can go to this year?
• Where can I get help with research proposals?

LIAISON LIBRARIANS
Your Liaison Librarian is here to help you make best use of the services and resources provided by the Library. Come and discuss your research with us.

Arts
Jessica Plane ext 7656 Jessica.Plane@ncl.ac.uk

Engineering
Jenny Wylam ext 7640 Jenny.Wylam@ncl.ac.uk

Law, Environment, and Social Sciences
Pete Maggs ext 7665 Pete.Maggs@ncl.ac.uk

University Computing Service (UCS)
The University Computing Service (UCS) provides fully networked computer services for all students, provided via cluster rooms which are located throughout the University.

In Summer 2001 the PC service comprises over 200 PCs in over 30 clusters (two of which are in halls of residence); the service is completely integrated, 75 per cent of the PCs are running under Windows 2000, the rest under Windows NT; all have the same access to central filestore, mail and print servers. We expect the move to Windows 2000 to be complete in 2002.

A separate Unix service provides several powerful central systems, plus clusters of workstations.

Cluster rooms are open to all members of the University each weekday; some are open for extended hours and at weekends. In some clusters staffed Help Desks offer support, and there is also a phone and e-mail Helpline should you experience difficulties elsewhere.

An extensive range of software is available on the cluster services, providing facilities for teaching, research and for personal development.

All students have access to full Internet services, including a personal University e-mail address and the ability to publish web pages.

The University Computing Service has a long history of providing outstanding network services. The campus network reaches all corners of the University and its surroundings. As one of the primary sites for the U.K.'s academic SuperJANET network and the hub for the North East's NonMAN metropolitan Area Network, the University has exceptionally good connections to the Internet.

The various services of the UCS are described in documents which are available in the Cluster Rooms, and also on the UCS web page, http://www.ncl.ac.uk/ucs/
Careers Service

What’s in it for me? Your questions answered...

WHAT OPTIONS ARE AVAILABLE TO ME WHEN I FINISH MY RESEARCH?

You may want to pursue a career in academia, or want to move into another area. You might have a good idea now about what you want to do. Perhaps you are thinking of changing from your original plan or into a completely different area. Possibly you don’t really have a clue what you are going to do next. Whatever your situation there are lots of resources and help available.

Come and have a look at the extensive paper-based resources in our Information Room (2nd Floor, Armstrong Building) – with lots of details about occupations, employers, further study, work and study abroad, voluntary and vacation work. The Guide publication, which you can collect from the Careers Service, summarizes the range of services and resources available. Look also at our website at: http://www.careers.ncl.ac.uk/students and the links from it to other useful sources of information. You can also attend sessions running in your Department/Faculty/Graduate School, or our Clued Up sessions, and you can also speak to a Careers Adviser to get some individual guidance and advice – whatever your situation.

Don’t feel that you should only visit in the final months of your research – we can provide advice and support on making your research qualification marketable at any stage.

WHO CAN HELP ME AND WHEN?

We are open from 9.00am to 5.00pm every day (and until 7.00pm on a Thursday evening) and an Information Officer is available to offer immediate help. They can identify resources in the Information Room or on the Web. Careers Advisers are on duty most days, except Thursdays, from 10.00am – 4.00pm (check times during vacations) for short consultations on areas such as getting started, your application strategy, and preparing for an interview. We also run ‘clinics’ where you can receive feedback on your CV and application forms. If it is agreed necessary you will be invited to book a longer interview with the adviser who has specific responsibility for your department.

I HAVEN’T GOT A CLUE!

Don’t Panic! Come in and speak to an Information Officer to find out what jobs relate to your degree or area of research (look at the ‘Signpost’ sheet and previous year’s graduate destinations). If you don’t see anything here then speak to the Duty Careers Adviser who will help you to understand the process of career choice and to work through it with you. You may also want to try Prospects Planner, a computer-based guidance programme.

WHAT SKILLS AM I DEVELOPING THAT WILL BE USEFUL TO EMPLOYERS?

You’ll be developing lots of relevant skills as a researcher. It won’t just be your research and subject-specific knowledge and skills that will be useful. Other Key Skills and Career Management Skills will be valued by employers. Career Management Skills include self-analysis, reflection, occupational and commercial awareness, goal setting and action planning, decision-making and networking. Ensure you are making the most of the opportunities to develop these skills during your time here, and that you are promoting them effectively to employers. If you need help in identifying these opportunities, or in how to promote them, come and speak to a Careers Adviser.

HOW DO I FIND OUT ABOUT JOB VACANCIES?

A large number of organizations target Newcastle University and we promote these on our Vacancies On-line service at: http://www.careers.ncl.ac.uk/vacancies

You can search for vacancies on the database and register your details to receive emails of vacancies that meet your criteria. Vacancies are advertised for positions in the North East, nationally and internationally. Our web pages refer to other sources of vacancies including directories, newspapers and specialist journals. Don’t forget that academic contacts will often also be useful sources of information and advice.

Lots of help is at hand to assist you in marketing your research qualification in the best possible way to these employers through your CV, an application form, and at interview and other stages of the selection process. You can book an appointment (telephone 0191 222 7748) at the Careers Service to receive specific feedback on your prepared CV or completed application form.

I’M INTERESTED IN STARTING UP MY OWN BUSINESS ... IS THERE ANY HELP FOR ME?

Enterprise and entrepreneurship is a key national, and University, agenda and again, there are plenty of resources to help. These include sessions, workshops, literature and links to providers of assistance in a variety of areas linked to setting up your own business. There is a mailbase of students – undergraduates and postgraduates – who are interested in this area, and are kept informed of the latest developments and resources available to help. Ask at the Careers Service for further details.

HOW DO I FIND OUT ABOUT ...

... What’s going on?

You can collect a diary of internal events from your Department/Faculty/Postgraduate or Graduate School Office at the beginning of each semester, and also from the Careers Service. For details of employer presentations and new events keep an eye on our website.
... Employers?
Look at the BLUE folders in the Careers Service Information Room for information on the larger recruiters – they are arranged alphabetically. For employers in a particular sector look for Casebooks which include lists of employers usually with profiles and the employer directories (GET and PROSPECTS) which index employers by sector, opportunities offered and degree subjects sought. For those seeking jobs in the North East, the North East Graduate Directory is an excellent source of employer contacts. The Directory is available in hard copy from the Careers Service (for reference or to buy) and on our website at: http://www.careers.ncl.ac.uk/NEGGraduateDirectory

The recommended websites (below) also link to many employers.

... Occupations?
Look at the RED folders in the Information on Occupation section of the Information Room. Some take away copies of the booklets are available. Most occupations have a profile which will direct you to further information. We also have a number of professional contacts, many of whom are alumni, who can give you advice. You can access them at: http://www.careers.ncl.ac.uk/contacts on the Professional Contacts Network website.

The PROSPECTS website has excellent information in its 'Career Planning' section.

Our team of Information Officers can help you find any of these resources and can also help you find out more about options such as working overseas and taking time out.

WHAT IF I DON'T WANT TO THINK ABOUT CAREERS YET?
That's fine, but the earlier you think about it and the more planning and researching you do now the more likely it is that you will find something that you want to do, and that you will be more effective in securing an appropriate position!

We do, however, offer an excellent service to our graduates (The Graduate Service – TGS). After registering, and for a small membership charge of £25, you have access to all the same information and resources as before, as well as specialist graduate careers advice.

More information on the TGS website at: http://www.careers.ncl.ac.uk/graduates

ARE THERE ANY PARTICULAR RESOURCES APPROPRIATE FOR RESEARCH POSTGRADUATE STUDENTS?
Yes. In addition to a large number of websites there are other appropriate publications. A book that is particularly useful is Moving On in Your Career: A guide for academic researchers and postgraduates, written by two experienced careers professionals Lynda Ali and Barbara Graham. This is available for reference in the Information Room, and also for loan.

The Links section of our website includes a section Links for Research Students and Staff. There are numerous links to relevant sites with advice, information, vacancies, and so on, particularly for postgraduate researchers. If you know of, or come across, a site that you have found useful let us know and we will add it to the Links.

WHAT ARE THE OTHER CAREERS SERVICE ACTIVITIES THAT MIGHT BE OF USE TO ME?
Clued Up on... A series of 50-minute sessions held each week throughout the academic year covering the basics of recruitment. Get Clued Up on CVs, application forms, interviews and assessment centres. We also offer invaluable aptitude tests practice sessions and feedback. Find out when and where on the website. For the Assessment Centre session, and practice tests, you will need to book your place in advance to reserve a place. For the others pre-bookings is not necessary.

Employer Events Throughout the year many employers visit the University to give presentations on their graduate opportunities. You will have the chance to talk to young graduates working in a variety of functions and gain a real insight into their jobs. Sign up in the Careers Service to attend these and take advantage of corporate hospitality (ie free food and drink!). Find out who is coming from the website.

Fairs The recruiting year kicks off with two major fairs - JOBWEST and the AIESEC fair. A range of employers will be presenting their vacancies – have your CV ready if you are looking for a job next year! At the end of the academic year is the Newcastle Graduate Recruitment Fair – attended by national and regional employers with immediate vacancies.

Skills Training Our Insight into Management residential course runs in the Easter and Summer vacation and your department may sponsor a number of places. You will work alongside young managers and tutors from a wide range of organizations on a number of case studies aimed at providing you with a genuine insight into the management roles that graduates have in industry. Sign up at Reception in the Careers Service. AIESEC and the Student Industrial Society also offer skills training sessions throughout the academic year – look out for the posters around campus.

DO YOU RECOMMEND ANY WEBSITES?
http://www.careers.ncl.ac.uk/students/
No surprise there – look at What’s Going On This Semester for details of all the events mentioned above. Also check out the Links section if you have a particular job or company in mind (and let us have your suggestions for new links). In this section you will also find Links for Research Students and Staff. All our vacancies are available on-line and there is a section on employability skills.
http://www.prospects.csu.ac.uk/
An excellent and comprehensive resource. PROSPECTS covers every aspect of careers – profiles of companies, occupations, information on what to do with your degree, vacancies. A true one-stop shop.

http://www.gti.co.uk/
Another well-designed and informative site, written with a sense of humour.

Student Progress Office
The Student Progress Office is the part of the Registrar’s Office whose work is directly concerned with students. It deals with both academic progress matters and welfare issues in relation to students from first arrival to graduation.

Examples of the issues that the Student Progress Office deals with are:
- Student Registration
- Student Progress (including MPhil/PhD upgrades, suspension of study, extensions to thesis submission dates, academic concessions, appointment of examiners, dealing with thesis submissions and examiners’ reports)
- Advice on University and programme regulations
- Administration of hardship funds
- Services for students with disabilities
- Complaints, academic appeals, student discipline, assessment irregularities
- Degree ceremonies.

The Student Progress Office (except for the Disability Unit and Counselling Service) is located at 6 Kensington Terrace. To make contact, please telephone (0191) 222 6587 or e-mail: Student.Office@ncl.ac.uk

Further information can be found on the University’s website at http://www.ncl.ac.uk/student-support/student-office/index.htm

The Student Advice Centre is a service of the Union Society staffed by professionals who specialize in student concerns. They can help you by: providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you elsewhere if need be (to a solicitor, counsellor, specialist agency etc). You can browse through a range of information, help yourself to leaflets and obtain forms (immigration, benefits, help with NHS charges, hardship etc). They also have a Funding Phone which you may use free of charge to contact your Local Education Authority or the Student Loans Company.

Some of the areas on which they are frequently consulted are:
- Finance – loans, grants, Hardship Funds, mature students’ allowances, fees, taxes, tax credits, debt, benefits etc
- Housing – landlord/tenant problems, renting contracts etc
- International – immigration, student hospitality, traveling licences, residence, dependants, visas for travel, naturalization, asylum etc
- Academic – changing programme of study, withdrawing, appeals, complaints, disciplinary matters etc
- Legal – summonses, insurance, consumer problems etc
- Health – registering with GP, abortion, drugs, AIDS etc
- Personal and family – childcare, divorce, parents etc

This list is not exhaustive – staff aim to help, or find help, on whatever subject you bring to them. Information about the service, as well as over 90 leaflets and other items, can be found on the Centre’s website at: http://www.ncl.ac.uk/student/adv

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and primarily concerned with its members’ welfare.

Accommodation Office
The staff here can offer you support and assistance on a range of accommodation needs and provide a wide range of services including:
- processing of all applications for University accommodation
- creating tenancies for the University Flats
- arranging room transfers
- calculating and invoicing/direct debit of accommodation charges
- credit control
- managing a property leasing scheme
- advertising private sector accredited vacancies
- providing general professional advice on a whole range of accommodation issues.

In short, they are there to help you!
Specialist staff are organized into two teams in order to ensure continuity of service whenever the office is open.

If you have a query regarding your University accommodation, you should contact a member of staff in the University Allocations Team: Teresa Lumsdon, Mary Davison, David Hill, Paul McKinnell.

If you require information about individual sites, you should contact the Accommodation Office for a copy of the Student Accommodation 2001–2002 brochure, or refer to the University website at: http://www.mct.ac.uk/

Ending Your Tenancy
If you take up a place in University accommodation you will be provided with a contract until the end of the academic year (the minimum agreement is from 13 September 2001 until 15 June 2002) but you may apply to extend your stay if you wish to do so. However, there is no guarantee that you will be offered the same room and/or site. All tenancies are terminated normally only in the event of the tenant ceasing to be a registered student of Newcastle University. If you withdraw from University or fail to register you will still be required to pay the full rent due for the summer billing period in which you leave, that is, until 12th June 2002. Those who leave University accommodation for non-University accommodation remain responsible for the rent until the end of the contract or until the room is re-let to another student who is not, at that time, paying rent to the University.

If you are a postgraduate research student, namely studying towards a PhD or MPhil, you will be able to give formal notice in writing of your intention to leave University accommodation 28 days prior to the end of your period of registered study at Newcastle or if you intend to leave the University for research purposes. You must provide an official letter of support from your department before your notice can be accepted.

Changing Your Accommodation
If you find your accommodation unsatisfactory in some way you may apply for a transfer to more suitable University accommodation. If you are living in self-catering accommodation and wish to change your room at any time, you should contact the Accommodation Office who will assist you as much as possible with your request. A fee of £25 will be charged for second and subsequent moves in all University accommodation. Applications to move from catered to self-catering accommodation should be made at the hall and will only be accepted within the first six weeks of a tenancy and will incur a further charge of £190.

University Accommodation After Your First Year
Many students prefer to stay on in University accommodation for their second and subsequent years and you should note the following points:

• If you are already living in University accommodation, you will automatically be sent an application form.
• Application forms will be available from January from the Accommodation Office, the individual halls of residence and from the students' Union.
• You may only complete one application form but if you are a group, you should send them in together to be assured of getting the same flat or hall of residence.
• Completed application forms can be returned to the Accommodation Office or, if you are applying for a room in a hall of residence, direct to the hall concerned.
• Your application can be as general or as specific as you like; you can simply apply for a room in a 'type' of accommodation (that is, hall, flat or student house), or you can specify your preferred site and who you wish to share with;
• You will be informed whether your application is successful in early February.
• You will have to pay a booking fee of £100 which will be refundable from your first term's rent.
• Depending on where you choose to live, you may be required to pay summer rent (see below) and to sign a tenancy agreement for a 12-month period (that is, the beginning of the summer vacation period is the end of the third term of the next academic year).
• You will not be required to pay summer rent if you choose to live in an undergraduate catered hall or St Mary's College.

If you do not reserve a specific room in University accommodation before you leave Newcastle at the end of the academic year, it is unlikely that you will be able to find a room in University property when you return at the beginning of the next term. Over the summer priority is given to allocating rooms to new students. Therefore, it will only be possible to allocate rooms to continuing students after all new students have a room, which could be well after the start of term.

Summer Rent
Summer rent is only charged on self-catering flats and designated postgraduate accommodation (there could be some exceptions to this and you will be informed at the time of applying). Payment of summer rent guarantees you a particular room in a particular accommodation complex; it also entitles you to stay in your accommodation over the summer vacation and to keep your belongings in your accommodation for that period. Furthermore, you don't have to pay for your room until the end of the summer vacation period.

Private Sector
If you have a query regarding private accommodation you should contact a member of staff in the Private Sector Team: Alison Cleasby, Pamela Bonner, Grant Jackson.
Tom Taylor. This team provides services for students who are searching for, or currently living, in private rented accommodation. The Accommodation Office advertises vacancies in flats and houses throughout the year, holding details of over 700 landlords marketing a wide range of accommodation throughout the city. In addition the team operates a Property Management Scheme, consisting of approximately 100 properties which are managed by the University and sublet to students. All adverts fully comply with the standards of the Accreditation Scheme, which is a joint multi-agency venture established to achieve a progressive improvement in the safety standards of student accommodation within Newcastle.

As well as helping students find accommodation thatbestfits their individual needs, the team can also check tenancy agreements prior to students signing with their landlords and offer assistance to any students experiencing tenancy-related difficulties.

Opening Hours
The Accommodation Office is open from 9.00 am to 4.30 pm Monday to Friday. Telephone: 0191 222 6360; fax: 0191 222 6313 e-mail: accommodation-enquiries@ncl.ac.uk

Student Counselling Service
Dealing with life whilst at University can be very difficult. You may have personal problems or concerns about friends, or family worries - past or present. A lot can be gained from talking to someone who is used to hearing about such problems and who may understand your concerns. There are five trained and qualified professional counsellors who are available to see you at any time in your University career.

You are welcome to come and see one of us to get some idea of whether we could be helpful to you.

This is a confidential service, distinct from tutors, administrators, doctors etc.

The Service runs workshops and groups relating to confidence building, stress and anxiety and women's issues.

The service is open throughout the year during office hours with some evening sessions available.

Contact us at the Student Counselling Service, Barras Buildings, Eldon Place (across the car park from the King's Walk Sports Centre), or telephone 0191 222 7699 (direct extension 7699 from an internal telephone) or e-mail: student-counselling@ncl.ac.uk

For e-mail counselling, contact: e-counselling@ncl.ac.uk

For further information see our web page at http://www.ncl.ac.uk/student.counselling/

Provision for Students with Disabilities
The University is striving to improve the services and facilities available for students and staff with disabilities. There is a Disability Unit housed in the Robinson Library with specialist staff who can offer advice, guidance and support to students who have a disability or specific learning difficulty. It is important to contact the Disability Unit as early as possible to ensure that any requirements for special provision (including alternative examination arrangements or extra exam time) are known well in advance. If you have any queries or wish to discuss any concerns you may have, contact Sandra Chilton, the Disability Officer, who will be pleased to help. She can be contacted by telephoning 0191 222 7610 or by e-mail: sandra.chilton@ncl.ac.uk

The government provides funds for disabled students through the Disabled Students' Allowance to assist students who, because of their disability, incur extra costs. Applications for Disabled Students' Allowance should be made through your Local Education Authority or the Student Support Agency if you live in Scotland and the Department of Education for Northern Ireland if you live in Northern Ireland.

Further details are available in the Department for Education and Skills booklet entitled Bridging the Gap obtainable from your Local Education Authority. Advice and help on all aspects of claiming Disabled Students' Allowance can be obtained from the Disability Unit. Further information on provision for students with disabilities can be found in the University's Disability Statement which can be obtained from Sandra Chilton, Disability Officer, Room 202, Robinson Library, University of Newcastle upon Tyne NE2 4HQ. Alternative formats of this section can be obtained on request.

Chaplaincy
The Chaplaincy is both a place and a team of people. We welcome people of all faiths or none, and are here for all students and staff. We are a resource for you, for your questions, your hopes, your dreams, and are here for you when you want to talk, to pray, or simply to have some space. Through all that we do, spirituality, prayer, counselling, teaching, and different activities and programmes, we seek to put faith into action and enrich the University community.

The Chaplaincy building is at the heart of the campus, just across the car park from the Union Building, with 'CHAPLAINCY' written in big letters in the first-floor windows. You get in through a brown door on the ground floor. We have a common room, with a small library, a quiet room, a few meeting rooms and a kitchen. It's a great place to come to relax, meet friends, have a coffee, or have some space. We also have the cheapest photocopying in the University! The Chaplaincy is open every day during term time between 9.00 am and 5.00 pm and a Chaplain is around each day. Our notice-board and website have details of the weekly activities and events.
We keep in touch with many churches and with all of the major faith groups in the city and also with a number of other voluntary organizations. Even if we can’t help, we can normally point you in the right direction. The Chaplaincy – the place and the people – is here for you.

The Chaplaincy’s web page can be found at: http://www.ncl.ac.uk/chaplaincy/ or you can call us on 0191 222 6341.

YOUR CHAPLAINS ARE:
Rev Michael Haslam (Anglican)
University telephone ext. 6341 or. from outside the University, 0191 222 6341 or 0191 281 5166 (home).
email: michael.haslam@ncl.ac.uk

Rev Paul Merton (Baptist)
Telephone 0191 274 2556 (work) or 0191 272 0647 (home); email: paul.merton@ncl.ac.uk

Fr David Russell and Sr Anne Donockley (Catholic)
University ext. 8596 or 0191 281 1053 or 0191 239 9527; e-mail: david.russell@ncl.ac.uk
anne.donockley@unn.ac.uk

Rev Graham Peaden (Methodist)
Telephone 0191 281 2309; e-mail: graham.peaden@ncl.ac.uk

Major Liliane Pollock (Salvation Army)
Telephone 0191 262 3232; e-mail: liliane.pollock@salvationarmy.org.uk

Rev Nigel Watson (United Reformed Church)
Telephone 0191 281 5006 (home) or 0191 281 4676 (church); e-mail: ngw8013@cwcom.net

TWO JEWISH CHAPLAINS ARE APPOINTED TO THE UNIVERSITY:
Rabbi David Cohen (Orthodox)
Telephone 0141 577 8246; e-mail: dcoh@arts.gla.ac.uk

Rabbi Ian Morris (Reform)
Telephone 0113 266 5256; e-mail: MorrisLeeds@compuserve.com

THERE IS A MOSQUE LOCATED ON THE UNIVERSITY PRECINCT:
Newcastle University Mosque, King George VI Building, University of Newcastle upon Tyne, Newcastle upon Tyne NE1 7RU. Telephone 0191 232 6889.

CONTACT MAY BE MADE VIA THE CHAPLAINCY WITH OTHER GROUPS, OR DIRECTLY AS FOLLOWS:
Buddhist
Harbansh Buddhist Monastery, Belsay, Northumberland NE20 0HE. Telephone 01661 881612.

Medical Matters

Medical Care
Students are required by the University Regulations to register with a medical practice. There are many NHS medical practices in Newcastle, the names and addresses of which are available from the Newcastle Health Authority. Names and addresses of practices in other areas of Tyne and Wear, Durham and Northumberland can be obtained from the local health authority for that area. Before registering with any medical practice, students are advised to ensure that the practice will carry out home visits to their addresses. A list of medical practices in the areas most commonly lived in by Newcastle students may be obtained from the Student Advice Centre.

The University has a special relationship with a practice called the Saville Medical Group. Students can of course register with any practice of their choice, but if they choose to register with the Saville Medical Group they will be able to do so during Registration week when representatives from that practice will be available in the University Ballroom.

Dental Care
It is advisable for students to register with a dental practice. There are many NHS dental practices in Newcastle, the names and addresses of which are available from the Newcastle Health Authority. Names and addresses of practices in other areas of Tyne and Wear, Durham and Northumberland can be obtained from the local health authority for that area.

An independent dental practice, the Kingswalk Dental Practice, is situated at the city end of Claremont Road (entrance from the Playhouse car park). It is open from 9.00 am to 7.00 pm on Mondays and Tuesdays, 9.00 am to 5.30 pm on Wednesdays and Fridays, and 9.00 am to 6.30 pm.

Hindu
Hindu Temple, 172 West Road, Newcastle upon Tyne NE4 9QB. Telephone 0191 273 3364.

Lutheran Church
Martin Luther Kirche, Copland Terrace, Shieldfield, Newcastle upon Tyne NE2 1YB. Telephone 0191 232 3295.

Pentecostal Church
Bethshan Christian Community Centre, Stanhope Street, Newcastle upon Tyne NE4 5HJ. Telephone 0191 273 9272.

Quakers (Society of Friends)
Dr Elizabeth Andersen, Department of German Studies, University of Newcastle upon Tyne, Newcastle upon Tyne NE1 7RU. Telephone 0191 222 6300, ext. 7526; e-mail: e.a.andersen@ncl.ac.uk

Sikh
Sikh Temple, Tindal Close, Newcastle upon Tyne NE4 5SA. Telephone 0191 273 8011.

University of Newcastle upon Tyne Research Handbook September 2000
pm on Thursdays. It offers a full NHS service to students and NHS and private services to members of staff and the general public. All students under 19 years of age are automatically exempt from charges. Other students can collect application forms for exemption certificates (HC1) from the practice in advance of their appointment in order to avoid charges.

To make an appointment, telephone 0191 222 8725 or 0191 222 6000, ext 6283, fax 0191 222 0725 or call in person and speak to the dental receptionist.

Health and Safety

Health and Safety at Work Act (1974)
The University Safety Policy, together with allied guidance, may be found on the University website at http://www.ncl.ac.uk/official/safety/. Further guidance may be found in individual departmental safety policies, or from departmental safety officers, or from the University Safety Office.

In general terms, safety is driven by risk assessment.

For certain programmes of study involving biological practical work, health surveillance or immunization may be required.

Health surveillance may be necessary by virtue of:

1. The risks arising from the micro-organisms used in the project, or
2. The risks arising from the medical condition of the individual (note that rarely and in extreme circumstances, this may imply that the individual can not carry out the work contemplated), or
3. Allergy risks arising out of the project (eg work with animals).

Immunization may be necessary or advisable because of the risks arising out of the project.

The details of the arrangements for identifying and reporting a need for health surveillance and/or immunization may be found in the University publication Safe Working with Biological Hazards, which may also be found on the University website at http://www.ncl.ac.uk/official/safety/.

Please refer to your Faculty/Department Section of this Handbook for further details.

Newcastle University Childcare Co-ordinator

A range of financial support measures is available to assist student parents with the cost of fees for childcare. The assistance is in the form of subsidies paid direct to childcare providers. The level of subsidy provided is on a sliding scale based on financial and personal circumstances. The absolute maximum available for those in most need is 70 per cent of actual costs up to a maximum subsidy of £70 a week where there is one child in childcare, or £105 per week where there are two or more children in childcare. All the funding is discretionary and there are no guarantees.

To be eligible for a childcare subsidy students must be registered at the University of Newcastle upon Tyne as either a full-time student, or as a part-time student whose course is equivalent to at least 50 per cent of a full-time course (that is, 60 credits annually where these apply). All childcare must comply with the requirements of the Children Act 1989.

All applications for Childcare Funding should be made to the Childcare Co-ordinator, who will decide which is the appropriate source of funding for you. Application should be made in June or July prior to the beginning of the academic year in September. Late applications are accepted but a waiting list may be in operation. The various sources of funding are as follows:

Newcastle University Childcare Fund: this is available for both international and UK students whether they are postgraduate or undergraduate. All childcare used must be registered.

Hardship Fund: this is specifically for UK students who are either postgraduate students or undergraduates and PGCE students who have taken out the maximum student loan for which they have been assessed by their LEA. Childcare used should be registered, although consideration will now be given to the costs of unregistered care which complies with the requirements of the Children Act 1989.

Mature Students Access Bursaries: this type of bursary is only available to those UK students who received it during 2000-01 and are not eligible, or have not opted for, the new ‘Childcare Package’. To be eligible students must be continuing their course or moving straight on to a PGCE.

New Access Bursary: this is available to UK students who have been assessed as eligible for it by their LEA.

UK undergraduates and PGCE students should apply to their LEA for assessment but may apply to the Childcare Co-ordinator at the same time. You cannot be double funded, but the University funding can be used as a top-up to the new statutory provision if relevant, or as an alternative if the LEA decides that you are not eligible for the new package of childcare measures.
The UNCLE scheme is also available. This is the University of Newcastle Children's Loan Equipment scheme, which has a supply of basic safety equipment for young children. Students registered at the University can borrow the items, such as fireguards, stair gates, car seats, highchairs, and cots. Membership costs £5 per academic year (1 October to 30 September or part of that time) plus £1 per item for each three-month's loan. The service is only available during term time and September (except for necessary returns) and is operated by UNCLE's Assistant who works two sessions per week. Please make an appointment and bring with you a chequebook, cheque guarantee card, and University Smart Card. A refundable deposit is required. All items remain the property of the University and must be returned at the end of the loan period.

For further information about childcare funding and childcare facilities contact: Joan Tebbutt, Childcare Coordinator; e-mail: childcare.union@ncl.ac.uk For further information about UNCLE contact UNCLE's Assistant, e-mail: uncle.union@ncl.ac.uk Both are available at the Union Society, King's Walk, Newcastle upon Tyne NE1 8QB or telephone 0191 239 3918.

Language Centre
The Language Centre at Newcastle University provides opportunities and support for language learning for all members of the University.

English
Before Registration, all students whose native language is not English must take a test in English. (Separate information on the test can be found on page 6 of the Registration and Induction Information for New Students 2001 booklet.) The Centre also tests the proficiency in English of overseas undergraduate students on request from departments or the students themselves. Advice is then given to you and your tutor on any problems revealed by the test and a recommendation made about what you can do to improve. We may recommend, for example, that you attend some of our classes in academic reading and writing, listening, speaking and seminar skills or grammar and pronunciation, which run throughout term time. These classes are free of charge to registered students. We hold surgeries throughout the year to help with more specific, individual problems. We also run intensive, fee-paying courses in preparation for University study throughout the academic year, as well as an English Language Summer School.

Languages as Part of your Degree
We offer courses from Beginners' to Advanced Level of 20 credits in the following languages: French, German and Spanish. In addition, there are 10-credit courses which concentrate on specific skills such as making an oral presentation and preparing a written report. If you are an overseas student whose native language is not English, it may be possible for you to take some modules of English language training as part of your degree. Please check carefully with your tutor that your degree programme regulations allow you to take these courses.

Staff will be on duty in the Open Access Centre throughout Induction Week to answer enquiries about these courses.

Languages in your Own Time
Even if you cannot study a language as part of your degree, we can still help you.

Open Access Centre: Our Open Access Centre is fully equipped with video, satellite TV and computers for the independent study of almost 50 languages. Advisers are on duty to help with independent language learning. Membership is free to current students of this University. You need to show your Smart Card to register to use the facilities. Access is then through turnstiles activated by your Smart Card.

Learner training: To enable you to make best use of the facilities offered in the Open Access Centre, a programme of courses in 'How to Learn a Language' is offered throughout the academic year. Details are available from Open Access Centre Reception.

Foreign language programme: We offer a programme of traditional, classroom-based language courses in certain foreign languages for which a charge is made.

Tandem learning programme: We can pair you with a native speaker of the language you already know but wish to improve. Tandem Learning is also available as a 10-credit module to learners of English and foreign languages. Please be aware, though, that it may not always be possible to find you a partner!

How to Find Us
Course/General Enquiries: Language Centre Reception.
Level 4, Old Library Building;
e-mail: language.centre@ncl.ac.uk;
telephone 0191 222 7535; fax 0191 222 5239;
Monday to Thursday 9.00 am to 4.45 pm;
Fridays 10.00 am to 4.30 pm.

Open Access Centre: Level 2, Old Library Building
(entrance opposite the Armstrong Building);
e-mail: open.access@ncl.ac.uk;
telephone 0191 222 7480
Term time: Monday to Thursday 9.00 am to 8.00 pm;
Friday 9.00 am to 5.00 pm
Vacations: Monday to Friday 9.00 am to 5.00 pm.

For detailed information on all aspects of our work check our website at: http://www.ncl.ac.uk/langcen/
Students' Union

Students' Union Officers
The Union Society has a number of student officers who are elected each year by a cross-campus ballot in which all members can vote. The officers can offer advice and support on a range of issues.

There are six full-time Sabbatical Officers:

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<tr>
<th>Officer</th>
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<th>Email</th>
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<tr>
<td>Communications Officer</td>
<td>0191 239 3916</td>
<td><a href="mailto:comm.union@ncl.ac.uk">comm.union@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Welfare Officer</td>
<td>0191 239 3917</td>
<td><a href="mailto:welfare.union@ncl.ac.uk">welfare.union@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Athletic Union Officer</td>
<td>0191 239 3923</td>
<td><a href="mailto:au.union@ncl.ac.uk">au.union@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Education Officer</td>
<td>0191 239 3963</td>
<td><a href="mailto:education.union@ncl.ac.uk">education.union@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Finance and Administration Officer</td>
<td>0191 239 3964</td>
<td><a href="mailto:fa.union@ncl.ac.uk">fa.union@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Editor of the Courier</td>
<td>0191 239 3940</td>
<td><a href="mailto:courier.news@ncl.ac.uk">courier.news@ncl.ac.uk</a></td>
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There are various part-time officers:

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<th>Officer</th>
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<tr>
<td>Women's Officer</td>
<td>0191 239 3936</td>
</tr>
<tr>
<td>Students with Disabilities Officer</td>
<td>0191 239 3936</td>
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<tr>
<td>International Students Officer</td>
<td>0191 239 3936</td>
</tr>
<tr>
<td>Lesbian, Gay and Bisexual Officer</td>
<td>0191 239 3936</td>
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<tr>
<td>Anti-Racism Officer</td>
<td>0191 239 3936</td>
</tr>
<tr>
<td>Postgraduate and Mature Students (PGMS) Officer</td>
<td>0191 239 3936</td>
</tr>
<tr>
<td>Societies Officer</td>
<td>0191 239 3907</td>
</tr>
<tr>
<td>Charities Officer</td>
<td>0191 239 3920</td>
</tr>
<tr>
<td>Campaigns Officer</td>
<td>0191 239 3907</td>
</tr>
<tr>
<td>Convenor of Disciplinary Committee</td>
<td>0191 239 3907</td>
</tr>
<tr>
<td>Chair of Union Council</td>
<td>0191 239 3907</td>
</tr>
<tr>
<td>Union Society Reception</td>
<td>0191 239 3900</td>
</tr>
</tbody>
</table>

Students' Union Services
Newcastle University students' Union is one of the few unions in the country to own its own building. This has distinct advantages, not least the fact that it gives the management team more discretion to implement services generally wanted by the student membership.

There are a variety of food and bar outlets on all levels of the building providing salads, pizzas, sandwiches, full meals etc. The Union offers one of the largest and cheapest selections of foods in the city.

The Union offers a range of entertainment, with something to suit everyone. It hosts big name bands, at least two club nights a week, bar quizzes, karaoke and comedy nights.

The Athletic Union offers a whole spectrum of sporting facilities and supports over 60 different clubs. The Athletic Union Officer can be found on the top floor of the Union Building. In addition, the Union funds 150 different societies, giving its members the chance to pursue their own interests, be they political, cultural or social.

The Union offers many other facilities including a shop that sells everything you might need from stationery to household products. There is a snooker room with three full-size tables, a print shop, an insurance company and a post office. The Student Job Shop is part of the Education Unit and can help you to find suitable part-time employment or vacation work. The Education Unit is also a source of academic advice and training for students, and the Studio area (Student Development Information & Opportunities) is the place to go to find out about the range of activities available outside of studies. The Union also has a second-hand book shop, a hairdressers and a student-oriented travel agent (Campus Travel). A wide range of newspapers and periodicals can be borrowed daily from Reception.

The Union Society safety bus runs from 9.00 pm Monday to Saturday during term time. It picks up at the Robinson Library, the Medical School and the Union, and runs until the Union closes. It costs just 60p and priority is given to lone female students.

STUDENTS' UNION PERSONAL ACCIDENT INSURANCE
The students' Union holds a group personal accident insurance policy which covers all members against injury sustained as the result of an accident during term time and when engaged on University or students' Union activities during vacations within the United Kingdom. Students involved in accidents should consult an adviser at the Student Advice Centre to ascertain whether they are entitled to claim under this policy.

NIGHTLINE
If you need some information, advice or just a chat, Nightline is a confidential, non-judgemental telephone service offered by the Union Society. It runs from 8.00 pm to 8.00 am, telephone 0191 261 2905. The number is printed on the back of each student Smart Card.

STUDENTS' UNION WEBSITE
For more information about the Union Society and the services it offers, visit the website at: http://www.union.society.ncl.ac.uk or e-mail: union.society@ncl.ac.uk.
Sport in the University

The Centre for Physical Recreation and Sport

The Centre for Physical Recreation and Sport is constantly adapting to change and the demands of its users to provide the highest standard of recreation and sports to its members. We cater for all abilities and interests, with no barriers to participation, based on our strategy of the sports continuum of foundation, participation, competition and excellence. Please take advantage of the service we offer. Do come to us with your comments and, above all, have a happy and healthy stay at the University of Newcastle upon Tyne. The payment of a Sports Centre Membership fee is a requirement for those who wish to use the facilities owned or hired by the University.

BENEFITS OF MEMBERSHIP

- use of the Health and Fitness Suite, Weights Room and Stretch and Tone Room*
- access to indoor and outdoor facilities, free of charge**
- access to Recreation Programme classes.
- discount on sports clothing and equipment at Just Sport.
- swimming at the City pool for 75p.
- access to the Sports Injury Clinic and Sports Massage Service.
- entitlement to Golf Club Membership - £20 per annum for students.
- Intra-Mural League and Cup competitions.
- opportunities for Personal Fitness Assessments and Personal Programmes.

* There are additional membership charges for golf, swimming and the Health and Fitness Suite.

** There are a few exceptions for some bookings outside normal working hours.

ANNUAL BASIC MEMBERSHIP FEE (2001-02):
£25, including personal accident insurance.

PURCHASING SPORTS CENTRE MEMBERSHIP

Membership fees can be paid at King's Walk and Claremont Sports Centres 8.30 am – 9.30 pm, Monday to Friday and on Saturday and Sunday 10.00 am – 4.00 pm (term time only). Students will need to bring their Smart Card with cash or a cheque for the appropriate amount.
PART THREE

Personal Matters

The following sections are related to you as individuals and refer to a range of aspects of your life here, from taking care to protect yourself to advice about studying and making progress.

International students will find a wide range of information tailored to their needs whilst living and studying here.

Contents

| Sources of Advice and Assistance for Postgraduate Research Students | 32 |
| Study Skills                                                   | 32 |
| Crime Prevention and Personal Safety                           | 32 |
| Information for International Students                         | 36 |
| Payment for Teaching and Demonstrating Duties                  | 51 |
Sources of Advice and Assistance for Postgraduate Research Students

Your supervisor should usually be the first person you turn to for help and advice on a personal basis, for example if you are encountering any difficulties in your study or in things which affect your study. Most difficulties can be easily resolved through your supervisor, though he or she may sometimes suggest that you contact one of the services described in Part Two of this Handbook for specialized information or support.

It is recognized that occasionally a research student may not feel able to approach a supervisor about a particular matter. If you are in such a position, you should discuss the matter with your Head of Department. If for some reason you do not feel able to discuss the difficulties with your supervisor or Head of Department, there are several sources of advice within the University including departmental (eg Departmental Postgraduate Committees), Faculty (eg Postgraduate Sub-Dean, Director of Postgraduate Studies, Director of Research Students) and University services (eg the Student Progress Office, the Student Counselling Service, and the Union Society’s Student Advice Centre, all described in Part Two of this Handbook). Details about departmental and Faculty support mechanisms are provided in Part Eight of this Handbook.

In addition to the above, each Faculty has a Postgraduate Tutor who has considerable experience of postgraduate matters and who can offer impartial and confidential advice. The Postgraduate Tutor is independent of the structures within the Faculty that deal with the academic progress of research students and can be consulted in confidence at any stage of your research. Both male (M) and female (F) Postgraduate Tutors are available.

The Postgraduate Tutors are

Faculty of Agriculture and Biological Sciences
Professor M Goodfellow (M)

Faculty of Arts
Dr I Mackenzie (M)

Faculty of Education
Professor B Carrington (M)

Faculty of Engineering
Professor D Thompson (M)

Faculty of Law, Environment, and Social Sciences
Dr N Laurie (F)

Faculty of Medicine
Dr I Kirby (M)

Faculty of Science
Dr P Fairnmond (M)

If you wish to make an appointment to see a Postgraduate Tutor, you should telephone the Student Progress Office on 0191 222 6587 or send an e-mail to student.office@ncl.ac.uk

Please refer to the Section on Faculty/Department matters for further specific details on this topic.

Study Skills

University study requires each individual student to take significant responsibility for organizing their own work. Information and/or advice about study skills are available from a number of sources around the University. Some of these may prove helpful to you:

- the Robinson Library has a Study Skills section on Level 2, to the right of the issue desk. The section includes leaflets and books containing advice about improving your skills, and information on how to find additional resources.
- the Education Unit within the Union Society offers advice, and offers occasional training sessions aimed at specific groups of students.
- a Dyslexia Tutor offers support for students with dyslexia. The Dyslexia Tutor is based in the Disability Unit in the Robinson Library:
- in particular, you should see what is offered on your Faculty Research Training programme (see the Faculty Section of this Handbook);
- the Language Centre (see Part Two) offers support with writing skills;
- finally, Part Five of this Handbook offers comprehensive Guidelines for Research Students which include a range of suggestions for study.

In addition, many academic departments provide specific study advice within the curricula and offer students the opportunity of practising those skills in a subject-specific forum.

Crime Prevention and Personal Safety

Foreword

Incidents of personal assault involving University staff and students are extremely infrequent and even those might sometimes be avoided through the exercise of greater care and personal vigilance.

Steps are outlined in this booklet which, if followed, will increase your awareness of risks and reduce the possibility of threatening situations arising.

It is essential, whether as a student or member of the University staff, that all crime-related incidents be reported to the University security staff or Northumbria Police. Only in that way can we respond and maintain the safety of staff and students, and the security of personal and University property

For further advice on personal safety-related matters contact:

Estate Security Manager – George Westwater ext 6435
University security staff ext 6343
Northumbria Police Crime Prevention Office 0191 264 555 ext 2624
Procedures for Management

GENERAL
Where the nature of the work gives rise to particular risk, Heads of Department should ensure that this is risk assessed and that written safe-working procedures are provided. Use the following checklist as a guide.

- If staff have contact with the general public, situations may arise which could lead to violent incidents. Ensure that any such incidents are reported immediately.
- Ensure that a reporting system for violent incidents is in place and regularly reviewed.
- Ensure that staff are aware of the reporting system in place.
- If violent incidents are a known or recurring problem, then suitable prevention measures should be taken.

WORK INVOLVING HOME VISITS
Any work involving home visits should be risk assessed and subject to review. The following features need to be addressed.

- Plan to know the whereabouts of staff on home visits, with reporting arrangements.
- Identify and communicate within the department concerns about 'high risk' areas or individuals.
- Decide whether or not to drop 'high risk' areas or individuals, or to relocate the work elsewhere.
- Staff training.

LATE WORKING
- Lighting the campus. The University is committed to providing adequate lighting on-campus, and has an inspection and maintenance procedure to do so. Defects should be reported to the Customer Services Help Desk on extension 7171, between 8:45 am to 4:45 pm or e-mail: defect-reports@ncl.ac.uk (this will be acknowledged).

- The University Safety Policy states, 'Departments should ensure that advice on personal safety is given to every individual who is likely to work late at night.' (General staff guidance is in this Part.)

Safety when Driving
There are positive aspects relating to cars and their contribution to your safety. They provide a controllable means of transport allowing you to decide your own travel arrangements: the time you leave, the route to take when you return and whom you journey with. If you feel threatened when driving, your car also provides physical protection as well as a means of escape.

The negative aspect of driving is that it may increase risks by creating situations where you become more vulnerable or isolated.

By raising your awareness of potential hazards, how to avoid them and what to do if they occur, this section is intended to make driving safer and you more confident about using the car.

The most fundamental way to reduce risk when driving is to ensure that your car will complete the journey you undertake.

PREPARATION
- Have your car regularly serviced.
- Carry out routine maintenance checks.
- Do not let small faults develop into large ones.
- Join a breakdown organization.
- Always ensure you have sufficient petrol.
- Plan your route.
- Keep items you may need in an emergency. These include: torch; blanket; warning triangle; jump leads.

REDUCE THE RISKS
- Always let someone know where you are going, when you expect to arrive, and when you have reached your destination safely.
- Do not stop to give lifts to strangers, no matter how genuine they appear.
- If you think that you are being followed by the car behind, drive slowly to give them the opportunity to overtake. If they continue to follow, drive to a busy area, such as a petrol station, where you can stop and use your hazard warning lights.
- If another motorist attempts to make you stop by flashing their lights, and indicates a fault on your vehicle, acknowledge their signal but drive to a busy area where you feel confident.
- Keep doors locked when driving and keep any bags, car phone or valuables out of sight. If you have the window open, only wind it down a little so that it is not possible for anyone to reach in while you are stopped in traffic.
- If your car develops problems, find a telephone. On motorways follow the marker arrows to the closest phone. They are never placed any more than a mile apart, on opposite sides of the motorway. Never cross the motorway to use a phone.
- When telephoning for help tell the operator if you are a lone woman.
- While on the hard shoulder or telephoning, keep a sharp lookout and do not accept lifts from strangers - wait for the police or breakdown service. Do not wait in the car. Wait on the embankment nearby with the passenger door open. If someone approaches you, or you feel threatened, lock yourself in the car and speak to them through a small gap in the window.
• Do not respond to harassment or bad driving, as this may contribute to a confrontation. Try to remain calm, without reacting. It is safer to drive away from potential trouble.
• Do not stop for an apparent accident or emergency if you feel insecure, but drive to a telephone and inform the police.
• Driving too close to the car in front could make it difficult for you to stop in time; keep your distance.
• If you stop in a situation where you feel insecure, do not turn off your engine.

PARKING YOUR CAR
Take time to select where you park, remembering that when you return the area may be dark and lonely. For the sake of a little time, be safe.
• Try to park underneath a street light, away from walls or bushes that a person might use to conceal themselves.
• Remember the location, and if it is confusing make notes to assist you.
• Before getting out of your car look around for potential danger.
• Do not leave objects inside your car, especially objects that identify the owner as being a woman.
• When returning to your car assess the situation carefully. Study your car to see if it has been tampered with. If it has, avoid it.
• Look inside the car before getting into it.
• When approaching the car, have your key ready.
• As soon as you get into the car, lock the doors before doing anything else.
• Remember that a central locking system opens all doors.
• Multi-storey car parks create certain risks. If possible park on the lower floor and as close to the lights or staircase as you can.

Safety when Travelling
PUBLIC TRANSPORT
As the term ‘public’ transport implies, you will be travelling openly and with others around. Potential attackers will be deterred by the presence of witnesses and the possibility that they may be recognised. Public transport is also well lit, and does not provide criminals with the means of a quick escape from the scene of any attack. There are, however, potential risks, as in any situation. Be aware that there may be some danger, take positive measures to avoid it, and you will feel more confident and comfortable with travel.

Buses
• Time your arrival at the bus stop so that you will not have to wait long.
• Try to avoid bus stops that are poorly lit, or isolated.

TAXIS AND MINI-CABS
• Know the telephone number of a reputable cab company and carry this with you.
• Consider sharing a taxi with a friend. Not only is it safer but it will be cheaper.
• Always sit in the rear of the cab.
• If you feel uncomfortable about the driver, stop at a busy area and get out.
• Never disclose any personal details about yourself, no matter how genuine the driver might appear.
• Before you get out, have your house keys ready.
• Do not be tempted to accept a cab that stops beside you without a booking. It may not be genuine.
• If female, many taxi companies have lady drivers available if you ask.
• If faced with an attacker, for most people the ‘kick and run’ theory is probably of more practical use than standing up to the attacker.

SAFETY WHEN TRAVELLING ON FOOT
You can be vulnerable when walking alone – whether you are walking for pleasure, or walking from A to B. Many of the tips about making a car journey apply to journeys on foot. For example, always let someone know where you are going, when you expect to arrive, and when you have reached your destination safely.
• When walking, avoid short cuts through dimly lit areas such as alleys, waste ground, or parks.
• Walk facing the traffic, so a car cannot pull up behind you unnoticed.
• Walk on the kerb side of the pavement, so that anyone lurking in an alley has further to come to reach you.
• Do not expose expensive-looking jewellery to view.
• If you usually walk home after dark, it is worth considering a personal attack scream alarm. These are available from the students' Union, and give off a piercing noise which will attract attention and may frighten off would-be attackers. Remember they can only be of help if they can be used quickly, so keep in your coat pocket or hand, not in a handbag.
• Do keep bags close to your body. If someone makes a grab for your bag it is better to let it go rather than risk injury.
• Do keep your keys in your pocket rather than your bag.
• If you are accosted by a car driver in the street, run off in the opposite direction to the way the car is facing.
• When walking along a street you may feel that someone is following you on foot. Try crossing the road to confirm your suspicions. If you are still being followed then make your way to the nearest place where people are likely to be, for example, a pub, shop, or house with lights on. As soon as you can, telephone the police from a safe place. Do not use a telephone box in the street as an attacker could trap you inside.
• If you are going to be late leaving the University, it is wise to arrange a lift and if possible stay indoors until the vehicle arrives.

SAFETY WHEN CYCLING
• When not in use, always secure your bicycle to avoid theft. Make a note of the frame number.
• The bicycle should be post-coded with your home postcode for easy identification if stolen.
• When cycling avoid unsafer areas and quiet roads.
• When on campus, use a designated cycle rack (if available) and use a good quality lock and chain.
• Always carry a repair kit.
• If you feel vulnerable because of an incident when cycling, report the matter to the University security staff or local police.
• Always wear a British Standards cycling helmet when cycling.
• Fit and use front and rear lights on your bicycle when dark, and wear brightly coloured clothing when cycling at night.

Working Early/Late
• If you are aware that no-one else is working in the vicinity, advise security or a porter of your location.
• Always lock the door when you leave the room.
• If you regularly work alone at night consider having a panic attack button fitted in the office.
• If you hear someone, do not confront them, lock the door and contact security on extension 6666, or from a pay phone call 222 6666. This will link you directly to the security control room staff and ensure that you get assistance as soon as possible.
• When leaving the office, keep to main corridors and let security know you are leaving the building.
• If you are late leaving the University, it is wise to arrange a lift and if possible stay indoors until the vehicle arrives.

Personal Safety at Home
• Use timers on internal lights when you are out, to give the impression that the accommodation is occupied.
• Do not let strangers into your room. If checking credentials by telephone, find out the number yourself, rather than use the one given to you.
• If you are expecting a caller you do not know well, invite a friend to be in the room.
• Never say you are alone when answering the telephone.
• Draw your curtains at night.
• Do not answer the telephone by repeating your number. Some malicious callers call at random.
• If you move into new accommodation change the locks — you do not know who has copies of the keys.
• Do not record your address on your key fob.
• When returning to your accommodation do not go in if it appears to have been tampered with. Go to a friend's room and contact the police.
• If you are in bed and you hear someone, do not confront them. Turn on the lights and make a noise, and summon help to scare them away — most burglars will flee empty-handed rather than risk a confrontation.

Money and Plastic Cards
• Do not make it easy for pickpockets. Carry your wallet in an inside pocket, preferably one which can fasten, not your back pocket. If someone hangs into you in a crowd, see if you still have your wallet or purse.
• Cash is a favourite target for thieves, so try to avoid carrying large amounts.
• Be alert to others around you when using cash dispensing machines, and do not let them identify your personal identification number (PIN).
• If you must use cash dispensers after dark, be alert to others around you, have a friend with you who can watch for suspicious strangers, or at least carry a personal attack alarm and be prepared to use it to alert others.
• If your credit card is stolen, tell the card company immediately. Keep the number handy. If you delay reporting the loss, it could lead to a crime being committed in your name, as a thief could make fraudulent use of your card.
• Never carry the personal identification number (PIN) with your cash-dispensing cards. Always memorize your number and never disclose it, not even to bank staff or close friends.
• Sign new plastic cards as soon as they arrive, and cut up old ones when they expire.

Handbags
Never let your handbag out of your sight. On public transport keep hold of it, with the clasp or zip shut so a thief cannot steal your purse. In the office, keep it in a lockable drawer, or in a corner near to you and out of the sight of others. Never leave your handbag unattended, even for a minute, as you may find it missing on your return.

Emergency Services
FIRE • POLICE • AMBULANCE
External telephone emergency number: 9-999
Fire, police or ambulance emergency services can be contacted by dialling 9-999 on any University telephone.
NB: for University residences please check local arrangements with the House Warden.

University internal telephone emergency number: 6666
Alternatively fire, police or ambulance emergency services can be contacted 24 hours per day, seven days per week, on 6666 on any University internal telephone.
NB: for University residences please check local arrangements with the House Warden.

COUNSELLING SERVICES
During working hours, Monday to Friday, the Student Counselling Service can be contacted on extension 7699 or direct dial 0191 222 7699. Alternatively, the Student Nightline Service can be contacted nightly between the hours of 8.00 pm-8.00 am on 0191 261 2904.

UNIVERSITY SECURITY PERSONNEL
University security can be contacted 24 hours per day, seven days per week, through the University internal telephone emergency number: 6666.

NEAREST ACCIDENT HOSPITAL
The nearest accident hospital to the University is the General Hospital, Newcastle upon Tyne.

Introduction
The following information is aimed at all students coming to Newcastle in September 2001 from outside the United Kingdom. While it is designed to be informative, it cannot cover every aspect in detail. Your best source of information in your own country will be family, friends and acquaintances who may have been to the UK or Newcastle itself.

If you do not have such contacts you may obtain information from your nearest British Council office, British Embassy, Consulate or High Commission. Your own government (for example the State Department in the USA) may also be able to offer you advice about obtaining a visa and even some general travel advice. A useful booklet is Studying and Living in Britain, available in British Council libraries or from the publishers: Northcote House Publishers, Plymbridge House, Plymouth PL6 7PZ, United Kingdom (cost about £6).

Information for International Students
The following pages provide a range of detailed information for international students coming to the University. Immediately below you will find the list of contents.

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You may also contact our International Office for further information and guidance.

International Office
University of Newcastle upon Tyne
10 Kensington Terrace
Newcastle upon Tyne NE1 7RU
United Kingdom
Telephone: +44 191 222 8152
Fax: +44 191 222 5212
E-mail: international.office@ncl.ac.uk

It may be best to e-mail us with your query, as a letter can take up to two weeks to arrive.

The University's comprehensive website can be found at: http://www.ncl.ac.uk/

Planning the Journey

TARGET ARRIVAL DATES
If your degree programme starts at the beginning of the first semester, the latest you should arrive in Newcastle is 18 September. However, we recommend that you try to arrive on or around 14 September to allow time to settle in, and to attend the Orientation Programme for International Students on Friday 14 to Monday 17 September 2001. The First-Year Conference (FYC) starts on Sunday 16 September and is an excellent way of meeting other students.

The semester dates for the 2001-2002 academic year are:

- Semester 1: Tuesday 18 September 2001 - Friday 25 January 2002
- Semester 2: Monday 28 January - Friday 14 June 2002

And the term dates (separated by vacations) are:

- Michaelmas: Tuesday 18 September – Friday 14 December 2001
- Epiphany: Monday 14 January – Friday 22 March 2002
- Easter: Monday 22 April – Monday 14 June 2002

Usually, there is no formal teaching during vacations but (except for 10 days at Christmas) University services such as the Library and the Computing Service are available during these periods.

GETTING TO NEWCASTLE
Be sure to consult a good travel agent about the various ways of getting to Newcastle, as it may be possible to fly via Amsterdam, Brussels or Paris direct to Newcastle, which we recommend.

Newcastle International Airport:
http://www.newcastleairport.com/
British Airways: http://www.british-airways.com/
KLM: http://www.klm.com/

However, you may choose to fly to London, and then travel to Newcastle. If you choose to arrive in London, there are three ways of travelling to Newcastle – by plane, train or coach.

Important: when you arrange your journey, you must try to arrive in Newcastle in the morning or early afternoon so that you will be able to get the keys to your accommodation. If this is not possible, contact Tourist Information who will help you find accommodation for the night. Expect to pay around £45 per night for this. Alternatively, stay at the airport lounge.

Note: remember to buy travel insurance to cover both you and your belongings. If your luggage does not arrive at the airport with you, you should immediately contact the office of the airline that you travelled with. Most airlines will have offices in the airport where you arrive. Explain to them that your luggage has not arrived, and give them all the details of your flight. Give the address and phone number of the International Office as your contact address in Newcastle. When you arrive in Newcastle give the International Office the details of the airline you travelled with and your new address in Newcastle. Make sure you check with them regularly to see if your luggage has been found. If you experience difficulty in getting your luggage back from the airline, you should consult the Student Advice Centre.

London to Newcastle
The following table summarizes the costs and distances involved in travelling between London and Newcastle. Ticket prices vary depending on day and time of travel, so if you are buying a ticket in London for the journey, ask about the cheapest ticket available.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>How</th>
<th>Remarks</th>
<th>Cost (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>Newcastle</td>
<td>Plane</td>
<td>380 km; 6 flights daily</td>
<td>£104.00</td>
</tr>
<tr>
<td>Heathrow</td>
<td>Airport</td>
<td></td>
<td>Flight time: 1 hour</td>
<td></td>
</tr>
</tbody>
</table>

| London  | London    | Tube        | 28 km; frequent trains   | £3.50         |
| Heathrow| Railway Station | ("Tube") trains | Journey time: 1 hour | |

| London  | Newcastle | Plane | 490 km; 6 flights daily | £104.00 |
| Gatwick | Airport   |       | Flight time: 1.5 hours  |         |

| London  | Newcastle | Train | 490 km; frequent trains | £87.50 |
| Gatwick | Airport   |       | but need to change      |         |
|         |           |       | stations in London      |         |

TARGET ARRIVAL DATES
If your degree programme starts at the beginning of the first semester, the latest you should arrive in Newcastle is 18 September. However, we recommend that you try to arrive on or around 14 September to allow time to settle in, and to attend the Orientation Programme for International Students on Friday 14 to Monday 17 September 2001. The First-Year Conference (FYC) starts on Sunday 16 September and is an excellent way of meeting other students.

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Garwick Airport to King’s Cross Railway Station

Trains from Heathrow and King’s Cross are both on the Piccadilly Line, which is indicated on the Underground network diagram. They are frequent, but the journey can take up to an hour. At King’s Cross you leave the Underground station and follow the signs to the railway station where you can buy your ticket to Newcastle.

When travelling to King’s Cross train station, or Victoria coach station from Heathrow, it is best to use the tube. This is because the Heathrow Express (a fast train link into London’s Paddington Station) is much more expensive than the tube and does not connect directly to King’s Cross or Victoria Station.

Gatwick Airport to King’s Cross Railway Station

At the airport go to the railway station at the South Terminal and buy a ticket to Newcastle upon Tyne. (Ask for an “any permit ticket” and keep this ticket when you change stations.) You now have two options:

- If you have very little luggage you should catch a train for King’s Cross (Thames Link Station in London). Thames Link is a 10-minute walk to King’s Cross Railway Station where you catch the train to Newcastle.

The slower route (best for a lot of luggage) is to catch a train to Victoria from where you can take the tube, coach or taxi to King’s Cross Railway Station.

Do not get a taxi from Heathrow or Gatwick airports to the centre of London as it will be very expensive.

By train from King’s Cross to Newcastle

The trains from London to Newcastle leave from King’s Cross Railway Station in central London. Trains are frequent. The journey takes about three hours.

- If you are under 25 you may wish to buy a Young Person’s Railcard which costs about £18, gives you a 34 per cent discount on most normal rail fares and lasts for one year. You need two passport-sized photographs of yourself. These cards can be bought at the ticket offices of most British railway stations.

- GNER: http://www.gner.co.uk/

By bus to Newcastle

The cheapest way to get from London to Newcastle is by coach. The buses have toilets and are quite comfortable but they are not very frequent and the journey is quite long. National Express buses leave from Gatwick and Heathrow Airports. Alternatively you may catch one of the link coach services from Heathrow to Victoria Coach Station (sometimes called the ‘Travel Centre’) and ask for the cheapest ticket available for your destination.

Heathrow Airport to King’s Cross Railway Station

At Heathrow there is a London Underground (‘tube’) station where you should buy a ticket to King’s Cross. Heathrow and King’s Cross are both on the Piccadilly Line (coloured dark blue on maps of the Underground network displayed at stations). Trains are frequent, but the journey can take up to an hour. At King’s Cross you leave the Underground station and follow the signs to the railway station where you can buy your ticket to Newcastle.

Arriving in Newcastle

Arriving by plane

If you arrive in Newcastle on 14–19 September, you may take advantage of the University’s International Welcome scheme. If you arrive between 9am and 6pm on 16–17 September, you should look for the University’s ‘International Welcome’ desk in the Arrivals Hall where you will find students from Newcastle University who will arrange transport and accompany you to your accommodation. If you arrive outside these hours, take a taxi to your accommodation. It should take about 15 minutes and cost about £10.

Arriving by train

You will arrive at Newcastle Central Station. If you arrive between 9am and 6pm on 16–17 September, you should look for the University’s ‘International Welcome’ desk in the Arrivals Hall where you will find students from Newcastle University who will arrange transport and accompany you to your accommodation. If you arrive outside these hours, go to the taxi rank just outside the station. Take a taxi to your accommodation. It should take about 10 minutes and cost about £6.

Arriving by coach/Bus

You should take a taxi from the bus station to your accommodation. It should take about 15 minutes and cost about £5.

Arriving by Ferry

There is a bus service from the ferry terminal in North Shields to Central Station in Newcastle. This bus meets all ferries arriving from Scandinavia. The journey should take about 20 minutes and should cost about £3.50. You should then see ‘arriving by train’ (above). Alternatively, a taxi from the ferry terminal to your accommodation should cost about £15.

Using Public Transport

Trains

You can buy train tickets at most travel agents and at all train stations. At a train station go to the ticket office (sometimes called the ‘Travel Centre’) and ask for the cheapest ticket available for your destination.
The Underground (London)
On the Underground (or 'tube') you can buy tickets from the ticket office or from a ticket machine, some of which accept both coins and notes (usually £5 and £10 notes). The machine will have instructions on it, but you need to select the appropriate ticket by pushing buttons to indicate that you are an adult, whether you require a single (one-way) or a return ticket and what your destination is. It will then tell you what the fare is and you will have to insert the money required. Check that the machine gives change before you put too much money in!

http://www.the tube.com/

Coachs
For coach journeys tickets should be bought at the ticket office at the bus station or through a travel agent.

Buses
You do not need to buy a ticket for a local bus journey in advance. When boarding a bus you should state your destination to the bus driver and pay the fare he or she asks for. In some areas of the UK you must give the exact fare that you are asked for as no change can be given.

IMMIGRATION REQUIREMENTS
http://visa.fco.gov.uk/

Everyone arriving in the UK has to pass through Immigration Control. The rules and conditions regarding entry are strictly enforced by Immigration Officers, but if you have obtained all the necessary documents in your home country before leaving you should not have any problems.

Nationals of EU (European Union) Countries
You must have a valid passport or national identity card. You are also recommended to carry with you the letter from our Admissions Officer saying that you have been accepted onto a programme of study, and documentary evidence that you have financial support for your studies.

Nationals of Other Countries
Ask at your nearest British Embassy, Consulate, High Commission or British Council Office about immigration requirements. Nationals of many countries outside the European Union must obtain a visa. If you are from such a country you will need a student visa (you must not apply for a visitor's visa). If you are coming to the UK for a programme of study that lasts less than six months, and you intend to visit other countries within that period, then you should ask for a 'multiple-entry' visa. If you intend to travel to the UK via Amsterdam or another airport in a third country, you may need a 'transit' visa even if you will not be leaving the transit lounge. You should ask at the embassy of the transit destination in your home country about the visa you will require. Be aware that you may be charged at the transit airport for any goods in your hand baggage which would normally be subject to customs duty; however, baggage consigned to the hold of the aircraft will not be scrutinized at the transit airport.

Students from certain countries are required to register with the police within seven days of arriving in Newcastle - the stamp put on your passport by the Immigration Officer on arrival will confirm this. The cost of the Registration Certificate is £34, which needs to be taken to the Foreign National Registration Office at the Police Station, Pilgrim Street, Newcastle, along with your passport, two passport-size photographs and proof of acceptance on a programme of study at the University.

PACKING
If you are flying to Britain, remember that your baggage should weigh no more than 20-25kg, and your hand luggage should weigh no more than about 5kg per passenger. Temperatures in Britain range from 4°C in January to 16°C in July, so you will need to bring warm clothing to wear on arrival, and allow extra money to buy more when you arrive. (See Shopping in Newcastle page 45.)

Some flights last for a long time, so be prepared! Dress comfortably, and take things to occupy you when waiting in airport lounges. Finally, in your hand luggage you should also include the following:
- passport, including any student and transit visas necessary;
- original letter from the University saying you have been accepted onto a full-time programme of study;
- documentary evidence that you can meet the cost of your programme of study and all of your living expenses. This can include a bankers draft, written evidence of having been awarded a scholarship, or a letter from your sponsor;
- travel insurance;
- about £150 in travellers cheques and cash for your costs during the first few days. Some of this should be in small notes, for buying bus, train tickets and food;
- evidence of a recent medical check-up and chest X-ray, if these were recommended when you applied for your visa.

Immediately after Arrival
After arrival, you should make your way to your accommodation. Once you have done that, it will be necessary to register, and also to attend an induction or orientation programme. You will also have to pay your fees, open a bank account, and familiarize yourself with the city.

ACCOMMODATION
http://www.ncl.ac.uk/services/accom/

The Student Accommodation brochure gives details of the broad range of University housing available. You should study it carefully, make your choice as soon as possible and then return the Accommodation Application Form to the Admissions Office by the due date.
Please note that all students will be required to sign a tenancy agreement (housing contract) for a fixed period, normally one year. It is usually impossible to cancel these contracts before the agreed expiry date.

A standard contract for University accommodation starts on 17 September. However, you may want to arrive earlier, so that you can attend the Orientation Programme for International Students (18 September) and have time to settle in. University accommodation is available at an additional cost of around £7 (depending on the type of accommodation) - a small price to pay for an extra day to settle in.

Read the Student Accommodation brochure carefully, to see if bedding and crockery will be supplied.

REGISTRATION
All students at the University of Newcastle have to register formally at the start of the academic year or as soon as possible thereafter. Full details of the arrangements, a map of the campus and other essential information (including the Student Handbook) will be sent to you during the summer but you should note that the first part of Registration will take place in the academic department in which you will be studying. The Registration period runs from Monday 17 to Friday 21 September 2001. It may be possible to register earlier if you arrive before these dates - you should enquire in your department.

Arrivals outside the normal Registration period
The vast majority of students arrive during September in order to register during the normal Registration period. If you arrive at some other time you will have to make your own way to the University and to your accommodation in Newcastle. You should visit your departmental office as soon as possible as a first step of the Registration process, remembering to take with you the University letter offering you a place here.

FINANCIAL MATTERS
What is British Money Like?
British currency is divided into pounds (£) and pence (p): 100p = £1.00. There are coins for 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2, and banknotes for £5, £10, £20 and £50. When you first arrive try to have some money in 50p and £1 coins, and £5 and £10 notes to cover small expenses such as bus and tube (Underground) fares and snacks; avoid £50 notes for this purpose.

How Much Money Should I Bring?
There is no restriction on the amount of money, in any currency, that you can bring into the country. You will need about £150 in cash or travellers’ cheques during the first few days for the journey from London to Newcastle (if that is your route) and for meals etc. If you are going to live in a University flat which does not have kitchen utensils and blankets etc, you will need an extra £80 or so to buy these things on arrival. Do keep your money in a safe place.

Fees
At Registration all students are expected to pay any fees due (by cheque, draft or cash) or to show evidence - such as a letter from a sponsor - that fees will be paid. As you would expect, continuing as a registered student in the University depends on you or your sponsors paying all fees and any other charges (eg accommodation charges) when they are due. In some circumstances it may be possible for self-financing students to pay by instalments. If you are interested in this possibility you should ask the Finance Department staff who will be available during the Registration period. Note that students on reciprocal exchanges (for example Socrates-Erasmus) do not normally have to pay tuition fees.

Fees should be paid either in Sterling (£) or in Euros (€) for International students. If you wish, you can arrange to pay your fees by electronic transfer before you come to Newcastle - please contact the International Office for details of how to do this.

Banking
Find out from a reliable bank in your own country about transferring money to this country and how much you can bring with you in cash or travellers’ cheques. You should explore the options carefully to find out which one will be least expensive and will suit your needs best. Make arrangements well in advance of your departure and bear in mind that it can take several months to clear a personal cheque which is drawn on a bank outside the UK. You may need a letter or certificate from our Admissions Officer to say that you have been offered a place here and how much the tuition fees (which do not include accommodation and living expenses) are. Many banks are closed on Saturday and Sunday and after 4.30 pm on weekdays. Money can be changed at a ‘Bureau de Change’ outside these hours.

To open a bank account
Every student needs a bank account. It is not advisable to carry large amounts of money on your person, so the sooner you open your own bank account the better.

Most major British banks have branches near the University. To open a bank account here you will need your passport and the original copy of the University’s letter of acceptance. International students should not expect to have credit cards issued to them by a UK bank so, if you already have a credit card, you may wish to arrange to use it in the UK.

The safest and most convenient way of managing your money is to open a current account at one of the main banks: Barclays, Lloyds TSB, HSBC, NatWest, Royal Bank of Scotland, and/or Girobank (one of the many services offered by the Post Office). You may find that some banks in your own country have links with one of the British banks and this would simplify the transfer of money from home.

If you bring a large sum, it will be more profitable to put the majority into a deposit account from which your current account can be topped up whenever necessary. In many
cases international students may be eligible to open accounts on which interest is paid gross, i.e. without payment of income tax at 25 per cent. You should enquire at each bank you approach as to whether they offer this service. If they do, you will need to fill out a form (R109), which the bank should provide. If the bank you approach cannot help, try another - shop around! The Student Advice Centre produces a leaflet entitled Tax-free Interest on Bank Accounts.

http://www.ncl.ac.uk/studentadvice/

Most banks offer first-time students a Student Account with special advantages. You should be offered at least the following:

- a cheque book - for withdrawing cash for yourself and for paying bills to other people (once you have shown you are creditworthy);
- a cash card - for withdrawing cash at any time from cash points;
- no bank charges on your account while in credit;
- limited overdraft facilities with the bank’s prior permission.

The Student Advice Centre produces a leaflet entitled Student Banking, which compares the terms offered by the main banks.

Things to remember

If you put a cheque into your account, it takes three to four working days for it to ‘clear’, or for the money to become available to you.

Shops will usually only allow you to buy goods using a cheque if it is guaranteed by a cheque card.

Always know the current state of your account, or you may go into overdraft and/or write a cheque that ‘bounces’ - a cheque that is returned unpaid by your bank because there are insufficient funds in your account to cover it. In these cases you will be charged heavily (around £20) for the latter the bank will write to you, plus bank charges and interest on any un-negotiated overdraft. It is a criminal offence to knowingly write a cheque without enough money in your account to cover it.

Never disclose your PIN to anybody else or write it where someone else may find or steal it. A thief who steals your cash card and finds out your PIN can empty your account especially important if post reaches you in a shared flat or communal pigeon hole.

Avoid carrying much cash on your person or keeping large amounts (say, more than £50) in your home.

Report any loss of cards or cheque books immediately by 24-hour freephone to your bank, credit card company, etc.; also report it to the police.

Funding issues

To enter the UK as a student you must satisfy the immigration authorities that you can meet the cost of your programme of study including full-time overseas fees, accommodation and living expenses for yourself and any dependants. This is a pre-condition of your Leave to Remain as a student.

It is therefore illegal for international students and their dependants to claim income support, housing benefit, child benefit or any other welfare benefit. Seek advice from the Student Advice Centre if you are in doubt to avoid trouble with the British government’s Home Office.

No additional or alternative funds are normally available to students who arrive in the UK without having arranged adequate funding for the full period of their programme of study.

You cannot count on your spouse supporting you by working. Even if he or she has the right to work, he or she may not find a job.

Although legally you may be able to work for 20 hours a week during term time, you should not count on this as a means of supporting yourself and/or your family, as you may be unable to find employment and your studies may suffer if you do. See the Student Advice Centre’s booklet Working in the UK.

http://www.ncl.ac.uk/studentadvice/

Note: a minority of students will receive a stamp in their passport at Immigration Control which does not allow them to work in the UK. If you receive a prohibition stamp and you wish to work, please consult the Student Advice Centre.

While there is help sometimes available from charitable sources for students who experience unforeseeable financial problems in the final stages of their degree programme, this is limited, and you should not rely on this as a source of funding.

Cost of Living

Newcastle is a relatively inexpensive place to live compared with many places in the UK and there is reasonably priced accommodation within walking distance of the city and University. The Students’ Union Handbook may give you some ideas about how to save money while still enjoying yourself.

It is not possible to state exactly how much you will need for your living expenses; a lot depends on the standard of living you expect to enjoy. We recommend to new
international students that a single postgraduate should allow about £6,000 for accommodation, food and other expenses in Newcastle for a 12-month period, and an undergraduate, intending to return home at the end of June, about £4,500 for the nine-month period in Newcastle. These figures exclude tuition fees and return fares to Newcastle.

Budgeting
We have designed a budget sheet which you may find useful to help you calculate how much of your income will be left every month after paying for essential items (Appendix 2). You can then budget accordingly. Remember to take account of: tuition fees if you are paying in instalments; police registration fees, Council Tax and thesis preparation if these are applicable to you.

Budget details
Food: £30 per week for a single person is a sensible but not lavish budget figure. It is possible to eat more cheaply by shopping and cooking carefully or sharing meals with others (see information on Shopping in Newcastle page 45).

Rent: expect to pay upwards from £40 per person per week in a shared flat, from about £280 per month for a family. Accommodation can be found for less but it is likely to be sub-standard and/or in unpopular areas.

Bills: the bill for gas heating can be very high in winter. Experiment with turning it off or down at night and monitor your consumption by reading the meter regularly. Heating using electricity can be even more expensive.

Books, equipment, dissertations, theses: costs are often high (many £100) and vary from course to course. Enquire in your department. Many books can be consulted in, or borrowed from, libraries, or bought second-hand from previous students.

Insurance: a leaflet is obtainable from the Student Advice Centre. You are strongly advised to insure valuable belongings immediately on arrival if your accommodation satisfies the required security conditions. Remember to read the conditions very carefully before taking out the insurance.

Council Tax: if you are living in University accommodation (including Intermediate Tenancy properties, in Newcastle but not Gateshead), or in private accommodation occupied only by full-time registered students with exemption certificates issued by the Registrar's Office, you should not have anything to pay. However, if you share private accommodation with a non-student other than your spouse, you may become liable for up to £500 per year or more. Call at the Student Advice Centre to extend your own exemption to cover your spouse too.

Clothing: expenditure will vary depending on whether you shop at second-hand shops or high street stores. Remember that you will need to buy warm clothing for the winter.

Credit
Credit facilities are commonly available, but frequently cause financial problems: it is very easy to spend more money than you realize and interest rates, particularly on credit card balances, are very high. Unless you are very self-disciplined it is usually wiser to avoid credit.

Financial hardship
If you have financial worries, this will affect your studies. For students who started their programme of study without sufficient funds there is normally no help available. However, if your difficulties result from unforeseen changed circumstances outside your control, particularly in the final months of your studies, or from a temporary interruption of your funds, then limited help may be possible. The Student Progress Office and the Student Advice Centre will be able to give you details of the help available.

STUDENTS WITH FAMILIES
If you have a partner and/or children, you will have to decide whether or not to bring them with you. While University accommodation for families has increased in recent years, it is still possible that you will have to rent private sector housing, which can be quite expensive. This is why we strongly advise you to come alone first and send your family when you have found suitable accommodation. Before you leave home make sure that you have made immigration arrangements for their entry into the UK. The major consideration when deciding to bring your family is the question of financial provision. Will your monthly income adequately support your partner and family?

Education is free and compulsory for all children in the UK aged between five and 16, but childcare, particularly for the under three-year-olds, can be expensive – at least £3 per hour for a childminder and about £15 for a morning or afternoon at a day nursery. The Union Society has a Childcare Co-ordinator who can offer you advice about childcare in Newcastle and also runs the UNCLE scheme which enables you to rent basic childcare equipment at very low prices.

The Union Society also operates a Childcare Fund to which you can apply for a subsidy of up to 70 per cent of your childcare costs. Applications to the Fund should be made in June and July before the academic year in which you wish to receive a subsidy; however, you should note that the Fund is always oversubscribed and therefore you should not depend upon it as a source of income. Further details of the Childcare Fund and UNCLE scheme are available from the Childcare Co-ordinator, Unions Society, King's Walk, Newcastle upon Tyne NE1 1QB. Telephone: +44 191 239 3900, ext 1013; e-mail: childcare.union@ncl.ac.uk

HEALTH
Soon after arriving in Newcastle you should register with a local doctor (also called 'general practitioner' or 'GP'). The Student Advice Centre has a leaflet entitled 'Doctors' which lists these. There is no charge for registering with a GP.
If you are on a full-time programme of study lasting six months or more you (and any dependents with you) will be eligible immediately to receive free medical care on the National Health Service. (This includes free appointments with your doctor and free treatment, medication, food and accommodation if you are hospitalized). You may also be eligible to receive subsidized dental and optical care. However, a fixed charge is made for medicines obtained outside hospital on a doctor’s prescription (prescriptions authorize the use of restricted-use drugs) unless you successfully apply for exemption – forms for this are available from the Student Advice Centre. You may also have to pay for treatment of any ailment you already suffered from before coming to the UK (a ‘pre-existing’ condition).

If you are expecting to stay for less than six months you will not be eligible for free medical care (unless your own country has a reciprocal arrangement with the UK) and you should therefore consider taking out health insurance before you leave home. Students from the EU who are staying for less than six months should bring an EU28 form with them to allow them to receive free medical treatment.

If you already take prescribed drugs or wear spectacles or contact lenses, try to bring a copy of the prescription with you.

ENGLISH LANGUAGE SUPPORT
If your first language is not English and your IELTS score is less than 6.5 (TOEFL 600) or IELTS 7.0 (TOEFL 650) for English Literature, English Language, Linguistics or Law programmes, we strongly recommend that you contact the Language Centre for advice on how to improve your English. You may wish to consider taking an intensive English language programme in Newcastle before the beginning of the academic year (see Appendix 3). This is by far the best way of improving your language skills as it allows you to concentrate on language problems before you have to focus on your academic studies.

INTERNATIONAL STUDENTS’ ORIENTATION
All new international students are invited to take part in the University’s orientation programme which runs from Friday 14 to Monday 17 September 2001. This is a free event for all international students whether you’re a postgraduate or undergraduate student here for three years or a single term. The orientation is designed to welcome you to Newcastle and to help you settle in and learn about the University before the term begins.

University staff and other students will be there to give you information on finance, accommodation, University facilities including the computing service and the libraries, what there is to see and do in Newcastle and what life is like for students here. It’s also a good opportunity to meet other new and current international students.

The orientation programme also includes social events and a coffee bar is run every evening. There will be tours of the campus and the city so you can find your way around before term starts. We also have a welcome service for all new international students who arrive at Newcastle International Airport. You can book in advance so that someone will meet you there and bring you to the campus.

If you want to know more about the International Students’ Orientation programme or have any questions about it, please e-mail: rachel.dodd@ncl.ac.uk or you can contact the International Office, University of Newcastle, 10 Kensington Terrace, Newcastle upon Tyne NE1 7RU, United Kingdom. All details are on the University website at: http://www.ncl.ac.uk/international/

Hope to see you at orientation in September!

SUPPORT AGENCIES
International students often face problems associated with getting used to their new surroundings. There are a number of support services who you can go to for help should you have any problems.

Internal Support Services
For further information, see Part Two.

International Office
The International Office is responsible for recruitment of international students from all over the world. The Office welcomes visits from students, and while the staff cannot offer counselling, they will be able to tell you which of the other services on campus can best give you the advice you need.
10 Kensington Terrace
E-mail: international.office@ncl.ac.uk

Chaplaincy
The base for much religious activity in the University is the Chaplaincy, which is located on the campus almost opposite the Union Building, with large letters along the windows. The Chaplains can put you in touch with a wide range of activities: churches, student Christian groups, and leaders and groups of other faiths (including Muslim, Hindu, Buddhist and Sikh) both within the University and in the city.
Claremont Building
http://www.ncl.ac.uk/chaplaincy/

Student Advice Centre
The Student Advice Centre is a professional service provided by the students’ Union, to whom it is responsible through the Welfare Officer. It is staffed by trained, experienced advisers. Its services are free to all Union members and its advisers work to standards of strict confidentiality.
The Student Advice Centre offers international students a specialized service on a wide range of issues including the following:

**Immigration**: renewal of Leave to Remain; right to work; settlement, nationality, asylum; dependants and relatives, etc.

**Fees**: home or overseas

**Funding**: in unforeseen emergencies

**Rights**: free health care; Child Benefit; children's education

**Liability**: Council Tax; TV licences

**Regulations**: customs (import, export, VAT); driving

**Local information**.

Union Building, King's Walk
E-mail: student-advice-centre@ncl.ac.uk
http://www.ncl.ac.uk/studadv/

HOST
HOST is a national organization which arranges hospitality for students from overseas during the vacations by placing them for short visits with families locally or in different parts of the country. For more details contact the Student Advice Centre.

**Student Counselling Service**
The Student Counselling Service has five trained and qualified professional counsellors who are available to talk through any concerns you may have about life at University — family worries, personal problems, past or present — at any time in your University career. Students from overseas are particularly welcome as the Counselling Service recognizes the stresses and strains that living and studying abroad can bring.

Barnes Buildings, Eldon Place
E-mail: student-counselling@ncl.ac.uk

**Student Progress Office**
The Student Progress Office is the part of the Registrar's Office whose work is directly concerned with students. The Student Progress Office administers Registration, student progress, examinations, finance, welfare (including disability, congregations), liaison with local authorities and sponsors, and many other matters affecting students while they are at University. A separate office, based in the Medical School and the School of Dentistry, deals with the administrative work directly involving students of medicine and dentistry in the Faculty of Medicine.

6 Kensington Terrace
E-mail: student.office@ncl.ac.uk

**University Women's International Group (UWIG)**
This voluntary group of University women was formed over 30 years ago as a social focus for the families of overseas staff and postgraduate students. Meetings are held every Tuesday in term time from 12.30 pm to 2.30 pm in well-equipped rooms on the ground floor of the Old Library Building. English lessons are held on Thursdays from 9.45 am to 11.45 am. Children are always welcome. A varied programme of talks, demonstrations, outings and parties is provided.

**External Organizations**
The following organizations offer services to some groups of international students. If you require further information on any of them, please make direct contact with the organization.

**The British Council**
The British Council has a regional office on campus. Part of the role of the office is to administer the international training awards of students who come to the region under British Council schemes. Each British Council-administered student (called a study fellow) will have a Programme Officer appointed to look after their welfare while at the University. Study fellows should discuss any concerns they may have, of either an academic or personal nature, which have not been satisfactorily resolved within the University, with their Programme Officer. In addition to welfare support, the British Council provides a programme of social activities for its study fellows and their families. The social programme is coordinated by Mrs Ann Lippe and Mrs Jan Butterfield-Long.

13 Windsor Terrace, Jesmond
Newcastle upon Tyne NE2 4HE
Telephone: 0191 281 4366

**International Student Centre**
This independent Centre is based in Brunswick Church. Opening hours are 9.00 am to 1.00 pm. It is easily found at the back of the Fenwick department store, off Northumberland Street. The Centre is open to all students and their families.

Mrs Margaret Wingfield
Brunswick Church, Brunswick Place
Newcastle upon Tyne
Telephone: 0191 232 2592

**Other Information**

**LEGAL AND CONSUMER MATTERS**
International students can sometimes experience problems because of non-payment of a TV licence or driving a car without a valid driving licence or insurance.

**TV Licences**
By law each individual owning or renting a TV must have a licence — for more details pick up a leaflet 'TV Licence Requirements for Students' from the Student Advice Centre. The annual licence fee from April 2001 is £80 for a colour TV and/or video, £51.50 for black and white.

Note: you can pay for a colour licence in instalments by bank direct debit — ring 0990 226666 for details or call at the Student Advice Centre.

Detector vans regularly patrol the streets of Newcastle. If you are found using a TV not covered by a valid TV licence you may be prosecuted and fined up to £1,000.
Driving
Before you can drive in this country you must have:

• valid insurance;
• a valid driver's licence;
and the car you are driving must:
• be properly registered;
• have a current tax disc;
• have a current MoT (Ministry of Transport) certificate.

Insurance
Third-party insurance (ie insurance against any damage and injury you might cause to other people) is compulsory in the UK and most other countries. Driving without it is a criminal offence. Remember always to check the insurance policy covering any car that is not your own (for example, a friend’s or a hired car) before you drive it.

If you have a car, take precautions to protect it from theft. Third-party insurance does not cover loss or damage to your own car caused by unknown or uninsured persons. Comprehensive insurance does, but is more expensive.

Driver’s licence
Nationals of all countries can use their national driver’s licence to drive their own car or a hired car in the UK during the first year of their residence here. If you intend to stay and drive in the UK for more than one year, it will be in your interest to take a UK driving test during your first year while you are still authorized to drive unaccompanied using your home driver’s licence.

MoT
Any car more than three years old must have an MoT certificate to show that it has been tested for the most fundamental mechanical defects.

Tax
You must display a current tax disc before driving your car, or even if you do not drive the car but keep it on a public highway. The current cost of road tax for a private car is £155 for one year (£85.25 for six months). In order to buy a tax disc you must complete an application form (available from the Post Office) and take it together with payment, the Registration Document, your certificate of insurance and a current MoT test certificate (if appropriate) to the Post Office where you will be issued with a valid disc.

Drinking and driving
Driving after drinking more than a very small amount of alcohol (the legal limit is 80 micrograms of alcohol in 100 ml of blood) is a serious criminal offence that brings heavy fines and a minimum of a one-year ban on driving. Subsequent similar offences can lead to imprisonment. After a court conviction for drink-driving you will also have to pay a much higher insurance premium. If you are driving, do not drink alcohol.

For more information read the Student Advice Centre's leaflet 'Buying, Owning and Driving a Car in the UK'.

Consumer Rights
Consumers are protected in Britain in that any goods bought have to match their description and be of a satisfactory quality.

However, enforcing this is not always easy. It is much better to take elementary precautions before buying or signing a contract. For example:

• buy new goods only from well-established traders;
• do not buy valuable goods from strangers at very low prices (they may have been stolen);
• do not buy expensive goods at one-day sales or auctions held in hotels, empty shops or in the open air;
• try on clothes to see if they fit;
• test mechanical or electrical goods;
• read the small print of contracts, etc;
• always keep your receipt and guarantee certificate (if any) or copy of the contract you have signed.

If you have problems of this nature consult the Student Advice Centre who publish a leaflet entitled 'Buying Goods and Services - Consumers' Rights and Risks'.

SHOPPING IN NEWCASTLE
Shops are generally open between 9.00 am and 5.00 or 5.30 pm. There is late night shopping on Thursday when most shops stay open until 8.00 pm. Some supermarkets, small grocers and specialist food shops may also stay open late most days of the week.

Food
There are two supermarkets in the city centre. Safeway on Clayton Street and the Co-op on Newgate Street, both of which are within walking distance of the University campus. There are other shops and supermarkets in residential areas where prices of groceries may be quite reasonable, for example, Shields Road in nearby Byker is an inexpensive shopping area. You should also try the covered market in Grainger Street for fresh meat and vegetables and the nearby Green Market in Eldon Square for fresh fish and vegetables.

Specialist food shops for tropical vegetables, spices, maize flour, halaL meat etc:
Brighton Oriental Food Store, 14-18 Brighton Grove, Fenham
MA Brothers, 58-60 Elswick Road, Fenham
For kosher products try:
Milburn Health Foods, Newgde Shopping Centre (also offers a 10 per cent discount to students)
Zelda’s Delicatessen, 7 Kenton Park Shopping Centre, Kenton

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For Chinese/Far Eastern foodstuffs try:

'China Town', Stowell Street
Out of this World, Gosforth Shopping Centre
(offers a range of ethnic foods including Chinese, Japanese and Mexican)
Satsu, 196a Heaton Road, Heaton
(offers Japanese and Korean foods)
Tsang's Supermarket, 87 Percy Street

For wholefoods, vegetarian and vegan foods try:

Holland & Barrett, 11 Bigg Market
The Heath Store, 28 Station Road North, Forest Hall

Household goods
If your accommodation is not already equipped with crockery, cooking utensils and bedding you will have to buy these things soon after your arrival in Newcastle. If you are in University-owned accommodation you may be able to buy a bedding pack from the site reception, otherwise you will have to go shopping.

The basic principle of shopping is that the more you pay for an item the better quality it is likely to be. However, your budget will probably not stretch to top-quality goods so you should avoid the big department stores on Northumberland Street and in Eldon Square. The best value shops for household goods are probably Pennystretcher, Poundstretcher and Your More Store on Clayton Street; the nearby Grainger Market and Wilkinson's on Nun Street, also offer household items at reasonable prices. Woolworths (also on Clayton Street and on Gosforth High Street), TK Maxx (Monument Mall) and catalogue shops (Argos in Eldon Square and Index on Northumberland Street) sell slightly better quality goods at higher, but still reasonable, prices. For bedding you could also try Rosetys in Eldon Square, while for kitchen utensils and crockery there is the Co-op on Newgate Street, Wilkinson's, and the Brighton Oriental Food Store and Tsang's Supermarket.

Markets
There are many markets throughout the whole of the North East region. In Newcastle, in addition to the Grainger and Green Markets (see above), there is a market on the Quayside every Sunday and in the Bigg Market every Tuesday, Thursday and Saturday. Both sell some household goods and the Bigg Market also sells fresh fruit and vegetables. Further afield there is a 'flea' or second-hand market at Tynemouth Metro station every Saturday and Sunday.

Background Information

HISTORICAL BACKGROUND TO THE UK
The UK's full name is United Kingdom of Great Britain and Northern Ireland. Great Britain (ie England, Scotland and Wales) has been one political unit since 1707, with its seat of government in Parliament in London. In 1997, referenda were held in Scotland and Wales to determine whether these countries would in future have their own elected assemblies. These referenda led to elections to a Scottish Parliament and a Welsh National Assembly in May 1999. The Scottish Parliament has the power to raise taxes.

From 1800 Ireland was ruled from London until, following the civil war, the nation was split in 1922. The Free State (largely Catholic) was ruled from Dublin, and Northern Ireland (largely Protestant) had its own parliament in Stormont, Belfast and also 12 Members of Parliament (MPs) in the House of Commons in London. The Free State (Eire) became the independent Irish Republic (Eire) in 1949, though even today Irish and British people have extensive residential, political and welfare rights in each others' countries and are not restricted on travelling between them.

The UK is a member of the European Union (EU). 87 European Parliamentary Members currently represent the UK in the European Parliament. They were last elected in June 1999 with a term of office of five years. The UK has not yet joined the Eurozone - the part of Europe that has adopted a single currency.

THE POLITICAL SYSTEM
The British political system combines hereditary monarchy with parliamentary democracy. The Queen is titular Head of State (largely ceremonial), while political power rests with Parliament.

Parliament consists of two chambers or houses: the elected House of Commons; and the House of Lords. Until recently, this House was made up largely of hereditary peers, but is now made up mainly of life peers ennobled in recognition of services to their country. The composition of the House of Lords is currently under discussion in Parliament and is likely to change. The House of Commons is the main forum of UK politics, consisting of 651 MPs elected by the area that elected them (their constituency).

The government is formed by the party that won the majority of seats in the House of Commons in the last general election (since 1945, either Labour or Conservative (Tory)); the other main party forms the official opposition. The Liberal Democrats form a smaller third party. The Labour Party won the last general election in June 2001 and will hold office for up to five years. Tony Blair is the Prime Minister and William Hague is the Leader of the Opposition.

Local government is in the hands of elected Local Authorities who have responsibility for roads, planning, education up to age 16, consumer protection, the police and fire services, social services, museums, parks and so on.

CULTURAL ISSUES
Background
Until about 1948 British society was almost entirely homogeneous, ie white. Yet individual Africans and Asians have lived here for centuries, mainly in ports such as Liverpool, London, Sunderland, Bristol and Cardiff. Black soldiers of the Roman army served, lived and died here.
before AD 500, freed African slaves made Britain their home from the sixteenth century, and there were Indian MPs in London in the 1890's. Over the last 45 years Britain has become a genuinely multi-racial and multi-cultural society. Unfortunately, as in many countries, some racism does exist. If you are unlucky enough to encounter it whilst in the UK, you should report the incident or seek advice from an appropriate source, as racial discrimination is a criminal offence.

The position of women has changed enormously in British society since obtaining the right to vote in 1918. Women in Britain today are independent and are accorded the same respect and status as men in all areas of life. They exercise their freedom to go about on their own and to meet together in public places such as cafés and bars for social and business reasons in exactly the same way as men do.

Public houses (pubs) and other places where alcohol is served are traditionally places where friends meet. For most British people, men and women, there is nothing wrong with having a moderate amount to drink in a pub. Many people however, even in pubs, buy soft (non-alcoholic) drinks or tea or coffee instead, either for religious or health reasons, out of personal preference, or because drink-driving laws in the UK are very strict.

Social Customs and Manners
We hope that the following information may help you to adjust to living in the UK.

It is customary, in most situations, to queue in an orderly line when waiting to be served in a shop/bank/coffee etc or when waiting for a bus. There are exceptions however, such as waiting for a train or being served in a pub. Perhaps the best advice is to observe others and behave accordingly.

Sometimes, people may make formal remarks that they do not mean literally, and it would be a mistake to interpret them literally. If, after a brief meeting, a stranger says that you must come and have dinner some time, this is probably only a vague invitation on the spur of the moment, an expression of their having found you pleasant and/or interesting to talk to. If they really want you to come they will invite you for a particular day and time. Misreading coded politeness can cause acute embarrassment!

Although a generalization, you may find British people are quite reserved – certainly we are stereotyped in that way. By and large it is customary to avoid physical contact with strangers beyond a handshake on first meeting. Embracing, kissing and holding hands tend to be reserved for greeting close friends.

How to address people is a difficult thing to dictate. Usually you will get to know people on first name terms quite quickly – if in doubt, continue to use the surname (family name), with the title Mr, Mrs, Miss, Miss, Dr, Professor. Older people or those with whom you have a more formal relationship may prefer you to use surnames; colleagues and friends will expect you to use their first names. It is worth bearing in mind that if somebody such as a lecturer or supervisor asks you to use their first name, this does not necessarily indicate that they are treating you as a friend. Strangers to the UK are sometimes puzzled to find that they are still treated formally by someone who insists on using first names – informality has become a formality! This behaviour is not unusual and is not directed at you personally.

British academics do not expect their opinions to be accepted without question and will respect students who put forward their own point of view in a polite, reasoned way. Beware in particular of using exactly the same words as your teachers or source books in essays, exams etc – this may be taken as evidence that you have not properly understood the ideas, or even of plagiarism (copying).

Cultural Acclimatization
Few students go through their programme of study without moments of self-doubt and times of loneliness. For students who have left families overseas there may be periods of acute loneliness and homesickness, especially in the early days before new friendships have been established.

You may well find that British ways of thinking and behaving are very different from those in your own country, and that you do not at first understand their nuances and subtleties. This can cause problems:

• you may feel lonely because you find it difficult to talk to people, or because they do not spontaneously talk to you. Try talking to them first. Their reserve may be respect of your right to privacy rather than unfriendliness;

• you may feel surprise, even alienation, at the way some people dress and behave in public, at the emphasis British society puts on alcohol as a focus for socializing, etc;

• you may feel unsure of yourself in certain situations: whether to show conformity/deference to respected academics by echoing their thoughts and words or whether to rephrase their ideas in your own words and to submit your own views/findings? If you are dissatisfied with your supervisor, a lecturer or departmental policy, should you complain (and if so, to whom), or just accept it?

The long-term effects of unresolved problems of this sort can be damaging – to your happiness, to your self-esteem, to your health, to inter-personal relations, even to your academic success. There are no simple answers to these questions. A good principle, where applicable, is not to make delicate decisions on the spot, but to take some time and seek the advice of someone who is better acquainted with British ways. Above all, do not just withdraw and keep your problems to yourself.

Contact with your own national, regional or religious society in the students' Union or in the city of Newcastle may help you find your feet here; however, socializing exclusively with people from your own country may isolate you from British people and may not help you to settle into student life in Newcastle. If you try to talk to your British colleagues you will probably find they are not as reserved as they may at first seem.
If despite following the above advice you nevertheless feel that you have not settled in and adapted to life in Newcastle you should seek advice. See the section on Support Agencies (above), or the Student Handbook for some of the services you could approach.

NEWSPAPERS AND MAGAZINES

National Newspapers
Newspapers in the UK are not controlled by the government. They are privately owned and may express the views of their editors or owners.

The large-format newspapers are called the 'serious press' or 'broadsheets' and cost about 30p to 55p each. The Telegraph is perceived as politically right wing, The Times as right-of-centre, The Independent as centre, and The Guardian as left-of-centre. All carry several pages of foreign news.

The smaller-format newspapers are called the 'tabloids', they have less serious news and are written in a style that can be quite difficult for people from overseas to understand. They cost 20p to 30p each. The Mirror has traditionally been supportive of the Labour Party. The Express and The Mail of the Conservatives. The Sun and The Star previously tended to support the Conservatives but have shifted ground towards Labour over the last couple of years.

There are also newspapers (usually weeklies) catering for Britain's ethnic minorities, such as The Voice (African/Caribbean) and the Asian Times. If you have difficulty in obtaining these ask at the Student Advice Centre, where you can read them in the waiting room.

You can read many newspapers and reviews in the University Library, public libraries and on the Internet. Your faculty library may also have up-to-date magazines about your subject.

Foreign Newspapers
Many of the above newspapers and some from abroad can be borrowed from the students' Union Reception. The International Office also lends out newspapers from Malaysia, Singapore and Saudi Arabia. Several newspapers near the University stock a wide range of international newspapers and magazines, as well as newspapers in the city's east and western areas.

Local Newspapers
These are useful for local news and also for adverts. Thursday is the best night for advertisements in the Evening Chronicle for houses and flats to rent, and for articles for sale, such as furniture and cars. There are also free papers full of advertisements for new/second-hand goods and services and others that charge for the paper but not for the privilege of advertising in it.

BACKGROUND TO THE UNIVERSITY
Newcastle University's origins date back to 1834 when a Medical School was established by Newcastle Practitioners. It soon became part of the University of Durham and expanded considerably to a point where, in 1963, the University of Newcastle upon Tyne was established as a separate public university offering a very diverse range of subjects. The University of Newcastle upon Tyne is one of Britain's leading universities and is a major teaching and research establishment of national importance and international reputation.

The University has a total student population of over 13,000 registered students. The international student community is made up of around 2,000 students from outside the UK, with over 100 countries represented on campus. The University has over 1,900 members of academic staff teaching a comprehensive and wide range of programmes from dentistry, agriculture and architecture through economics and social studies to pure science, languages, history and literature.

Structure of the University
The University is arranged into seven faculties: Agriculture and Biological Sciences: Arts; Education; Engineering; Law, Environment, and Social Sciences; Medicine; and Science, each of which houses a number of departments. Each faculty has a dean who is ultimately responsible for academic matters within the faculty and also administers the budget for the faculty. The dean is assisted by sub-deans, and each faculty usually has both an undergraduate and a postgraduate sub-dean who deal specifically with undergraduate and postgraduate matters respectively.

The number of departments within a faculty varies greatly. The majority of students have a 'home' department, ie a department where they have most of their classes or do most of their research. The home department will usually provide the student's tutor or supervisor and will act as the focal point during the student's time at Newcastle. Some students, such as Combined Studies students, will divide their time equally between a number of departments and for these students a tutor will be allocated from within the faculty where they spend most of their time.

The Students' Union
In the UK students' unions have primarily a social and welfare role, not a political one. They do not have any political affiliation (unlike most trade unions), and are not considered to be subversive. Students' unions are considered to be so central to student life that all student members of most universities, including ours, are automatically Union members and the University contributes prominently to the Union's funds.

All Union members benefit from a range of sporting and social activities as well as the provision of student welfare information. Union members can also take part in the decision making of the Union which involves voting, or standing in elections, attending and speaking at all meetings and voting in the General and Annual Business
Meeting. International students are entitled to stand for election for any of the posts in the Union, not just the post of International Officer. A student can choose to opt out as a member of the Union at Registration, but will be unable to take part in the Union’s sporting, social and political activities. See the Student Handbook for more information on services provided by the students’ Union.

ACADEMIC ISSUES

Semester System
The academic year consists of three terms within a two-semester academic year. A semester represents half a year’s study time and students usually take modules to the value of 60 credits in each semester. Holidays follow the traditional pattern of three terms plus three vacations. Postgraduate masters’ and doctoral programmes involve work during the summer vacation period.

There is no formal teaching during holidays, but University services such as the library and computing service are normally available during holidays except for 10 days over the Christmas vacation.

Teaching and Assessment Methods
Teaching and assessment methods vary across disciplines and level of study. The main teaching methods are by lectures which are usually just under an hour long, where the lecturer will give a presentation on a topic in a lecture theatre and the student will take notes. The knowledge acquired by students through lectures is further developed by seminars which are more interactive sessions facilitating debate, and tutorials involving smaller groupings of students. On occasions, students are requested to present seminars.

Each module will have a prescribed method of assessment which may include one or more of the following:

- ‘Unseen written examinations’ will test your knowledge by asking you to answer specific questions of which you may have a choice. You will be expected to have prepared for the examination beforehand without knowing exactly which topics will appear on the exam paper.
- ‘Take-away’ written examinations where you can take the questions away with you and study them, researching the topic if necessary, before completing and submitting your exam paper.
- ‘Open book’ examinations where you are examined in silence in a defined time period, but into which you can take certain texts and lecture notes.

Other means of assessment include oral examinations, essays, extended essays, project work, dissertations, submitting portfolios of practical work and assessing performance during practical classes. It can also include presentations, seminar work and fieldwork. If you require more information about assessment methods, please consult your degree programme handbook or ask your department.

Appendix 1

CHECKLIST

Before Travelling
Return the following documentation:
- Proof of your results (for a conditional offer);
- Accommodation Application Form – by the due date;
- Pre-Sessional English Language course form, if appropriate.

Ensure you have made all arrangements for:
- immigration;
- travel arrangements;
- money to cover all your costs, both long- and short-term;
- health insurance, if appropriate;
- what to bring with you.

On Arrival
- Go to your accommodation if you have the address. If you do not have the address, phone the Accommodation Office (0191 222 6360) or visit the Office at 19 Windsor Terrace;
- Call in at the International Coffee Bar (where free coffee, tea and soft drinks are available) in the Common Room, Agriculture Building, King’s Road (7.30 pm to 10.00 pm);
- Attend the Orientation Programme for International Students;
- Open a bank account (see Financial Matters);
- Register as a student of the University (see Registration);
- Register with a doctor (see Health);
- Register with the police, if this is required (see Immigration Requirements);
- Seek advice from the Student Advice Centre in the students’ Union about insurance for your personal possessions or about any of the above points;
- Let your family and friends know that you have arrived safely.
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Appendix 3

THE LANGUAGE CENTRE
The University Language Centre offers (without charge) up to six hours per week of term-time English language tuition to those registered students in need of it. It also provides extensive facilities for self-tuition in English and other languages, and a Language Advisory Service for all overseas students.

Pre-sessional Intensive English Language Programme
From July to September of each year the Language Centre runs an intensive programme in English for overseas students about to enter this or other institutions of higher education in the UK. It provides, in addition to about 21 hours' tuition in English, an orientation to Britain in general and the North East in particular, with weekend visits and evening activities. The aim of the programme is to introduce the student to the English he or she will need for academic purposes and to increase the student's proficiency in English, to be able to deal more effectively with any problems which may arise once term begins. The programme will be divided into three blocks: each block is three or four weeks long: Monday 25 June to Friday 13 July; Monday 16 July to Friday 10 August; and Monday 13 August to Friday 7 September. All three blocks together constitute one complete programme, but any block can be taken separately. If you only need to attend for four weeks, the final block is recommended. The programme fees are:

<table>
<thead>
<tr>
<th>Block</th>
<th>Duration</th>
<th>Start Date</th>
<th>End Date</th>
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<tr>
<td>1</td>
<td>3 weeks</td>
<td>25 June</td>
<td>13 July</td>
<td>£522</td>
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<tr>
<td>2</td>
<td>4 weeks</td>
<td>16 July</td>
<td>10 Aug</td>
<td>£696</td>
</tr>
<tr>
<td>3</td>
<td>4 weeks</td>
<td>13 Aug</td>
<td>7 Sept</td>
<td>£696</td>
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Fees are payable on or before Registration on the first day of the programme.

The Director, The Language Centre, University of Newcastle upon Tyne, Newcastle upon Tyne NE1 7RU, United Kingdom (fax +44 191 222 5239; e-mail: language.centre@ncl.ac.uk).

For further details about the Language Centre, please see also Part Two.

Payments for Teaching and Demonstrating Duties

General Policy
Payments for teaching and demonstrating duties are governed by two factors - the need for such teaching and the amount of finance that a department is able to allocate for this purpose from its devolved budget. Normally only full-time registered postgraduate students are eligible for these duties.

Part-time postgraduate students should only be used for teaching and demonstrating where full-time students are not available. The use of part-time students continues to be subject to Faculty Planning and Resources Committee approval and payment (see 'New Procedures for Payment' below). Payments to other persons not normally eligible remain subject to a recommendation from Faculty Planning and Resources Committee and approval by University Policy and Resources Committee.

It is not appropriate to use this mechanism to remunerate staff holding full-time or part-time contracts of employment with the University.

It is University policy that the limited finance available for these duties be distributed as equitably as possible amongst those eligible. Unfavourable comparisons by postgraduate students can be made if departments operate different criteria in this respect and pay an unfair proportion of their student demonstrators at the highest rates. Therefore, the need for teaching and demonstrating and the actual hours worked, rather than the availability of finance, should govern all decisions to pay for teaching and demonstrating duties. Heads of Departments are expected to provide clear instructions in the duties to be performed and continuing supervision.

Other points to be considered are that the rates paid have to bear some relationship to academic rates of pay, while recognizing that all such teaching must be adequately supervised and that the hours undertaken do not exceed those currently allowed by Research Councils, ie six hours per week. University policy is that the maximum should be 118 hours of teaching and demonstrating duties and the special maximum should be 140 hours in any one academic year. The special maximum is payable only when it is absolutely essential that a person undertake duties in excess of 118 hours if being paid at the standard rate or 60 hours if being paid at the special rate. Payment in excess of the maximum may be made if there is a shortage of suitably qualified postgraduate students, or some extraordinary need such as illness of a member of staff. Payment in excess of the maximum is subject to the approval of the appropriate Faculty Planning and Resources Committee.
In order to reduce the amount of administration required in departments a number of changes were introduced last year by the Human Resources and Payroll Sections. In brief, the changes were:

- Contracts can be for up to three years, instead of one year at a time, so reducing the number of appointments to be requested by departments.
- Bank, tax and National Insurance information are now collected at the time the appointment is requested, allowing the full payroll record to be created immediately avoiding a common source of delay to payment.
- Human Resources issue a confirmatory appointment letter, not requiring a formal acceptance: most students do not need to provide any further administrative response after the initial provision of information.

The procedures now being followed and related points are:

i) At the commencement of the academic year each department will be invited to submit to Human Resources a list of those postgraduate students who are to be appointed as Postgraduate Demonstrators.

ii) For each student, the enclosed form PAY/00/00/00 needs to be completed. This must be signed by the Head of Department, or an authorized nominee. The student will need to provide the details of their bank account for payment, as well as tax and National Insurance information and complete the enclosed P45 tax form if no P45 is available. This will enable complete records to be set up for payment without having to request further information from most students.

iii) Heads of Department will also need to indicate the length of contract required, up to a maximum of three years. This must not exceed the duration of the studentship but will remove the need for the student to be re-appointed annually.

iv) Human Resources will issue a confirmatory letter of appointment to the student with a copy to the Head of Department for local records.

v) Payment will be triggered by monthly returns from Departments to the Payroll Section of the Finance Office using pre-printed stationery which will be distributed to Departments. I must emphasise that this is an Inland Revenue driven requirement which is unavoidable and has meant the creation of several hundred additional Human Resources records and returns to the payroll section each year.

Heads of Department should note that if payments to a single individual rise above £329 in any one month during the tax year 2000-01 then liability for National Insurance payments on both the individual's part and that of the Department of up to 10.0 per cent will be incurred as an additional charge to demonstrating payments. While students can either reclaim tax or gain tax exemption if their earnings fall below personal allowance levels, National Insurance payments cannot be reclaimed. To avoid this situation it is essential that payment is not left until the end of term as, if a block payment of say £340 was made, this would become liable for National Insurance payment by both the student and the Department. However, if payments of £120, £120 and £100 were made during term time on a monthly basis no National Insurance would be paid.

It is hoped that the above changes will simplify the payment process for all concerned. Enquiries concerning this exercise should be made by Heads of Department as follows:

**Teaching and demonstrating rates**

Dr J W R Smith, Senior Assistant Registrar

**Human Resources procedures and contract matters**

Faculty Human Resources Officer or Mr R Burrow, Assistant Director of Human Resources

**Financial payments, tax and national insurance**

Mr R Wilson, Assistant Director of Finance

**Funding of teaching and demonstrating**

Faculty Assistant Registrars
PART FOUR
Academic Matters

University Regulations
You will receive guidance and advice from your Supervisor, Head of Department/School and other key academic staff, as appropriate. The full University Regulations for Postgraduate Research Students follow. Any queries which cannot be handled by your Supervisor or Department may be referred to the Student Progress Office.

The Regulations cover all matters relating to admission to and examination of those undertaking research degrees at Masters and Doctor of Philosophy levels, whether as student or staff candidates.

This Part begins with the General Regulations, followed by the specific regulations for each degree and category of candidate. Supervisors and students are strongly recommended to be familiar with both. The list of contents will guide you to the relevant pages quickly.

The Student Progress Office is situated in Kensington Terrace.

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University Regulations

General Regulations

A. ADMISSION AND REGISTRATION

1. (a) All students are required to register at the beginning of their studies in accordance with the rules made from time to time by the University. Only exceptionally, and with the special permission of the Registrar, will students be permitted to register or to matriculate after the time appointed for them, and in no circumstances will students (other than postgraduate students, or occasional students) be allowed to register or to matriculate after the end of the fourth week of Semester 1 (inclusive of the Induction Week).

An additional fee of £20 may be charged to all students who register late.

(b) Students registering for modular programmes shall, in addition, by the end of the Induction Week of Semester 1, complete a module registration form recording their choice of modules for the entire academic year. Such choice shall be subject to the written approval of the relevant degree or other programme director in accordance with regulation C4(d) of the Undergraduate Progress Regulations.

(c) In respect of Semester 1, the selection made may be changed subject to the written approval of the relevant degree or other programme director up to the end of the third week of the Semester. Thereafter any change may only be approved by the relevant faculty progress and concessions committee with the consent of the appropriate degree or other programme directors.

(d) In respect of Semester 2, the selection made at the beginning of the academic year will be provisional and subject to the written approval of the relevant degree or other programme director and to timetabling or other constraints, students will be permitted to make changes to their choice of modules for Semester 2 up to the end of the second week of that semester. If students make no change to their provisional selection for Semester 2 before the deadline, that selection will become firm. Thereafter any change may only be approved by the relevant faculty progress and concessions committee with the consent of the appropriate degree or other programme directors.

(e) Registration of module choice as in paragraph (b) above shall in all cases be determined in accordance with the relevant degree or other programme regulations and may be subject to the availability of places.

2. Occasional students, that is those not pursuing a programme of study, whether undergraduate or postgraduate, leading to a degree or other qualification awarded by the University, are not required to pass any regular entrance examination, but must satisfy the head of department or senior tutor concerned of their educational fitness to enter upon the programme of study they propose to take. They are subject to the discipline of the University, must register as students and pay the prescribed fees.

Note: candidates for first degree and undergraduate diploma programmes must make application for admission through UCAS, Rose Hill, New Hall Lane, Chesterham, Gloucestershire GL2 3LZ, by 15 January for entry in September of the following year. Candidates for higher degrees and occasional students must apply direct to the Registrar.

3. (a) All postgraduate students whose native language is not English are required to take a proficiency test in English at the Language Centre before being permitted to register. The student's performance in the test will not prejudice registration, but if the test result indicates that remedial tuition in the English language is desirable the student will be given an opportunity to attend appropriate classes during the session in the Language Centre; additionally, a candidate for an advanced programme of study may be required to pursue a postgraduate qualifying year of study in the first instance.

Students who have successfully completed an undergraduate programme of study in a United Kingdom university, or who hold a first degree in English Language or English Literature, or who have been specifically exempted from the proficiency test by the Director of the Language Centre, will be exempted from the above requirements.

(b) Undergraduate students whose native language is not English may, in addition to meeting the University's matriculation requirements, be required to undergo such test in English as the University may from time to time prescribe, with a view to testing their ability to profit from a programme of instruction. They may as an alternative or in addition be required, as a condition of registration, to pursue a programme of instruction either within or outside the University, and to pass any examination that may be prescribed in connection with such a programme. If they do this they will be required to pay any fees or other expenses involved.

4. In order to be admitted to the University all students are required to sign the following declaration: 'I hereby promise to conform to the discipline of the University and to all statutes, regulations and rules in force for the time being so far as they concern me'.

5. Students using computing facilities of the University must comply with the Computer User's Agreement adopted by the University, which is available on application to the Director of the Computing Service.

B. FEES

1. Fees and other charges must be paid at the times prescribed by the University. It shall be a condition of registration that the student shall have made adequate
arrangements for the payment of tuition fees and for maintenance during the period of study at the University.

2. Students who are supported by grant-awarding bodies or other sponsors will be responsible for providing such information as may be necessary for the University to secure payment from the body concerned. Other students will be classified as self-supporting and will be responsible for the payment of their own fees.

3. All University Composition Fees are payable on registration, except the Home Undergraduate Tuition Fee Contribution (see Fees Schedule), which is payable by the end of January of the academic year. By arrangement with the Bursar, students liable to pay all or part of the Home Undergraduate Tuition Fee Contribution may do so in two equal installments, at the end of January and at the beginning of May. Students who do not pay by the due dates may be liable to a late fee of £25. Where there are excessive delays in the payment of fees, whether by students themselves or by a grant-awarding body or other sponsor, and where those students cannot show reasonable cause and give a satisfactory assurance as to payment, they may be excluded from further study in the University. In special circumstances a student so excluded may be readmitted to the University on the authority of the Vice-Chancellor, on payment of all outstanding fees and debts to the University together with a late fee of £25.

4. Residential charges for students in University accommodation must be paid for in accordance with the notice issued by the Accommodation Office or by means of an approved alternative method of payment. Details of payment options are available from the Accommodation Office. Any such charges which have not been paid by the date on which they are due will be subject to the payment of an additional late fee of £25. It is the responsibility of all students to notify the Accommodation Office in writing if they are in financial difficulties and unable to pay their residential charges by the due date. Students should outline the reason for the difficulties and their proposals for payment. Students who cannot show reasonable cause and give satisfactory assurance as to payment will be subject to further action as outlined in the University Credit Policy.

5. No degree, diploma or other qualification shall be conferred upon any person who has not fulfilled all financial obligations to the University.

C. DISCIPLINE
1. Any student who has registered and signed the Declaration is subject to the discipline of the University.

2. All students subject to the discipline of the University are required at all times during their periods of study to be of good behaviour and to observe all regulations affecting them which may be made from time to time by the University or other institutions which they attend as part of a University programme of study.

3. Any student subject to the discipline of the University shall be liable in cases of misconduct to such punishment as may be embodied in the disciplinary procedures approved by Council. Misconduct may include being found guilty of an offence in the criminal courts.

4. Students are required to make good to the satisfaction of the University any damage or injury they may cause to the property of the University or any institution attended as part of a University programme of study or to the property of individuals thereof.

5. The University is legally required to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students and employees of the University and for visiting speakers and that the use of University premises is not denied to any individual or body of persons on any grounds connected with the beliefs or views of that individual or of any member of that body or the policy or objectives of that body. All persons subject to the discipline of the University must comply with the Code of Practice approved from time to time by the University for the purpose of meeting these statutory requirements.

6. The University is legally required to take such steps as are reasonably practicable to ensure adherence of members, students and employees of the University to the Copyright, Designs and Patents Act 1988 and to the Copyright Licensing Agency and Educational Recording Agency Licensing Agreements. Provisions of the Act and the agreements are available in all University departments and all persons subject to the discipline of the University must comply with these requirements as breaking of the relevant legislation may result in legal action against individuals and the University.

D. TUTORS AND GENERAL INFORMATION
1. Every student is assigned to a tutor who is a member of the academic staff. The requirements to inform the tutor of changes in circumstances and to attend for interviews with the tutor are set out in regulations F2 and J4 of the Undergraduate Progress Regulations.

2. Students are responsible for making themselves familiar with all regulations and rules affecting them, all notices posted on public notice boards throughout the University, as well as with all dates appearing in the University Calendar which affect them. In particular they are required to note the times and places at which University examinations are to be held.

3. Postgraduate research students are responsible for making themselves familiar with the Guidelines for Research Students approved by Senate from time to time which are available to them at the beginning of each academic year.

E. REGISTERED STUDENTS HAVING SABBATICAL STATUS
1. Persons appointed to any office which Senate and Council from time to time approve formally as having sabbatical status must be full-time registered students of the University.
2. Graduates of the University shall be registered by the Registrar as full-time students for the academic year following the academic year in which they graduate if elected for that year to one of the offices which Senate and Council from time to time approve formally as having sabbatical status and for the following academic year, if re-elected to one of these offices.

3. No-one shall hold sabbatical office or offices for more than two academic years whether consecutively or in aggregate.

An academic year for the purpose of this regulation shall be defined as the year or such part of a year served for which student sabbatical officers are normally elected, which commences on 1 August.

4. The special provisions and exemptions which sabbatical officers may claim in respect of University and degree regulations are described in regulations H3 and H6 of the Undergraduate Progress Regulations. These provisions for sabbatical officers shall apply unless such an officer informs the Registrar by the end of the Induction Week of Semester 1 that he does not wish to abide by the provisions in which case the Undergraduate Progress Regulations shall apply normally to the officer concerned.

F. ACADEMIC DRESS

Academic dress in the form prescribed by Senate shall be worn at all Congregations of the University and at such times and on such occasions as may be prescribed from time to time by Senate.

G. LIVING ACCOMMODATION

1. All students who take up places in University accommodation shall do so until the end of the current academic year, unless other arrangements are explicitly prescribed for a particular University residence. In exceptional cases, or if a substitute is found who is acceptable to the warden in question or, where there is no warden, to the Accommodation Office, this rule may be relaxed at the discretion of the warden or of the Accommodation Office as appropriate. Additionally, students in a hall of residence may apply to transfer to non-catered University accommodation within the first six weeks of the start of the academic year on agreement to pay a fixed transfer fee at a rate to be determined annually by the University.

2. Students shall immediately notify the Registrar or the Accommodation Office of changes of home or local address. They must also report any such changes to their tutors or, in the case of students in the Faculty of Medicine, to the Medical or Dental School Office.

H. HEALTH

1. Students other than those living at home are required to bring their National Health Service medical cards with them when they come into residence and to register with the National Health Service with a local medical practitioner.

2. No student who is suffering from an infectious illness deemed on medical advice to represent a significant risk to other students, or in whose residence there has been such illness, shall attend the University or reside in a University residence until satisfactory medical evidence is presented to the Registrar that there is no longer any risk of infection.

J. CONFERMENT OF QUALIFICATIONS

1. No person may be described as holding a degree granted by the University until the qualification has been awarded in person at Congregation or in absentia in accordance with a general resolution of Senate. A diploma, certificate or other qualification not being a degree shall be conferred by the University on the publication of the relevant pass list.

2. Congregation shall be held at such times and places and in such manner as Senate may from time to time prescribe.

3. Students who wish a degree to be awarded must make application for the award in the form prescribed from time to time under the authority of Senate, and must pay such fees as may be prescribed, and must state whether it is desired that the degree should be awarded in person or in absentia.

4. The Registrar may exclude from Congregation any student who has not conformed with the conditions prescribed by Senate under regulation H3 above.

K. SAFETY

The University's rules and arrangements are set out in the booklet Health and Safety: Statements on Policy, Organization and General Safety Arrangements, available on application to the University Safety Officer or from the University website at: http://www.ncl.ac.uk/internal/safety/ The Local Rules Governing the Use of Ionizing Radiations and Radioactive Substances is available on application to the Radiation Protection Officer or from the website at: http://www.ncl.ac.uk/profintro.html The University also has local rules relating to work with micro-organisms and to work with chemicals subject to the COSHH Regulations. These local rules are available on the website at http://www.ncl.ac.uk/internal/safety/ or on application to the University Safety Officer. All members of staff, students and other persons on University premises are required to comply with safety regulations in force.

L. SMOKING

Smoking is prohibited in all parts of all University buildings other than in rooms or areas which are designated as smoking areas. The University's detailed No Smoking Policy statement is available from the Registrar.

UNIVERSITY LIBRARY

Note: attention is drawn also to the Regulations and Rules of the University Library which are available from the University Library.
Regulations for Student Candidates for the Degree of Doctor of Philosophy

Note: postgraduate research students are responsible for making themselves familiar with the Guidelines for Research Students approved by Senate from time to time which are available to them each academic year.

INTRODUCTION

1. Candidates for the degree of Doctor of Philosophy are required to show ability to conduct original investigations, to test ideas, whether their own or others', and to understand the relationship of their work and its themes to a wider field of knowledge. A doctoral thesis should be a piece of work which a capable, well-qualified and diligent student, who is properly supported and supervised, can produce in three years of full-time study. It should exhibit substantial evidence of original scholarship and contain material worthy of publication.

Applicants, including members of staff, who are approved for admission as candidates for the degree of Doctor of Philosophy under these regulations will be required to pay the student fees for the degree as set out in the annual Fees Schedule.

ADMISSION AS A CANDIDATE FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

2. An applicant may be approved for admission as a candidate for the degree of Doctor of Philosophy by a postgraduate sub-dean on the recommendation of a postgraduate admissions selector acting on behalf of the relevant head of department where the applicant:

(a) is a graduate of this or another approved University or other approved degree-awarding body or holds other qualifications approved by the postgraduate sub-dean;
(b) has completed an approved application form in which is set out:
(i) an indication of the intended field of advanced study and research,
(ii) evidence of the applicant's suitability to become a candidate in terms of ability and prior training and experience;
(c) has supplied such references and evidence of prior qualifications and experience as the postgraduate admissions selector and/or the postgraduate sub-dean may require.

3. In considering an application for admission as a candidate for the degree of Doctor of Philosophy, a postgraduate sub-dean must be satisfied not only as to the suitability of the applicant, but also as to the availability to the applicant of appropriate supervision and suitable facilities once the applicant is admitted as a candidate. It is the responsibility of the relevant head of department, directly or through a postgraduate admissions selector, to ensure that appropriate supervision and suitable facilities will be available to an applicant once admitted as a candidate.

CONDITIONAL CANDIDATURE

4. An application for admission as a candidate for the degree of Doctor of Philosophy may be approved either conditionally or unconditionally. Conditional approval shall be subject to the candidate being admitted initially as a candidate for the degree of Master of Philosophy. Where such a condition is imposed the candidate shall, provided satisfactory progress is made (see also regulations 18 to 20) and the relevant supervisor and head of department so recommend, subsequently be permitted by the postgraduate sub-dean to register as a candidate for the degree of Doctor of Philosophy. Such subsequent registration shall, for all purposes under these regulations, be deemed to have occurred at the date of previous conditional registration of the candidate for the research Master's degree. Transfer from registration for a research Master's degree to the degree of Doctor of Philosophy shall not normally be permitted unless the candidate has been registered for the appropriate Master's degree for at least nine months.

5. The power to approve an applicant for admission as a conditional candidate for the degree of Doctor of Philosophy, other than in cases where the applicant's qualifications require specific approval by the postgraduate sub-dean, may be delegated by the postgraduate sub-dean to the postgraduate admissions selector of the department to which the applicant has applied.

GENERAL PRECONDITIONS TO THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY

6. Before being awarded the degree of Doctor of Philosophy, a student must:

(a) satisfy the entrance requirements for the degree;
(b) register for and make satisfactory progress in the relevant programme of study;
(c) satisfy the examiners in the assessments specified.

SUPERVISION OF CANDIDATURE

7. A candidate for the degree of Doctor of Philosophy must engage in advanced study and research under the direction of a teacher in the University, who shall be a member of the academic staff appointed by the appropriate postgraduate sub-dean in consultation with the relevant head of department as the candidate's supervisor. To be eligible to supervise candidates for the degree of Doctor of Philosophy, a member of staff must hold the degree of Doctor of Philosophy or an equivalent research degree or have equivalent research expertise. The appropriateness of an equivalent research degree or expertise should be determined by the appropriate postgraduate sub-dean in consultation with the relevant head of department. The appropriate postgraduate sub-dean may if appropriate designate in addition another member of academic staff to
appropriate as full-time or part-time students of the approved candidates shall be required to register as full-time or part-time (writing-up) registration. The fact that a candidate has reached the stage of writing up a thesis does not therefore of itself constitute registration as a part-time student and only where the request is supported by the candidate's supervisor and head of department.

9. Any student who wishes to transfer from one of the categories of candidature specified in regulation 8 to another such category may do so only with the approval of the appropriate postgraduate sub-dean and subject to the recommendation of the relevant supervisor and head of department.

10. In the case of a student approved as a candidate under regulation 8(a), the student may in exceptional circumstances apply to the postgraduate sub-dean to register as a part-time candidate for one of the three years of study required, excluding the first year of study. Permission to register part-time shall be granted only where the candidate makes a case on academic grounds to register as a part-time student and only where the request is supported by the candidate's supervisor and head of department.

Note: it should be borne in mind that a full-time candidate who completes a thesis for the degree of Doctor of Philosophy within the normal three-year period allowed under regulation 8(a) will have spent part of that time writing up. The fact that a candidate has reached the stage of writing up a thesis does not therefore of itself constitute grounds for transferring to part-time registration or to full-time (writing-up) registration.

11. In all cases of candidature approved under regulation 8, approved candidates shall be required to register as appropriate as full-time or part-time students of the University for the duration of the minimum period of candidature specified (unless permitted to submit early, see regulation 27), and to abide by the requirements of the University's General Regulations. A candidate's period of study shall be reckoned from the date of first registration of the candidate for the degree of Doctor of Philosophy. As indicated in regulation 2, in the case of students whose candidature for the degree of Doctor of Philosophy is approved conditionally and who therefore register initially for the appropriate research Master's degree, their subsequent registration for the degree of Doctor of Philosophy shall, for all purposes under these regulations, be deemed to have occurred at the date of their initial conditional registration as candidates for research Master's degrees.

STUDY UNDERTAKEN OUTSIDE THE UNIVERSITY

12. Any candidate may be permitted by the relevant postgraduate sub-dean, on the recommendation of the relevant supervisor and head of department, to study outside the University, provided that in respect of any period of study not undertaken in the University the postgraduate sub-dean is satisfied before the beginning of that period of study that:

(a) the candidate will have access to adequate facilities and resources;

(b) sufficient time for study and research will be available to the candidate;

(c) appropriate arrangements have been made for the candidate's supervision during the period of study outside the University, including arrangements for the candidate's supervisor to maintain contact with and to meet with the candidate as often as is necessary;

(d) appropriate arrangements have been made in any case where the candidate is attached to or working at an institution outside the University and is offered local supervision and support by staff at that institution.

ATTENDANCE AND PROGRESS

13. A student registered as a conditional or unconditional candidate for the degree of Doctor of Philosophy shall:

(a) attend the University as frequently and at such intervals as the candidate's supervisor shall require, bearing in mind whether the candidate is registered as a full-time or part-time student and allowing for any period of study undertaken outside the University. In accordance with the Guidelines for Research Students approved by Senate, students in attendance at the University, whether registered full-time or part-time, will be required to have formal meetings with their supervisors at least once per term;

(b) attend and complete the requirements of, and satisfy the examiners in any assessments for, any taught programme deemed to be part of the programme of
study for the degree of Doctor of Philosophy in a particular department and/or faculty. Each department and/or faculty shall make clear to each candidate the requirements associated with any taught programme. Exemption from a requirement to attend a taught programme may be granted by the appropriate postgraduate sub-dean on the recommendation of the supervisor and head of department:

(c) produce appropriate written work as required by the candidate's supervisor including at least one substantial piece of written work during the first year of registration, as required by the Guidelines for Research Students;

(d) complete and submit an Annual Report Form;

(e) take note of and abide by all other provisions of the Guidelines for Research Students.

14. The progress of all students registered as conditional or unconditional candidates for the degree of Doctor of Philosophy shall be reviewed each year by the relevant supervisor and head of department. Such a review shall be carried out in accordance with procedures agreed in each faculty and department and may involve consideration of a candidate's work by a review committee. Each supervisor shall submit an Annual Report Form concerning the progress of the candidate's research for review by the appropriate postgraduate sub-dean.

15. In the case of any student whose progress is deemed to be unsatisfactory, the supervisor and head of department may recommend to the appropriate postgraduate sub-dean:

(a) that the student be required to produce additional work and/or to undergo further review after an additional period of study and research;

(b) in the case of a student registered as an unconditional candidate for the degree of Doctor of Philosophy, that the student be required to re-register as a candidate for the appropriate research Master's degree;

(c) that the student be not permitted to remain a registered student or a candidate either for the degree of Doctor of Philosophy or for a research Master's degree and that the student's candidature be terminated.

PROGRESS OF CONDITIONAL CANDIDATES AND TRANSFER TO REGISTRATION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

16. In the case of students registered for a research Master's degree as conditional candidates for the degree of Doctor of Philosophy, their progress shall be reviewed during their first year of study for those candidates studying full time and in the second year to the case of those candidates studying part time, with a view to determining whether or not a recommendation should be made to the appropriate postgraduate sub-dean that they should be permitted to transfer to registration as unconditional candidates for the degree of Doctor of Philosophy (see also Regulation 4). The review of a candidate's progress shall be carried out in accordance with the procedures agreed in each faculty or department.

17. Students who are accepted as candidates for the degree of Master of Philosophy intending subsequently to transfer to the degree of Doctor of Philosophy must normally have received the approval of the relevant postgraduate sub-dean to transfer to the degree of Doctor of Philosophy not later than 12 months after commencing their studies in the case of candidates studying full time and not later than 24 months in the case of candidates studying part time.

18. A student whose progress is not deemed sufficiently satisfactory to allow them to transfer from registration for the degree of Master of Philosophy to registration for the degree of Doctor of Philosophy may nonetheless be deemed to have made satisfactory progress as a candidate for the degree of Master of Philosophy. In such a case the candidate shall be permitted to submit a thesis for the degree of Master of Philosophy. Exceptionally, the candidate may be permitted to continue as a candidate for the degree of Master of Philosophy for a further period and be reconsidered for transfer to the degree of Doctor of Philosophy at a later date. Such cases should be reconsidered no later than two months after the initial decision in the case of full-time candidates and no later than four months after the initial decision in the case of part-time candidates.

19. A student registered as a conditional candidate for the degree of Doctor of Philosophy whose progress is deemed unsatisfactory at research Master's degree level shall not be permitted to continue as a registered student or candidate for either degree.

EVIDENCE OF FAILURE TO MAKE SATISFACTORY PROGRESS AND PROCEDURES TO BE FOLLOWED

20. Aspects of performance and attendance that may be deemed to constitute evidence of failure to make satisfactory progress, and the procedures for dealing with cases of unsatisfactory progress and for reviews of decisions on unsatisfactory progress shall be as set out in the University Taught Postgraduate Masters' Degree Entrance and Progress Regulations, regulations 5 to 8.

INTERRUPTION OF STUDY

21. A postgraduate sub-dean may permit the interruption of a candidate's programme of study for a period to be specified by the postgraduate sub-dean.

TEACHING DUTIES

22. Candidates for the degree of Doctor of Philosophy may undertake paid duties in the University during term in any period of full-time study, provided that they consult their supervisors about the time that may be devoted to such duties and provided that they do not contravene the terms of any studentship that they might hold.
SUBMISSION
23. The results of a candidate's advanced study and research must be embodied in a thesis in the approved form in accordance with the Rules for the Submission of Work for Higher Degrees and the Rules for the Form of Theses (see page 34). The length of a thesis shall be determined, having in mind the requirements laid down, or guidance issued, if any, by the candidate's faculty. The thesis must be submitted, together with the necessary submission form and other material, to the Student Progress Office or the Graduate School Office, Faculty of Medicine as appropriate.

24. The exact title of a candidate's thesis must be submitted on the appropriate form for approval by the postgraduate sub-dean not less than one month before the thesis is submitted.

25. The thesis must be submitted for examination within the period specified below from the date appointed as the beginning of the period of study:

(a) within four years in the case of candidates proceeding under the provisions of regulation 8(a);
(b) within five years in the case of candidates proceeding under the provisions of regulation 8(b);
(c) within six years in the case of candidates proceeding under the provisions of regulation 8(c).

26. Except with the permission of the appropriate postgraduate sub-dean, a candidate may not submit a thesis earlier than the beginning of the last term of the prescribed period of study.

EXTENSIONS OF TIME FOR SUBMISSION
27. In exceptional cases, an extension of time for submission may be granted by the appropriate postgraduate sub-dean, subject to the presentation by the candidate of a case justifying such an extension, supported by the candidate's supervisor. Candidates granted extensions of time in accordance with this provision, but who do not register, shall be required to pay such extension fees as the University shall prescribe from time to time.

CANDIDATES IN CONTINUATION
28. A candidate who has completed the minimum required period of registration specified in regulation 8 but who remains eligible to submit a thesis, either in accordance with the provisions of regulation 26 or under the terms of any extension of time granted in accordance with regulation 27, is not required to continue as a registered student unless the candidate is making use of University facilities commensurate with such registration. Candidates who require the continued use of University library and computing facilities but who are completing the writing of their thesis and do not need normal supervision may be permitted on the recommendation of their supervisor in consultation with the appropriate head of department to register as 'full-time (writing-up)' or 'part-time (writing-up)' candidates. The full-time (writing-up) mode of registration is open only to those who have completed the minimum period of registration specified in regulation 8(a) above.

Notes
(i) Candidates who have completed the minimum period of registration specified in regulation 8(b) or 8(c) will not be permitted to register under the full-time (writing-up) mode of registration.

(ii) Since candidates at the writing-up stage will have completed all experimental work and data collection, those who are registered under either of the writing-up categories will not be permitted to work in laboratories or studios or to take part in field trips (unless they have the authority of the appropriate head of department to do so for teaching or demonstrating purposes)

29. A candidate who is neither required to register nor chooses to register after the completion of the minimum required period of registration specified in regulation 8 is deemed to be in continuation. A candidate in continuation shall be required to submit an Annual Report Form for each year in continuation.

EXAMINATION
30. A candidate's thesis shall be examined by examiners appointed by Senate on the recommendation of the postgraduate sub-dean, acting on behalf of the appropriate faculty. The examination shall consist of a review and assessment of the candidate's thesis by the examiners appointed and of an oral examination on the content of the thesis and subjects related thereto. A candidate may also be encouraged to give a presentation of the work embodied in the thesis in the form of a public lecture or seminar. In exceptional circumstances, on sufficient grounds submitted by the examiners, the postgraduate sub-dean may exempt a candidate from the oral examination.

31. There shall ordinarily be one external examiner and one internal examiner appointed for each candidate. The examiners will be nominated by the relevant head of department in consultation with the candidate's supervisor. Such nominations shall be submitted on the approved form at the same time as the candidate submits an application for approval of thesis title (see regulation 24).

32. A supervisor will not normally be appointed as an internal examiner unless the postgraduate sub-dean concerned is satisfied that no other member of the University is competent to undertake the examination. In such a case an additional external examiner shall be appointed. The supervisor, if not an examiner, shall not be present during the oral examination. However, the supervisor, if not an examiner, shall be available to be consulted by the examiners on the occasion of the oral examination and shall have the right to confer with the examiners on request. The supervisor will co-ordinate the arrangements for the oral examination.
33. Following the first submission and examination of a candidate, the examiners may make the following recommendations:

(a) that the candidate be admitted to the degree of Doctor of Philosophy;

(b) that the candidate be permitted to submit the thesis in a revised form for reconsideration by the internal examiner only, within a period of up to six months as specified by the examiners, and without further oral examination;

(c) that the candidate be permitted to revise and resubmit the thesis within 12 months and, if the examiners so require, be re-examined orally;

(d) that the candidate's thesis be deemed to be of a satisfactory standard, but that the candidate be adjudged to have failed to satisfy the examiners in the oral examination and that the candidate therefore be required to submit within six months either for a second oral examination or for a written examination, as the examiners shall determine;

(e) that the candidate has reached the standard required for the appropriate Master's degree and should be awarded that degree instead;

(f) that the candidate be permitted to submit the thesis in a revised form for the appropriate Master's degree for reconsideration by the internal examiner only, and without requirement for a further oral examination, within a period of up to six months as specified by the examiners;

(g) that the candidate be permitted to revise and resubmit the thesis for the appropriate Master's degree within 12 months and, if the examiners so require, be re-examined orally;

(h) that no degree be awarded and that the candidate be adjudged to have failed.

34. Recommendations 33(a) or (e) may be made subject to a requirement that the candidate correct any textual errors before the deposit of a copy of the thesis in the University Library in accordance with the Rules for the Submission of Work for Higher Degrees. In such cases the candidate shall normally be required to make the corrections within one month of receiving formal notification of the necessary corrections. It shall be the responsibility of the candidate's supervisor to certify that the necessary corrections have been made before a Pass List can be issued. In exceptional cases, an extension of time for making the corrections may be granted by the appropriate postgraduate sub-dean, subject to the presentation by the candidate of a case justifying such an extension, supported by the candidate's supervisor.

35. In the case of a candidate subject to recommendations 33(b) or (f) above, it shall be the expectation that the thesis will not require referral back to the external examiner and that the candidate will not be expected to undergo a further oral examination. However, if the internal examiner feels that any recommendation other than recommendations 33(a) or (e) respectively is appropriate following reconsideration of the thesis after its resubmission, the internal examiner shall refer the thesis to the external examiner. Where a thesis is thus referred to the external examiner, the examiners may determine that a further oral examination is required and may subsequently make any of the recommendations normally open following full revision and resubmission as set out in regulation 38.

36. In the case of a candidate subject to recommendations 33(c) or (g) above, the revisions expected of the candidate shall be more substantial than in the case of a recommendation under regulations 33(b) or (f). However, these recommendations shall nonetheless only be made where the examiners are of the view that the thesis is basically acceptable for the degree concerned and/or that it is reasonable to expect the candidate to be able to attempt to revise and resubmit the thesis successfully in the normal time available and without conducting significant further basic research.

37. In all cases where a candidate is required to make corrections to a thesis or to revise a thesis, it shall be the responsibility of the examiners to provide details of the corrections and/or revisions required of the thesis. These details shall be given in writing to the candidate and the candidate's supervisor by the examiners as soon as possible after the oral examination and a copy attached to the examiners' final report. The final report shall be forwarded to the candidate and the supervisor by the Registrar's Office.

38. Where a candidate has been permitted to revise and resubmit a thesis in accordance with regulations 33(c) or (g), the options open to the examiners when re-examining the thesis shall be those set out in regulations 33(a), (e) or (h) only. Where the candidate's oral performance on the first occasion of examination was satisfactory and the examiners are agreed, after considering the resubmitted thesis, that a further oral examination is not required, they may submit their recommendations without re-examining the candidate orally.

39. In the case of a candidate subject to recommendation 33(d) above, the options open to the examiners following the further oral or written examination shall be those set out in regulations 33(a), (e) or (h) only.

**LANGUAGE OF SUBMISSION**

40. A candidate's thesis must be written in English. In exceptional cases, subject to the presentation by the candidate of a case justifying such a concession, the appropriate postgraduate sub-dean may allow the candidate to submit a thesis written in a modern language other than English. Such a concession shall only be granted where a candidate can demonstrate that the language of submission is integral to the research project, for example where the object of study is an aspect of the literary or linguistic culture of the language of submission and/or a significant proportion of the secondary literature on the object of study is written...
in the language of submission. Approval for submission in a language other than English must be sought at the time of application to study for the degree. Where approval is granted, the abstract of the thesis must be written in English and any viva voce examination must be conducted in English.

Notes
(i) Forms of application for admission as a candidate and forms to accompany a thesis on submission may be obtained from the Registrar. Correspondence relating to subjects within the scope of all faculties save Medicine should be addressed to the Registrar. Correspondence relating to subjects within the scope of the Faculty of Medicine should be addressed to the Faculty of Medicine Graduate School, Framlington Place, Newcastle upon Tyne NE2 4HH.

(ii) The University cannot undertake to arrange the examination of a thesis immediately after its submission. Candidates are warned that several weeks may elapse between the submission of their theses and the completion of the examination, and should consult with their supervisors well in advance.

Regulations for Student Candidates for the Degree of Master of Philosophy
Note: postgraduate research students are responsible for making themselves familiar with the Guidelines for Research Students approved by Senate from time to time which are available to them each academic year.

INTRODUCTION
1. Candidates for the degree of Master of Philosophy are required to show familiarity and understanding of the chosen subject and its principal sources and authorities. A candidate must demonstrate the ability to deal with the chosen subject in a competent and scholarly manner displaying critical discrimination and a sense of proportion in evaluating the evidence and opinions of others. The thesis submitted by the candidate should be clear, well-written and orderly in arrangement and include a bibliography in which the sources used are accurately and systematically presented.

Applicants, including members of staff, who are approved for admission as candidates for the degree of Master of Philosophy under these regulations will be required to pay the student fees for the degree as set out in the annual Fees Schedule.

ADMISSION AS A CANDIDATE FOR THE DEGREE OF MASTER OF PHILOSOPHY
2. An applicant may be approved for admission as a candidate for the degree of Master of Philosophy by a postgraduate admissions selector in accordance with the Guidelines for the Approval of Postgraduate Applications approved by respective postgraduate sub-deans for each faculty where the applicant:

(a) is a graduate of this or another approved university or other approved degree-awarding body or holds other qualifications approved by the postgraduate sub-dean;

(b) has completed an approved application form in which is set out:
   (i) an indication of the intended field of advanced study and research;
   (ii) evidence of the applicant’s suitability to become a candidate in terms of ability and prior training and experience;

(c) has supplied such references and evidence of qualifications and experience as the postgraduate admissions selector and/or the postgraduate sub-dean may require.

3. In considering an application for admission as a candidate for the degree of Master of Philosophy, a postgraduate sub-dean must be satisfied not only as to the suitability of the applicant, but also as to the availability to the applicant of appropriate supervision and suitable facilities once the applicant is admitted as a candidate. It is the responsibility of the relevant head of department, directly or through a postgraduate admissions selector, to ensure that appropriate supervision and suitable facilities will be available to an applicant once admitted as a candidate.

CONDITIONAL CANDIDATURE FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
4. An application for admission as a candidate for the degree of Master of Philosophy may be approved on the basis that the candidate is a conditional candidate for the degree of Doctor of Philosophy (see also Regulations for Student Candidates for the Degree of Doctor of Philosophy, regulation 4). In such cases, the candidate shall, provided satisfactory progress is made (see also regulations 13 to 16) and the relevant supervisor and head of department so recommend, subsequently be permitted by the postgraduate sub-dean to register as a candidate for the degree of Doctor of Philosophy. Such subsequent registration shall be deemed to have occurred at the date of initial registration for the degree of Master of Philosophy. Transfer from registration for the degree of Master of Philosophy to registration for the degree of Doctor of Philosophy shall not normally be permitted unless the candidate has been registered for the degree of Master of Philosophy for at least nine months.

GENERAL PRE-CO NDITIONS TO THE AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY
5. Before being awarded the degree of Master of Philosophy, a student must:

(a) satisfy the entrance requirements for the degree;

(b) register for and make satisfactory progress in the relevant programme of study;

(c) satisfy the examiners in the assessments specified.
SUPERVISION OF CANDIDATURE

6. A candidate for the degree of Master of Philosophy must engage in advanced study and research under the direction of a teacher in the University, who shall be a member of the academic staff appointed by the appropriate postgraduate sub-dean. To be eligible to supervise candidates for the Degree of Master of Philosophy, a member of staff must hold the degree of Master of Philosophy or an equivalent research degree or have equivalent research expertise. The appropriateness of an equivalent research degree of expertise should be determined by the appropriate postgraduate sub-dean in consultation with the relevant head of department. The appropriate postgraduate sub-dean may, if appropriate, designate in addition another member of academic staff to act as a secondary supervisor. In any case where students are studying outside the University at another institution, arrangements may also be made for local supervision and support to be provided to the student by staff at that institution (see regulation 9 (d)). Any reference to the supervisor in these regulations or in the Guidelines for Research Students or in other documents describing the role of the supervisor shall be deemed to be a reference to the primary supervisor.

PERIOD OF STUDY AND REGISTRATION REQUIREMENTS

7. An applicant may be approved as a candidate for the degree of Master of Philosophy on the basis of either:

(a) a minimum period of 12 months in full-time study, or
(b) a minimum period of 24 months in part-time study.

8. Approved candidates shall be required to register as appropriate as full-time or part-time students of the University for the duration of the minimum period specified, and to abide by the requirements of the University’s General Regulations. A candidate’s period of study shall be reckoned from the date of first registration of the candidate for the degree of Master of Philosophy. As indicated in Regulation 4, in the case of candidates for the degree of Master of Philosophy whose admission is approved on the basis that they are conditional candidates for the degree of Doctor of Philosophy, such candidates who subsequently gain approval to register for the degree of Doctor of Philosophy shall, for all purposes under the regulations for the Degree of Doctor of Philosophy, be deemed to have registered for that degree at the date of their initial registration as candidates for the degree of Master of Philosophy.

STUDY UNDERTAKEN OUTSIDE THE UNIVERSITY

9. Any candidate may be permitted by a postgraduate sub-dean, on the recommendation of the relevant supervisor and head of department, to study outside the University, provided that in respect of any period of study not undertaken in the University the postgraduate sub-dean is satisfied before the beginning of that period of study that:

(a) the candidate will have access to adequate facilities and resources;
(b) sufficient time for study and research will be available to the candidate;
(c) appropriate arrangements have been made for the candidate’s supervision during the period of study outside the University, including arrangements for the candidate’s supervisor to maintain contact with and to meet with the candidate as often as is necessary;
(d) appropriate arrangements have been made in any case where the candidate is attached to or working at an institution outside the University and is offered local supervision and support by staff at that institution.

ATTENDANCE AND PROGRESS

10. A student registered as a candidate for the degree of Master of Philosophy shall:

(a) attend the University as frequently and at such intervals as the candidate’s supervisor shall require, bearing in mind whether the candidate is registered as a full-time or part-time student and allowing for any period of study undertaken outside the University. In accordance with the Guidelines for Research Students approved by Senate, students in attendance at the University, whether registered full time or part time, will be required to have formal meetings with their supervisors at least once per term;
(b) attend and complete the requirements of, and satisfy the examiners in any assessments for, any taught programme deemed to be part of the programme of study for the degree of Master of Philosophy in a particular department and/or faculty. Each department and/or faculty shall make clear to each candidate the requirements associated with any taught programme. Exemption from a requirement to attend a taught programme may be granted by the appropriate postgraduate sub-dean on the recommendation of the supervisor and head of department:
(c) produce appropriate written work as required by the candidate’s supervisor, as required by the Guidelines for Research Students;
(d) complete and submit an Annual Report Form;
(e) take none of and abide by all other provisions of the Guidelines for Research Students.

11. The progress of all students registered as candidates for the degree of Master of Philosophy shall be reviewed each year by the relevant supervisor and head of department. Such a review shall be carried out in accordance with procedures agreed in each faculty and department and may involve consideration of a candidate’s work by a Review Committee. Each supervisor shall submit an Annual Report Form concerning the progress of the candidate’s research for review by the appropriate postgraduate sub-dean.
12. In the case of any student whose progress is deemed to be unsatisfactory, the supervisor and head of department may recommend to the appropriate postgraduate sub-dean:

(a) that the student be required to produce additional work and/or to undergo further review after an additional period of study and research.

(b) that the student be not permitted to remain a registered student and that the student’s candidature be terminated.

PROGRESS OF CANDIDATES INTENDING TO TRANSFER TO REGISTRATION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

13. In the case of candidates registered for the degree of Master of Philosophy as conditional candidates for the degree of Doctor of Philosophy, their progress shall be reviewed during their first year of study for those candidates studying full time and in the second year in the case of those candidates studying part time, with a view to determining whether or not a recommendation should be made to the appropriate postgraduate sub-dean that they should be permitted to transfer to registration as unconditional candidates for the degree of Doctor of Philosophy (see also regulation 4). The review of a candidate’s progress shall be carried out in accordance with the procedures agreed in each faculty or department.

14. Students who are accepted as candidates for the degree of Master of Philosophy intending subsequently to transfer to the degree of Doctor of Philosophy must normally have received the approval of the relevant postgraduate sub-dean to transfer to the Degree of Doctor of Philosophy not later than 12 months after commencing their studies in the case of candidates studying full time and not later than 24 months in the case of candidates studying part time.

15. A student whose progress is not deemed sufficiently satisfactory to allow them to transfer from registration for the degree of Master of Philosophy to registration for the degree of Doctor of Philosophy may nonetheless be deemed to have made satisfactory progress as a candidate for the degree of Master of Philosophy. In such a case the candidate shall be permitted to submit a thesis for the degree of Master of Philosophy in accordance with these regulations. Exceptionally, the candidate may be permitted to continue as a candidate for the degree of Master of Philosophy for a further period and be re-considered for transfer to the degree of Doctor of Philosophy at a later date. Such cases should be re-considered no later than two months after the initial decision in the case of full-time candidates and no later than four months after the initial decision in the case of part-time candidates.

16. A student initially intending to transfer to registration for the degree of Doctor of Philosophy but whose progress is deemed unsatisfactory at Master of Philosophy level shall not be permitted to continue as a registered student or candidate for either degree.

EVIDENCE OF FAILURE TO MAKE SATISFACTORY PROGRESS AND PROCEDURES TO BE FOLLOWED

17. Aspects of performance and attendance that may be deemed to constitute evidence of failure to make satisfactory progress, and the procedures for dealing with cases of unsatisfactory progress and for reviews of decisions on unsatisfactory progress shall be as set out in the University’s Taught Postgraduate Master’s Degree Entrance and Progress Regulations, regulations 6 to 9.

INTERRUPTION OF STUDY

18. A postgraduate sub-dean may permit the interruption of a candidate’s programme of study for a period to be specified by the postgraduate sub-dean.

TEACHING DUTIES

19. Candidates for the degree of Master of Philosophy may undertake paid duties in the University during term in any period of full-time study, provided that they consult their supervisors about the time that may be devoted to such duties and provided that they do not contravene the terms of any studentship that they might hold.

SUBMISSION

20. The results of a candidate’s advanced study and research must be embodied in a thesis in the approved form in accordance with the Rules for the Submission of Work for Higher Degrees and the Rules for the Form of Theses (see page 79). The length of a thesis shall be determined bearing in mind the requirements laid down, or guidance issued, if any, by the candidate’s faculty. The thesis must be submitted, together with the necessary submission form and other material, to the Student Progress Office or the Graduate School Office, Faculty of Medicine, as appropriate.

21. The exact title of a candidate’s thesis should normally be submitted on the appropriate form for approval by the postgraduate sub-dean not less than one month before the thesis is submitted.

22. The thesis must be submitted for examination within the period specified below from the date appointed as the beginning of the period of study:

(a) within two years in the case of candidates registered as full time;

(b) within four years in the case of candidates registered as part time.

EXTENSIONS OF TIME FOR SUBMISSION

23. In exceptional cases, an extension of time for submission may be granted by the appropriate postgraduate sub-dean, subject to the presentation by the candidate of a case justifying such an extension, supported by the candidate’s supervisor. Candidates granted extensions of
time in accordance with this provision, but who do not register, shall be required to pay such extension fees as the University shall prescribe from time to time.

CANDIDATES IN CONTINUATION
24. A candidate who has completed the minimum required period of registration specified in regulation 8 but who remains eligible to submit a thesis, either in accordance with the provisions of regulation 22 or under the terms of any extension of time granted in accordance with regulation 23, is not required to continue as a registered student unless the candidate is making use of University facilities commensurate with such registration. Candidates who require the continued use of University Library and computing facilities but who are completing the writing of their thesis do not need normal supervision may be permitted on the recommendation of their supervisor in consultation with the appropriate head of department to register as 'full-time (writing-up)' or 'part-time (writing up)' candidates. The full-time (writing-up) mode of registration is open only to those who have completed the minimum period of registration specified in regulation 7(b) above.

Notes
(i) Candidates who have completed the minimum period of registration specified in regulation 7(b) will not be permitted to register under the full-time (writing-up) mode of registration.

(ii) Since candidates at the writing-up stage will have completed all experimental work and data collection, those who are registered under either of the writing-up categories will not be permitted to work in laboratories or studios or to take part in field trips (unless they have the authority of the appropriate head of department to do so for teaching or demonstrating purposes).

25. A candidate who is neither required to register nor chooses to register after the completion of the minimum required period of registration specified in regulation 7 is deemed to be in continuation. A candidate in continuation shall be required to submit an Annual Report Form for each year in continuation.

EXAMINATION
26. A candidate's thesis shall be examined by examiners appointed by Senate on the recommendation of the postgraduate sub-dean acting on behalf of the appropriate Faculty. The examination shall consist of a review and assessment of the candidate's thesis by the examiners appointed. A candidate may be required to take an oral/written examination in addition to submitting a thesis. A candidate may also be encouraged to give a presentation of the work embodied in the thesis in the form of a public lecture or seminar.

27. There shall ordinarily be one external examiner and one internal examiner appointed for each candidate. The examiners will be nominated by the relevant head of department in consultation with the candidate’s supervisor. Such nominations shall be submitted on the approved form at the same time as the candidate submits an application for approval of thesis title (see regulation 21).

28. A supervisor will not normally be appointed as an internal examiner unless the postgraduate sub-dean concerned is satisfied that no other member of the University is competent to undertake the examination. In such a case an additional external examiner shall be appointed.

29. The examiners shall determine whether or not the candidate should be examined orally. A decision not to examine the candidate orally can only be made if the thesis is considered satisfactory. In other words, the examiners may not fail a candidate or recommend that the thesis be resubmitted without holding an oral examination. If an oral examination is required, the supervisor, if not an examiner, shall not be present during the oral examination. However, the supervisor, if not an examiner, shall be available to be consulted by the examiners on the occasion of the oral examination and shall have the right to confer with the examiners on request. The supervisor will coordinate the arrangements for the oral examination.

30. Following the first submission and examination of a candidate, the examiners may make the following recommendations:

(a) That the candidate be admitted to the degree of Master of Philosophy;

(b) That the candidate be permitted to submit the thesis in a revised form for reconsideration by the internal examiner only, within a period of up to six months as specified by the examiners, and without further oral examination.

(c) That the candidate be permitted to revise and resubmit the thesis within 12 months and, if the examiners so require, be re-examined orally.

(d) That the candidate's thesis be deemed to be of a satisfactory standard, but that the candidate be adjudged to have failed to satisfy the examiners in the oral examination and that the candidate therefore be required to submit within six months either for a second oral examination or for a written examination, as the examiners shall determine.

(e) That no degree be awarded and that the candidate be adjudged to have failed.

31. Recommendation 30(a) may be made subject to a requirement that the candidate correct minor textual errors before the deposit of a copy of the thesis in the University Library in accordance with the Rules for the Submission of Work for Higher Degrees. In such cases, the candidate shall normally be required to make the corrections within one month of receiving formal notification of the corrections to be made. It shall be the responsibility of the candidate's supervisor to certify that the necessary corrections have been made before a Pass List can be issued. In exceptional circumstances, the candidate may be permitted to make the corrections within a period of up to six months, or, in exceptional circumstances, for a period specified by Senate, within which the candidate must submit a revised thesis to the University Library for examination.
cases, an extension of time for making the corrections may be granted by the appropriate postgraduate sub-dean, subject to the presentation by the candidate of a case justifying such an extension, supported by the candidate's supervisor.

32. In the case of a candidate subject to recommendation 30(b) above, it shall be the expectation that the thesis will not require referral back to the external examiner and that the candidate will not be expected to undergo a further oral examination. However, if the internal examiner feels that any recommendation other than recommendation 30(a) is appropriate following re-consideration of the thesis after its re-submission, the internal examiner shall refer the thesis to the external examiner. Where a thesis is thus referred to the external examiner, the examiners may determine that a further oral examination is required and may subsequently make either of the recommendations normally open following full revision and re-submission as set out in regulation 35.

33. In the case of a candidate subject to recommendation 30(c) above, the revisions expected of the candidate shall be more substantial than in the case of a recommendation under regulation 30(b). However, this recommendation shall nonetheless only be made where the examiners are of the view that the thesis is basically acceptable for the degree concerned and/or that it is reasonable to expect the candidate to be able to attempt to revise and re-submit the thesis successfully in the normal time available and without conducting significant further basic research.

34. In all cases where a candidate is required to make corrections to a thesis or to revise a thesis, it shall be the responsibility of the examiners to provide details of the corrections and/or revisions required of the thesis. These details shall be given in writing to the candidate and the candidate's supervisor by the examiners as soon as possible after the oral examination and a copy attached to the examiners' final report. The final report shall be forwarded to the candidate and the supervisor by the Registrar's Office.

35. Where a candidate has been permitted to revise and re-submit a thesis in accordance with regulations 30(b) or (c), the options open to the examiners when re-examining the thesis shall be those set out in regulations 30(a) or (c) only. Where the candidate's oral performance on the first occasion of examination was satisfactory and the examiners are agreed, after considering the re-submitted thesis, that a further oral examination is not required, they may submit their recommendations without re-examining the candidate orally.

36. In the case of a candidate subject to recommendations 30(d) above, the options open to the examiners following the further oral or written examination shall be those set out in regulations 30(a) or (c) only.

LANGUAGE OF SUBMISSION
37. A candidate's thesis must be written in English. In exceptional cases, subject to the presentation by the candidate of a case justifying such a concession, the appropriate postgraduate sub-dean may allow the candidate to submit a thesis written in a modern language other than English. Such a concession shall only be granted where a candidate can demonstrate that the language of submission is integral to the research project, for example where the object of study is an aspect of the literary or linguistic culture of the language of submission and/or a significant proportion of the secondary literature on the object of study is written in the language of submission. Approval for submission in a language other than English must be sought at the time of application to study for the degree. Where approval is granted, the abstract of the thesis must be written in English and any viva voce examination must be conducted in English.

Notes
(i) Forms of application for admission as a candidate and forms to accompany a thesis on submission may be obtained from the Registrar. Correspondence relating to subjects within the scope of all faculties except Medicine should be addressed to the Registrar. Correspondence relating to subjects within the scope of the Faculty of Medicine should be addressed to the Faculty of Medicine Graduate School, Framlington Place, Newcastle upon Tyne NE2 4HH

(ii) The University cannot undertake to arrange the examination of a thesis immediately after its submission. Candidates are warned that several weeks may elapse between the submission of their theses and the completion of the examination, and should consult with their supervisors well in advance.

(iii) Examination Conventions applicable to Student Candidates for the Degree of Master of Philosophy are available from the Registrar's Office.
Examination Conventions applicable to Student Candidates for the Degree of Doctor of Philosophy

SCOPE
1. These examination conventions apply to all examinations of students of the University of Newcastle upon Tyne who, having met the requirements of the University's General Regulations and of the Regulations for Student Candidates for the Degree of Doctor of Philosophy, are eligible to submit theses for examination for the Degree of Doctor of Philosophy. Separate examination conventions apply to staff candidates for the Degree of Doctor of Philosophy.

APPOINTMENT OF EXAMINERS
2. A candidate's thesis shall be examined by examiners appointed by Senate on the recommendation of the postgraduate sub-dean acting on behalf of the appropriate faculty. There shall ordinarily be one external examiner and one internal examiner appointed for each candidate. The examiners will be nominated by the relevant head of department in consultation with the candidate's supervisor. Such nominations shall be submitted on the approved form at the same time as the candidate submits an application for approval of thesis title.

3. A supervisor will not normally be appointed as an internal examiner unless the postgraduate sub-dean concerned is satisfied that no other member of the University is competent to undertake the examination. In such a case an additional external examiner shall be appointed.

4. A former member of staff of the University shall not normally be appointed as an external examiner until three years have elapsed since that person left the employment of the University. A retired member of staff of the University shall not normally be appointed as an external examiner. A retired member of staff of another institution may be appointed as an external examiner only if he or she is still active in the field of research and study concerned.

EXAMINERS' PRELIMINARY REPORTS
5. The examiners should independently write a preliminary report indicating their provisional assessment of the thesis and of the issues to be explored in the oral examination. It is expected that, if the criteria for the award of the degree have clearly been met, the preliminary reports will be very brief. If, on the other hand, the examiners have serious concerns about whether criteria have been met, fuller reports will be expected. Each examiner's preliminary report should be sent to the relevant section of the Registrar's Office. The reports will be forwarded to the relevant postgraduate sub-dean. They must not be shown to the candidate or to the candidate's supervisor.

NATURE OF THE EXAMINATION
6. The examination shall consist of a review and assessment of the candidate's thesis by the examiners appointed and of any oral examination on the content of the thesis and subjects related thereto. In exceptional circumstances, on sufficient grounds and with the support of the examiners, the postgraduate sub-dean may exempt a candidate from the oral examination.

7. In examining a candidate's thesis, the supervisors should take into consideration both the extent and merit of the work submitted and the quality of the exposition. With regard to the extent of the work, the supervisors should satisfy themselves that the candidate's work shows evidence of adequate industry and application; with regard to the merit of the work, the candidate is expected to show distinct ability in conducting original investigations, and in testing ideas, whether the candidate's own or others. The exposition of the work in the thesis must be clear and must show that the candidate understands the relationship of the work embodied in the thesis and the theme of that work to a wider field of knowledge.

8. The results of the research and study must be satisfactorily presented in the thesis which should include material worthy of publication. The thesis itself need not, however, be submitted in a form suitable for publication.

9. In the case of any work done jointly, or in wider collaborations, or under direction, it is important that the extent of the candidate's own contribution is made clear both in any introductory element of the thesis, and at relevant points within the thesis.

PUBLIC PRESENTATION
10. In association with the examining process, a candidate may be encouraged to give a presentation of the work embodied in the thesis in the form of a public lecture or a seminar. Such a presentation shall not, however, form part of the formal examination and shall not contribute to the examiners' decision on the candidate's performance.

ROLE OF THE SUPERVISOR DURING THE EXAMINATION
11. The supervisor is expected to co-ordinate the arrangements for the oral examination, liaising with the internal and external examiners and the candidate as necessary.

12. Other than in the exceptional cases where a supervisor has been appointed as an examiner, the supervisor shall not be present during the oral examination. However, the supervisor, if not an examiner, shall be available to be consulted by the examiners on the occasion of the oral examination and shall have the right to confer with the examiners on request.

EXAMINERS' FINAL REPORTS
13. Having considered all the evidence presented to them, the examiners shall submit on the approved form a joint report on the candidate's performance. The report shall...
include a written statement of opinion concerning the candidate's performance and the manner in which the work has contributed to the advancement of knowledge, together with a recommendation as to the outcome of the examination.

14. The joint report must be sent to the relevant section of the Registrar's Office. The report will be forwarded to the dean of the faculty concerned (or to the postgraduate sub-dean acting on the dean's behalf) who shall consider it and decide whether or not to accept the examiners' recommendation. After consideration of the report by the dean (or the postgraduate sub-dean acting on the dean's behalf), copies of the final report will be sent to the candidate and to the candidate's supervisor by the Registrar's Office (unless there is disagreement between the examiners; see conventions 23 and 24 below). A copy shall also be sent to the head of department, unless otherwise directed by the dean (or by the postgraduate sub-dean acting on the dean's behalf).

RECOMMENDATIONS OPEN TO THE EXAMINERS
15. Following the first submission and examination of a candidate, the examiners may make the following recommendations:

(a) that the candidate be admitted to the degree of Doctor of Philosophy;

(b) that the candidate be permitted to submit the thesis in a revised form for reconsideration by the internal examiner only, within a period of up to six months as specified by the examiners, and without further oral examination;

(c) that the candidate be permitted to revise and resubmit the thesis within 12 months and, if the examiners so require, be re-examined orally;

(d) that the candidate's thesis be deemed to be of a satisfactory standard, but that the candidate be adjudged to have failed to satisfy the examiners in the oral examination and that the candidate therefore be required to submit within six months either for a second oral examination or for a written examination, as the examiners shall determine;

(e) that the candidate has reached the standard required for the appropriate Master's degree and should be awarded that degree instead;

(f) that the candidate be permitted to submit the thesis in a revised form for the appropriate Master's degree for reconsideration by the internal examiner only, and without requirement for a further oral examination, within a period of up to six months as specified by the examiners;

(g) that the candidate be permitted to revise and resubmit the thesis for the appropriate Master's degree within 12 months and, if the examiners so require, be re-examined orally;

(h) that no degree be awarded and that the candidate be adjudged to have failed.

CORRECTION OF MINOR TEXTUAL ERRORS
16. Recommendations 15 (a) or (e) may be made subject to a requirement that the candidate correct minor textual errors before the deposit of a copy of the thesis in the University Library in accordance with the Rules for the Submission of Work for Higher Degrees. In such cases, candidates will be advised by the Registrar's Office that the corrections must be made within one month of receiving formal notification of the corrections to be made. It shall be the responsibility of the candidate's supervisor to certify that the necessary corrections have been made before a Pass List can be issued.

RECOMMENDATIONS OPEN TO THE EXAMINER FOLLOWING RESUBMISSION FOR RE-EXAMINATION BY THE INTERNAL EXAMINER ONLY
17. In the case of a candidate subject to recommendations 15 (b) or (f) above, it shall be the expectation that the thesis will not require referral back to the external examiner and that the candidate will not be expected to undergo a further oral examination. However, if the internal examiner feels that any recommendation other than recommendations 15 (a) or (e) respectively is appropriate following reconsideration of the thesis after its resubmission, the internal examiner shall refer the thesis to the external examiner. Where a thesis is thus referred to the external examiner, the examiners may determine that a further oral examination is required and may subsequently make any of the recommendations normally open following full revision and resubmission as set out in convention 19.

EXTENT OF REVISIONS IN THE CASE OF RESUBMISSION FOR RE-EXAMINATION BY INTERNAL AND EXTERNAL EXAMINERS
18. In the case of a candidate subject to recommendations 15 (c) or (g) above, the revisions expected of the candidate shall be more substantial than in the case of a recommendation under conventions 15 (b) or (f). However, these recommendations shall nonetheless only be made where the examiners are of the view that the thesis is basically acceptable for the degree concerned and that it is reasonable to expect the candidate to be able to attempt to revise and resubmit the thesis successfully in the normal time available and without conducting significant further basic research.

RECOMMENDATIONS AFTER RESUBMISSION FOR RE-EXAMINATION BY INTERNAL AND EXTERNAL EXAMINERS
19. Where a candidate has been permitted to revise and resubmit a thesis in accordance with conventions 15 (c) or (g), the options open to the examiners when re-examining the thesis shall be those set out in conventions 15 (a), (e) or (h) only. Where the candidate's oral performance on the first occasion of examination was satisfactory and the examiners are agreed, after considering the resubmitted thesis, that a further oral examination is not required, they may submit their recommendations without re-examining the candidate orally.
RECOMMENDATIONS FOLLOWING A FURTHER ORAL OR WRITTEN EXAMINATION
20. In the case of a candidate subject to recommendation 15 (g) above, the options open to the examiners following the further oral or written examination shall be those set out in conventions 15 (a), (e) or (h) only.

PROVISION TO THE CANDIDATE OF INFORMATION ABOUT REVISIONS REQUIRED
21. In all cases where a candidate is required to make corrections to a thesis or to revise a thesis, it shall be the responsibility of the examiners to provide details of the corrections and/or revisions required of the thesis. The examiners shall provide to the candidate and the candidate’s supervisor as soon as possible after the oral examination a written statement of the nature of the changes they wish to see made to the thesis. The examiners should also attach a copy of this statement to their final report which shall be forwarded to the candidate and the candidate’s supervisor by the Registrar’s Office. When forwarding the final report to the candidate, the Registrar’s Office will make it clear to the candidate that resubmission will not guarantee the award of a qualification.

COMMUNICATION OF THE RESULT TO THE CANDIDATE
22. The results of the examination or re-examination shall be communicated formally to the candidate by the relevant section of the Registrar’s Office. Neither an examiner nor any other person is empowered to communicate the result formally to a candidate before the official notification of the result to the candidate by the Registrar’s Office. In any case where an examiner chooses to give the candidate an informal indication as to the recommendation that will be put forward, the examiner concerned must stress that the recommendation is subject to ratification and that only the Registrar’s Office is empowered to issue official results.

DISAGREEMENT BETWEEN THE EXAMINERS
23. If there is a disagreement between the examiners, or doubt about their intentions, they shall be consulted with a view to resolving the matter. Where there is irreconcilable disagreement between the examiners an additional external examiner shall be appointed. The additional external examiner shall be asked to read the candidate’s thesis and to conduct an oral examination. The additional examiner shall be told that the previous examiners had failed to reach agreement but will not have sight of their report. On the occasion of the second oral examination the candidate’s supervisor shall be available to be consulted by the additional external examiner and shall have the right to see the examiner on request. However, the supervisor shall not be present during the examination. The supervisor shall coordinate the arrangements for the oral examination. After the conclusion of the oral examination, the additional examiner shall submit the examiner’s report and the reports of all three examiners shall then be considered by the dean (or the postgraduate sub-dean acting on the dean’s behalf) who will make a final decision as to the award of the degree or refer the matter to the relevant faculty teaching committee (or the appropriate sub-committee acting on the faculty teaching committee’s behalf).

24. A candidate who is subject to the procedure set out in convention 23 shall be informed that the examiners originally appointed have disagreed and that a third examiner will be appointed. The candidate shall not be informed as to the nature of the disagreement between the original examiners and shall not be given a copy of their final report. If, however, the candidate subsequently appeals against the final decision in respect of the award of the degree, the report of the original examiners will form part of the formal record of appeal. The candidate shall be informed that a second oral examination will be required. After the second oral examination, and once a final decision as to the award of the degree has been made in accordance with convention 23, the final report of the third examiner shall be made available to the candidate and the candidate’s supervisor, provided that the third examiner’s recommendation has been approved.

EXCEPTIONAL APPOINTMENT OF TWO EXTERNAL EXAMINERS
25. In exceptional circumstances when two external examiners are appointed, the supervisor shall supply those examiners with such information about the candidate and the work undertaken by the candidate as they may request. The supervisor shall also provide guidance if requested as to the standard which is expected of PhD candidates. Where the examiners in such a situation recommend that a candidate be required to resubmit a thesis, the examiners shall provide to the candidate and the candidate’s supervisor as soon as possible after the oral examination an agreed statement of the nature of the changes they wish to see made to the thesis. A copy of this statement should also be attached to the examiners’ final report which shall be forwarded to the candidate and to the candidate’s supervisor by the Registrar’s Office. In relation to a recommendation for resubmission under convention 15 (b) or (i), the examiners shall determine to which one of them the thesis shall be resubmitted.

PROVISION FOR AN ORAL EXAMINATION TO BE CONDUCTED OUTSIDE THE UNIVERSITY
26. With the approval of the dean of the faculty concerned (or the postgraduate sub-dean acting on the dean’s behalf), the oral examination for a candidate may be held elsewhere than at Newcastle upon Tyne. Both examiners should be present at any oral examination and only in very exceptional circumstances may the dean (or the postgraduate sub-dean acting on the dean’s behalf) permit other arrangements to be made. Where an oral examination is held outside Newcastle, the reasonable travel and other expenses incurred by both examiners and by the candidate will be reimbursed in accordance with the usual rates. The supervisor or internal adviser is not required to attend the venue for an examination held outside Newcastle, but is expected to be available to be contacted by the examiners if required, for example by telephone.
Regulations for Staff Candidates for the Degree of Doctor of Philosophy

Note: members of staff whose duties permit may choose to register as students under the student regulations for the degree of Doctor of Philosophy. Members of staff may however also apply to proceed as staff candidates in accordance with the regulations set out here.

**ADMISSION AS A STAFF CANDIDATE FOR THE DEGREE OF DOCTOR OF PHILOSOPHY**

1. A member of academic staff may be approved for admission as a staff candidate for the degree of Doctor of Philosophy by a postgraduate sub-dean on the recommendation of the relevant head of department. Subject to regulation 3 below, both full-time and part-time members of academic staff may be considered as potentially eligible to undertake a research degree as a staff candidate. Applicants may be approved as staff candidates for the degree by thesis or, except for members of staff who are junior research associates, as staff candidates for the degree on the basis of the submission of published work. The staff fees set out in the annual Fees Schedule will apply in the case of any member of academic staff approved as a staff candidate under these regulations.

2. A member of staff seeking approval as a staff candidate for the degree of Doctor of Philosophy shall be required to complete and submit the approved staff candidature application form in which is set out:

   (a) an indication of the field of advanced study and research;

   (b) details of the nature of the appointment held by the member of staff and its duration:

   (c) whether the member of staff wishes to be considered as a candidate for the degree by thesis or on the basis of the submission of published work.

3. In the case of a member of staff who wishes to be considered as a staff candidate for the degree of Doctor of Philosophy by thesis who does not at the time of admission as a staff candidate hold an appointment which extends to cover the prescribed period of study (see regulation 9), the postgraduate sub-dean shall, if the application is acceptable on academic grounds, approve the admission of the member of staff as a provisional candidate. In cases where candidate has been approved provisionally, final approval shall normally be subject to the extension of the member of staff's appointment to cover the prescribed period of study. Where a member of staff's appointment is not extended to cover the prescribed period of study, the candidate may transfer to student regulations or, if the period of study required by the regulations for the appropriate Master's degree has been completed, the member of staff may apply to submit a thesis for that degree instead.

4. In considering an application for admission as a staff candidate for the degree of Doctor of Philosophy by thesis, the relevant postgraduate sub-dean must be satisfied not only as to the suitability of the applicant, but also as to the availability to the applicant of appropriate supervisory advice and guidance and suitable facilities.

5. A member of staff who wishes to be considered as a staff candidate for the degree of Doctor of Philosophy on the basis of the submission of published work must have held an appointment in the University for a continuous period of at least four years. A member of staff who has held an appointment for a shorter period may exceptionally be approved as a candidate by the Chairman of Graduate Council, on the recommendation of the appropriate postgraduate sub-dean and the relevant head of department, provided that the Chairman of Graduate Council is satisfied that a case has been made that the study and research carried out during the candidate's period of appointment has formed the basis of a significant contribution to the published work.

**BASIS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY TO STAFF CANDIDATES**

6. The basis for the award of the degree of Doctor of Philosophy to staff candidates shall be the same as the basis for the award of the degree to student candidates, except that in the case of staff candidates for the degree on the basis of the submission of published work, the work submitted must satisfy the requirements laid down in regulations 20 to 25.

**APPOINTMENT OF SUPERVISOR, INTERNAL ADVISER OR INTERNAL ASSESSOR**

7. In the case of a staff candidate who holds an appointment as a junior research associate, a supervisor shall be appointed as in the case of a student. In the case of all other staff candidates for the degree of Doctor of Philosophy by thesis, an internal adviser, who shall be a member of the academic staff, shall be appointed by the appropriate postgraduate sub-dean on the recommendation of the relevant head of department to provide support, advice and guidance to the staff candidate. To be eligible to act as an internal adviser, a member of staff must hold the degree of Doctor of Philosophy or an equivalent research degree or have equivalent research expertise. The appropriateness of an equivalent research degree or expertise should be determined by the appropriate postgraduate sub-dean in consultation with the relevant head of department.

8. In the case of staff candidates for the degree on the basis of the submission of published work, the postgraduate sub-dean shall appoint, on the recommendation of the relevant head of department, an internal assessor to consider whether a prima facie case for the award of the degree can be established (see regulations 32 to 34).
PRESCRIBED PERIOD OF STUDY FOR STAFF CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY BY THESIS

9. The prescribed period of study in the University for a staff candidate for the degree of Doctor of Philosophy by thesis shall normally be four years, but this period may be reduced to three years if the postgraduate sub-dean is satisfied that the greater part of the candidate's time is devoted to supervised research. Exceptionally a further reduction to the prescribed period of study may be approved by the Chairman of Graduate Council, on the recommendation of the appropriate postgraduate sub-dean and the relevant head of department.

REGISTRATION

10. All staff candidates for the award of the degree of Doctor of Philosophy by thesis shall be deemed to be registered as part-time students during their period of candidate.

TRANSFER FROM MASTER'S DEGREE

11. A member of staff who has been approved as a staff candidate for a Master's degree by research under the regulations applicable to such candidates may apply to transfer to candidate for the degree of Doctor of Philosophy by thesis, provided the candidate meets the normal requirements for such candidate under these regulations. The candidate of any candidates so transferring shall normally, for all purposes under these regulations, be deemed to have commenced on the date on which the candidate for the Master's degree originally commenced.

PROGRESS

12. A member of staff who is a junior research associate shall be treated on the same basis as a student with regard to progress as a candidate for the degree of Doctor of Philosophy by thesis. Such candidates may be required to attend and complete the requirements of, and satisfy the examiners in any assessments for, any taught programme deemed to be part of the programme of study for the degree of Doctor of Philosophy in a particular department and/or faculty.

13. All staff candidates for the degree of Doctor of Philosophy by thesis shall be required to complete and submit an Annual Report Form.

14. The progress of all staff candidates for the degree of Doctor of Philosophy by thesis shall be reviewed each year by the relevant supervisor or internal adviser and head of department. Each supervisor or internal adviser shall submit an Annual Report Form concerning the progress of the candidate's research for review by the appropriate postgraduate sub-dean.

SUBMISSION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY BY THESIS

15. The results of a candidate's advanced study and research must be embodied in a thesis in the approved form in accordance with the Rules for the Submission of Work for Higher Degrees and the Rules for the Form of Theses (see page 79). The length of a thesis shall be determined, bearing in mind the requirements laid down, or guidance issued, if any, by the candidate's faculty. The thesis must be submitted, together with the necessary submission form and other material, to the Student Progress Office or the Graduate School Office, Faculty of Medicine as appropriate.

16. The exact title of a candidate's thesis must be submitted on the appropriate form for approval by the postgraduate sub-dean not less than one month before the thesis is submitted.

17. The thesis must be submitted for examination within seven years of the date from which the period of study takes effect. In exceptional cases an extension of time may be granted by the appropriate postgraduate sub-dean.

18. Except with the permission of the appropriate postgraduate sub-dean, a candidate may not submit a thesis earlier than the beginning of the last term of the prescribed period of study.

LANGUAGE OF SUBMISSION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY BY THESIS

19. A candidate's thesis must be written in English. In exceptional cases, subject to the presentation by the candidate of a case justifying such a concession, the appropriate postgraduate sub-dean may allow the candidate to submit a thesis written in a modern language other than English. Such a concession shall only be granted where a candidate can demonstrate that the language of submission is integral to the research project, for example where the object of study is an aspect of the literary or linguistic culture of the language of submission and/or a significant proportion of the secondary literature on the object of study is written in the language of submission. Approval for submission in a language other than English must be sought at the time of application to study for the degree. Where approval is granted, the abstract of the thesis must be written in English and any viva voce examination must be conducted in English.

SUBMISSION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY ON THE BASIS OF PUBLISHED WORK

20. A staff candidate for the degree of Doctor of Philosophy on the basis of published work shall be required to submit published work in the form prescribed. The published work submitted shall overall be seen to be broadly comparable to a PhD thesis in the same discipline, so that it is evidently the result of a sustained level of recent research activity normally in a single field of study to which it makes an original contribution.
21. The submission shall consist of a collection of published material including papers, chapters, monographs or books. The publication of papers shall normally have taken place in refereed journals, or other journals held in high standing by academics working in the relevant field. Books, monographs, and chapters in books shall normally have been published by established publishing houses or other recognized publishing media. The publications submitted shall normally relate to work undertaken during a minimum period of three years and a maximum period of six years.

22. Work shall only be regarded as published if at the time of submission copies of the work are generally obtainable through normal sources, such as publishing houses, bookshops and academic libraries. Proofs of papers not yet published but accepted for publication shall be admissible. Similarly reports or other documents prepared for organizations such as private companies, government departments or charities or for internal University purposes shall not be admissible unless they have been published widely and outwith the organization for which they were prepared.

23. In addition to submitting the published works, which shall be bound in the approved form in accordance with the Rules for the Submission of Work for Higher Degrees and the Rules for the Form of Theses (see page 79), the candidate shall submit:
   (a) a list of the published works submitted;
   (b) an accompanying Doctoral Statement concerning the work submitted and setting out the proposed basis for the award of the degree and placing the work in its wider context;
   (c) the appropriate fee;
   (d) the relevant submission form or forms (see regulation 25).

24. The number and scope of the works required for a submission, and the nature and length of the accompanying Doctoral Statement shall be specified in Guidelines concerning the submission of published work for the degree of Doctor of Philosophy to be drawn up in each faculty and subject to approval by the Graduate Council.

25. In the case of joint publications included in a candidate's submission, the candidate shall submit an approved form for each such work submitted indicating the percentage share of the work attributable to the candidate. The candidate will be required to obtain, before submission of each form, signatures from each co-author and collaborator certifying the candidate's share of the work concerned.

EXAMINATION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY BY THESIS

26. A candidate's thesis shall be examined by examiners appointed by Senate on the recommendation of the postgraduate sub-dean acting on behalf of the appropriate faculty. The examination shall consist of a review and assessment of the candidate's thesis by the examiners appointed and of an oral examination on the content of the thesis and subjects related thereto. A candidate may also be encouraged to give a presentation of the work embodied in the thesis in the form of a public lecture or seminar. In exceptional circumstances, on sufficient grounds submitted by the examiners, the postgraduate sub-dean may exempt a candidate from the oral examination.

27. For staff candidates who are junior research associates, there shall ordinarily be one external examiner and one internal examiner appointed. The examiners will be nominated by the relevant head of department in consultation with the candidate's supervisor. Such nominations shall be submitted on the approved form at the same time as the candidate submits an application for approval of thesis title (see regulation 16).

28. For staff candidates other than junior research associates, the examination shall be conducted by two external examiners appointed for each candidate. The examiners will be nominated by the relevant head of department in consultation with the candidate's internal adviser. Such nominations shall be submitted on the approved form at the same time as the candidate submits an application for approval of thesis title (see regulation 16).

29. The supervisor of a junior research associate shall not normally be appointed as an internal examiner unless the postgraduate sub-dean concerned is satisfied that no other member of the University is competent to undertake the examination. In such a case an additional external examiner shall be appointed.

30. The supervisor, if not an examiner, or the internal adviser, as appropriate, shall not be present during the oral examination. However, the supervisor, if not an examiner, or internal adviser shall be available to be consulted by the examiners on the occasion of the oral examination and shall have the right to see the examiners on request. The supervisor or internal adviser will coordinate the arrangements for the oral examination.

31. The recommendations open to the examiners shall be those set out in regulations 33 to 39 of the Regulations for Student Candidates for the Degree of Doctor of Philosophy, except that in the case of staff candidates other than junior research associates and the recommendations contained in regulations 33(h) and (f) of the above regulations, the role of the internal examiner shall be fulfilled by one of the external examiners, who shall decide between them which of them shall undertake the further review of the thesis on resubmission.
ESTABLISHMENT OF A PRIMA FACIE CASE FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY ON THE BASIS OF PUBLISHED WORK

32. A candidate's submission shall be initially referred to an internal assessor appointed by the postgraduate sub-dean on the recommendation of the relevant head of department (see regulation 8). The internal assessor shall consider whether a prima facie case for the award of the degree has been established, bearing in mind the criteria normally applicable to examinations for the degree of Doctor of Philosophy, whether by thesis or on the basis of published work.

Note: the establishment of a prima facie case for the award of the degree does not constitute a formal examination of the submission and does not imply that after consideration of the submission and an oral examination the examiners will recommend the award of the degree.

33. Where the internal assessor is satisfied that a prima facie case has been established, a recommendation shall be made by the assessor on the appropriate form, supported by the relevant head of department, to the postgraduate sub-dean that examiners be appointed.

34. Where the internal assessor is not satisfied that a prima facie case has been established, a recommendation shall be made by the assessor on the appropriate form, supported by the relevant head of department, to the postgraduate sub-dean that examiners be appointed.

EXAMINATION FOR THE DEGREE OF DOCTOR OF PHILOSOPHY ON THE BASIS OF PUBLISHED WORK

35. Where a prima facie case for the award of the degree has been established, the candidate's submission shall be examined by examiners appointed by Senate on the recommendation of the postgraduate sub-dean acting on behalf of the appropriate faculty. The examination shall consist of a review and assessment of the candidate's submission by the examiners appointed and of an oral examination on the content of the submission and subjects related thereto. A candidate may also be encouraged to give a presentation of the work embodied in the submission in the form of a public lecture or seminar. In exceptional circumstances, on sufficient grounds submitted by the examiners, the postgraduate sub-dean may exempt a candidate from the oral examination. The examination shall be conducted by two external examiners appointed for each candidate. The examiners will be nominated by the relevant head of department in consultation with the candidate's internal assessor. Such nominations shall be submitted on the approved form.

36. The internal assessor shall not be present during the oral examination. However, the internal assessor shall be available to be consulted by the examiners on the occasion of the oral examination and shall have the right to counter with the examiners on request. The internal assessor will co-ordinate the arrangements for the oral examination.

37. Following the first submission and examination of a candidate, the examiners may make the following recommendations:

(a) that the candidate be admitted to the degree of Doctor of Philosophy;

(b) that the candidate be permitted to make a resubmission, including a revised Doctoral Statement, within a period of up to six months as specified by the examiners, and without further oral examination;

(c) that the candidate be permitted to make a resubmission incorporating additional published material and including a revised Doctoral Statement, within 24 months and, if the examiners so require, be re-examined orally. On resubmission, the material presented by the candidate must still conform to the requirements of regulation 20 with regard to the period during which the work concerned must have been undertaken;

(d) that the candidate's submission be deemed to be of a satisfactory standard, but that the candidate be adjudged to have failed to satisfy the examiners in the oral examination and that the candidate shall therefore be required to submit within six months for a second oral examination;

(e) that no degree be awarded and that the candidate be adjudged to have failed.

38. Recommendation 37(a) may be made subject to a requirement that the candidate correct minor textual errors before the deposit of a copy of the submission in the University Library in accordance with the Rules for the Submission of Work for Higher Degrees. In such cases, it shall be the responsibility of the candidate's internal assessor to certify to the Registrar that the necessary corrections have been made before a Pass List can be issued.

39. In the case of a candidate subject to recommendation 37(b) above, the candidate will not normally be expected to undergo a further oral examination. However, if the examiners feel that any recommendation other than recommendation 37(a) is appropriate following consideration of the resubmitted material, they may determine that a further oral examination is required and may subsequently make either of the recommendations normally open following full revision and resubmission as set out in regulation 42.

40. In the case of a candidate subject to recommendation 37(c) above, the revisions and additions expected of the candidate shall be more substantial than in the case of a
recommendation under regulation 37(b). However, this recommendation shall nonetheless only be made where the examiners are of the view that the submission is basically acceptable for the degree and/or that it is reasonable to expect the candidate to be able to attempt to revise and add to the submission successfully in the normal time available.

41. In all cases where a candidate is required to make corrections or revisions to a submission or to submit additional published material, it shall be the responsibility of the examiners to provide details of the corrections, revisions or nature and extent of additional material required. These details shall be communicated to the candidate by the candidate’s internal assessor both orally and in writing.

42. Where a candidate has been permitted to revise and resubmit a thesis in accordance with regulation 37(e), the options open to the examiners when re-examining the submission shall be those set out in regulations 37(a) or (e) only. Where the candidate’s oral performance on the first occasion of examination was satisfactory and the examiners are agreed, after considering the resubmission, that a further oral examination is not required, they may submit their recommendations without re-examining the candidate orally.

43. In the case of a candidate subject to recommendation 37(d) above, the options open to the examiners following the further oral examination shall be those set out in regulations 37(a) or (e) only.

Notes
(i) Forms of application for admission as a candidate and forms to accompany a thesis on submission may be obtained from the Registrar. Correspondence relating to subjects within the scope of all faculties save Medicine should be addressed to the Registrar. Correspondence relating to subjects within the scope of the Faculty of Medicine should be addressed to the Faculty of Medicine Graduate School, Framlington Place, Newcastle upon Tyne NE2 4HH.

(ii) The University cannot undertake to arrange the examination of a thesis immediately after its submission. Candidates are warned that several weeks may elapse between the submission of their theses and the completion of the examination, and should consult with their supervisors or internal advisers well in advance.

(iii) Examination Conventions applicable to Staff Candidates for the Degree of Doctor of Philosophy by Thesis and Examination Conventions applicable to Staff Candidates for the Degree of Doctor of Philosophy on the Basis of Published Work are available from the Registrar’s Office.

GUIDELINES CONCERNING THE SUBMISSION OF PUBLISHED WORK FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

44. Faculty of Agriculture and Biological Sciences

(a) Submissions should demonstrate the candidate’s original contribution to knowledge and should emphasize the quality of their research. The submission should normally comprise at least four original pieces of work in peer-reviewed journals or other significant publications. For co-authored works, the candidate’s overall contribution should be greater than 80 per cent across all publications. Where the nature of the research is such that the candidate’s contribution to the field has been through a major publication such as a research monograph or book, this can also be considered either singly, or in combination with other published material. Without exception, the quality and quantity of the material submitted must be equivalent to that of a PhD thesis awarded under other regulations.

(b) Normally the accompanying Doctoral Statement would be a minimum of 10,000 words and should include a review of the literature which sets the work in its wider context. The Doctoral Statement should also demonstrate the linkages between the different pieces of work and include an overall discussion of the results obtained.

45. Faculty of Arts

(a) The number of items and scope of the work submitted should be equivalent to a traditional PhD thesis of about 100,000 words. Since not all of such a thesis will normally be publishable, the published work submitted should normally be approximately 80,000 words in length.

(b) The work submitted should indicate sustained effort within an identified area of study. Within this, the number of pieces of work submitted shall be flexible.

(c) The Doctoral Statement should be between 5,000 and 10,000 words in length.

46. Faculty of Education

(a) Publications selected for submission by a candidate should demonstrate progressive development or coherence in research activity.

(b) The amount of data collected and analysed and/or the amount of research activity should be equivalent to that expected from a three-year full-time PhD student or a five- to six-year part-time student.

(c) Candidates would normally be expected to submit at least five articles in refereed journals or the equivalent in books, monographs and chapters in books or any combination of these types of publication. When appropriate, one publication may be in a professional journal held in high standing by academics and senior practitioners working in the field.
(d) While it is justifiable for several or all of the publications to result from one piece of research, candidates should not include multiple versions of the same paper in their submission.

(e) The Doctoral Statement should demonstrate the development or coherence in the work across the period covered by the publications and would incorporate a critical appraisal and discussion of the corpus. It would normally be of 3,000–5,000 words in length but could be longer (up to a maximum of 10,000 words) where the publications submitted did not address all key aspects of the research conducted.

(f) Where the publications submitted have been jointly authored, a form will be submitted detailing the contribution of the candidate to each. The number of articles etc. should be increased pro rata if jointly authored publications are submitted.

(g) Candidates who are considering submission under these regulations and guidelines, are strongly advised to discuss the content of the submission early in their preparation with a small group of academic staff appointed to act in this advisory capacity by the Dean.

47. Faculty of Engineering

(a) The submission should comprise at least four original articles in peer-reviewed journals and should represent a significant contribution to knowledge in the candidate's field.

(b) The quality of the publications and the impact of the work, rather than the number of publications, will be paramount.

(c) In the case of co-authored publications, evidence of the candidate's individual contribution will be required.

(d) A critical appraisal of at least 10,000 words will be required incorporating:

(i) a review of the literature, setting the works in a broader context;

(ii) a drawing out of the linkages between the publications;

(iii) a conclusion.

48. Faculty of Law, Environment, and Social Sciences

(a) A submission in the Faculty of Law, Environment, and Social Sciences should normally comprise eight items; papers must either have been published in established, refereed journals, or, up to a maximum of three, may be chapters in edited books. A research monograph/book would count as four papers. All items must have been produced within a minimum of three years and a maximum of six years. In the case of submissions including multi-authored contributions, the percentage of contributions across all submissions should add up to 800 per cent.

(b) The accompanying Doctoral Statement should normally be of 5,000 words in total, and a Curriculum Vitae should be appended. The statement should set out the proposed basis for the award of the degree, placing the work in its wider context, particularly drawing out linkages between the different pieces of work.

49. Faculty of Medicine

(a) The submission should normally be based on at least four original articles in peer-reviewed journals and must be based on work in which the candidate has had a major contribution.

(b) The submission should include an introductory section which reviews the relevant literature in the candidate's field of research and which puts his/her original observations into a broader scientific context. This should normally be at least 10,000 words in length.

50. Faculty of Science

(a) The Faculty of Science expects that the number of papers' equivalents needed for a PhD by published work will be similar to the number of papers that a conventional PhD graduate in the given discipline would usually derive from a thesis. This would normally be the equivalent of around one to three refereed journal publications but, in fields where refereed conference papers or other refereed media enjoy similar status to refereed journals, such publications can be included in the portfolio.

(b) The Doctoral Statement accompanying the submitted papers should summarize the work, normally include a literature survey and indicate the context of the work to previously published studies (published papers may tend to gloss over this). Similarly, a critical appraisal of what has been achieved, together with ideas for future work, should be supplied. The Doctoral Statement will typically be equivalent to the Introduction, Context and Conclusion chapters of a canonical thesis (or their equivalent in each discipline), with the rest of the material supplied by the published papers. The Doctoral Statement will not usually exceed 50 pages.
Masters' Degrees by Research
(Staff Regulations)

1. A member of academic staff of the University may be admitted to the appropriate Master's degree (by research) in the University if he or she has satisfied the requirements of these regulations. Subject to regulation 6 below, both full-time and part-time members of academic staff may be considered as potentially eligible to undertake a research degree as a staff candidate. The staff fees set out in the annual Fees Schedule will apply in the case of any member of academic staff approved as a staff candidate under these regulations.

2. A member of staff who is a junior research associate shall be treated on the same basis as a student with regard to candidature for a Master's degree by research.

3. (a) A candidate must, at the time of application, specify the Master's degree to which he or she wishes to proceed.

(b) A candidate for the degree must be approved by the relevant postgraduate sub-dean.

(c) A candidate must, unless the relevant postgraduate sub-dean determines otherwise, satisfy the formal admissions requirements specified in the student regulations for the Master's degree to which he or she wishes to proceed.

(d) A candidate seeking approval must, after consultation with a teacher in the University, submit through the Registrar to the relevant postgraduate sub-dean:

(i) an indication of the field of advanced study and research which he or she proposes;

(ii) evidence of adequate training and ability;

(iii) the name of the teacher in the University whom he or she has consulted.

4. A candidate for the degree must engage in advanced study and research for a period of not less than six terms in the University under the direction of a teacher in the University appointed by the relevant postgraduate sub-dean as his or her supervisor. This period may be reduced only in exceptional cases at the discretion of the relevant postgraduate sub-dean.

5. The period of study shall take effect from the date appointed by the relevant postgraduate sub-dean.

6. If the candidate does not at the time of registration hold an appointment which extends to cover the prescribed period of study, the relevant postgraduate sub-dean shall, if the application is acceptable on academic grounds, make the registration of the candidate provisional. In such cases final approval shall normally be subject to the extension of the appointment beyond the initial period.

7. A candidate must inform the relevant postgraduate sub-dean in advance of any period exceeding 12 months to be spent away from the University. The sub-dean shall determine, in each case, what amendment, if any, should be made to the prescribed period of study.

8. The relevant postgraduate sub-dean may permit the interruption of the period of study for a period to be specified by the sub-dean in each instance.

9. A candidate must submit the thesis for examination within 12 terms of the date from which the period of study takes effect. In exceptional cases an extension of time may be granted by the relevant postgraduate sub-dean.

10. The candidate must embody the results of his or her advanced study and research in a thesis in the appropriate form (see below).

11. The exact title of the thesis must be submitted for approval by the relevant postgraduate sub-dean not less than three months before the thesis is submitted.

12. A candidate's thesis shall be examined exclusively by external examiners appointed by Senate on the nomination of the relevant postgraduate sub-dean. In the case of junior research associates proceeding under staff regulations only one of these examiners need be external.

13. Any candidate may be required by the examiners to present himself for an oral or written examination or both.

14. A candidate whose thesis does not satisfy the examiners for the degree may be permitted by the relevant postgraduate sub-dean, on the recommendation of the examiners, to submit it in a revised form within a period prescribed by the sub-dean.

15. The relevant postgraduate sub-dean shall advise Senate on any application from a member of staff approved as a candidate under staff regulations to continue as a candidate for the degree under student regulations after ceasing to be a member of staff.

16. The thesis must be written in English. In exceptional cases, subject to the presentation by the candidate of a case justifying such a concession, the appropriate postgraduate sub-dean may allow the candidate to submit a thesis written in a modern language other than English. Such a concession shall only be granted where a candidate can demonstrate that the language of submission is integral to the research project, for example where the object of study is an aspect of the literary or linguistic culture of the language of submission and/or where a significant proportion of the secondary literature on the object of study is written in the language of submission. Approval for submission in a language other than English must be sought at the time of application to study for the degree. Where approval is granted, the abstract of the thesis must be written in English and any viva voce examination must be conducted in English.
Rules for the Submission of Work for Higher Degrees

1. These rules apply to all material, whether in the form of a thesis, or of published or unpublished work, submitted for the following degrees: DSc, MD, DLitt, DDS, LLD, DEng, PhD, PhD (Integrated), DBA, EdD, MPhil, MRes, LLM, PhD, PhD (Integrated), DBA, EdD, MPhil, MRes, LLM.

2. Where a thesis is required by the regulations for the degree it must be submitted in the form described under Rules for the Form of Theses and must include, as a preface, an abstract of the work, not exceeding 300 words, in a form suitable for publication.

3. Two copies of the thesis must be submitted together with five further copies of the abstract referred to above.

4. The submitted copies of the thesis become the absolute property of the University. If a candidate is successful, one copy of the thesis shall be deposited in the University Library and shall thereafter be subject to its regulations and rules. The second copy of the thesis shall be deposited with the department most concerned with it.

5. Candidates submitting a doctoral thesis must, in addition, submit a separate additional copy of the thesis title page and contents page which, along with one copy of the abstract of the thesis, will be deposited in the British Library Document Supply Centre. Each candidate will normally have to sign a British Library access agreement form.

6. Where work other than a thesis is required, two copies shall be submitted or three copies in the case of work for the degree of DLitt.

7. The copyright in all material submitted for a higher degree remains in the candidate.

8. Candidates must submit a higher degree examination entry form, which contains:
   (a) a statement showing whether or not any part of the material offered has previously been submitted by the candidate for a degree (or qualification) in this or any other institution, and if joint work is submitted, what part of it is the candidate's independent contribution.
   (b) a certificate from the supervisor of any candidate required to undertake supervised study that the candidate has satisfactorily completed the required programme.
   (c) a certificate stating that all financial obligations to the University have been fulfilled by the student.

9. Copies of theses or published and unpublished work and accompanying documents for degrees in all faculties save Medicine should be sent to the Registrar, University of Newcastle upon Tyne, Newcastle upon Tyne NE1 7RU. Copies of theses and accompanying documents for the degrees of MD, DDS, MSc, PhD and PhD (Integrated) in the Faculty of Medicine only should be sent to the Faculty of Medicine Graduate School, Framlington Place, Newcastle upon Tyne NE2 4HH.

Rules for the Form of Theses

1. These rules apply to theses submitted for the DDS, MD, DBA, EdD, MRes, MPhil, LLM, PhD or PhD (Integrated) and to unpublished work submitted for the LLD.

2. A candidate is required to submit the thesis in a condition suitable for preservation in the University Library and in conformity with current BSI specifications.

3. When titles of theses quote generic and specific names of living or fossil organisms, these names should obey the appropriate rules of nomenclature, and the higher systematic position of the organisms should be given. When necessary, a shortened version of the title should be printed on the cover of the thesis and the full title should appear on the first appropriate page inside.

4. The texts of theses must be, as far as possible, typewritten on A4 paper of good quality. The two volumes to be retained by the University may usually be in either hard-bounded or soft-bounded form, but the degree will not be awarded until they are bound in a firm binding of boards with cloth back, or better fixed binding. Each volume must bear the name of the candidate, the title of the thesis, the name of the degree for which the thesis is submitted and the date of submission.

5. Diagrams, maps and similar documents may be submitted in a portfolio of any size and must bear equally the particulars mentioned in (4) above.

Note: a candidate should consult the more detailed information which is available from the Librarian of the University Library and the Registrar's Office as to the proper form of binding for both soft- and hard-bounded theses.
Procedure for Assessment Irregularities

Introduction
1. The University is committed to ensuring fairness in assessment and has established this procedure for dealing with assessment irregularities.

2. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process. This includes, but is not limited to, the following:
   (a) Copying from or conferring with other candidates or using unauthorized material or equipment in an examination room.
   (b) Impersonating or allowing another to impersonate a candidate.
   (c) Introducing examination scripts into the examination process otherwise than in the course of an examination.
   (d) The falsification (by inclusion or suppression) of research results.
   (e) Plagiarism. This is defined for the purpose of this procedure as the unacknowledged use of another person's ideas, words or work either verbatim or in substance without specific acknowledgement. For the avoidance of doubt, plagiarism may occur in an examination script as well as in assessed coursework, projects, reports and like work and may involve the use of material downloaded from electronic sources such as the internet. Further, the inclusion of a source in a bibliography is not of itself a sufficient attribution of another's work.

3. The assessment irregularity procedure has two aspects: the academic and the disciplinary. The leading principle guiding the academic response is to disregard that part of a candidate's work that is produced by improper means. The second aspect of the procedure is disciplinary. The University reserves disciplinary power for all cases of misconduct and, in a case involving the use of improper means, the issue of disciplinary proceedings arises in principle.

(See also the University's Guidelines for Research Students, and the University's Notice to Students on Academic Conduct, both available from the Student Progress Office, 6 Kensington Terrace.)

Confidentiality
All University staff and students involved in any investigation into an alleged assessment irregularity by a candidate have a duty of confidentiality to the candidate to limit disclosure to those who need to know.

Definitions
In this procedure the following terms are to be given the meaning assigned below:

Chairman of Board of Examiners: the Chairman of the Board of Examiners for the degree, diploma, certificate or other programme for which the candidate is registered.

Registrar: the Registrar or nominee.

Student Disciplinary Committee: the Committee established in accordance with Senate Minute 122 of 23 March 1998.

Disciplinary Appeals Committee: the Committee established in accordance with Senate Minute 122 of 24 March 1998.

Part I of Procedure (Academic)

1. Action to be Taken by Person Discovering a Suspected Irregularity
   (a) In an Examination Room
      Where a suspected irregularity is discovered by an invigilator in an examination room during an examination, the invigilator shall remove the candidate from the room and inform the candidate of the nature of the suspicion. The invigilator shall inform the candidate that the matter will be reported to the Chairman of the Board of Examiners. The invigilator shall make a note of the questions answered in whole or in part at the relevant time and any illicit material in the candidate's possession shall be confiscated. The candidate shall be permitted to return to the examination room to complete the rest of the examination. The invigilator shall make a written report to the Chairman of the Board of Examiners.

   (b) Outside an Examination Room
      Where a suspected irregularity is discovered outside an examination room, for example when an examination script or assessed coursework is being marked, the person who discovers it shall make a written report to the Chairman of the Board of Examiners.

2. Action to be Taken by the Chairman of the Board of Examiners
   (a) On receipt of a written report of a suspected assessment irregularity, the Chairman of the Board of Examiners shall investigate the alleged irregularity. In so doing, the Chairman shall invite the candidate to submit a written statement and may require written statements from witnesses.

   (b) If, on the basis of any written statement and the evidence, the Chairman is satisfied that no irregularity has taken place, the candidate shall be so informed by the Chairman in writing and no further action shall be taken.
(c) If, on the basis of any written statement and the evidence, the Chairman determines that there is a *prima facie* case that an irregularity has occurred, the candidate shall be interviewed in the presence of another academic colleague. The candidate shall be given the opportunity to be accompanied at the interview by the candidate’s tutor or another person.

(d) If following the interview the Chairman is satisfied that no irregularity has taken place, the candidate shall be so informed by the Chairman in writing and no further action shall be taken.

(c) If following the interview the Chairman determines that an irregularity has taken place, the Chairman shall:

(i) Inform the candidate in writing that a report on the matter will be made to the Registrar;

(ii) Instruct those marking the assessment(s) in question that an academic mark should be returned for that part of the work which is the candidate’s own, disregarding any work constituting an assessment irregularity;

(iii) Make a written report on the matter to the Registrar, attaching all written evidence gathered during the Chairman’s investigation, and describing how the academic mark(s) for the assessment(s) in question has or have been determined;

(iv) Inform the Board of Examiners when it meets of the following:

(a) The academic consequences of the irregularity. The Chairman shall explain that any part of the assessed work amounting to an assessment irregularity has been disregarded for marking purposes.

(b) Where the Student Disciplinary Committee has determined the case, any academic sanctions that the Student Disciplinary Committee has imposed. In such a case, the Chairman shall ensure that the academic sanctions imposed by the Student Disciplinary Committee are applied by the Board and that the Minutes of the meeting of the Board record the decision of the Student Disciplinary Committee.

(c) Where the Student Disciplinary Committee has not yet determined the case but a hearing is pending, the possibility that the Student Disciplinary Committee may impose further academic sanctions. The Chairman shall advise the Board that it may not itself impose any academic sanctions and that, if a Student Disciplinary Committee does so, any consequential change to the candidate’s results will be ratified by the Chairman’s action.

(v) Where a disciplinary hearing is pending, ensure that the mark sheets and minutes of the meeting of the Board of Examiners returned to the Examinations Office make it clear that the results of the candidate are provisional and shall not be published as long as a disciplinary hearing is pending.

Note: if, as a result of the time the investigation into the alleged irregularity takes, the candidate’s results cannot be published in time for the graduation ceremony, that is a consequence the candidate must accept.

(vi) Where a Student Disciplinary Committee is established to consider the case, advise the Committee on the consequences of any academic sanctions which it might be considering.

### Part II of Procedure (Disciplinary)

#### 1. Action to be Taken by the Registrar

(a) On receipt of a report from the Chairman of a Board of Examiners, the Registrar shall determine whether there is a disciplinary case to answer. In order to do this, the candidate shall be invited to submit a further written statement and the Registrar shall gather such further written evidence as is deemed necessary.

(b) If, on the basis of any further written statement and the evidence, the Registrar is satisfied that there is no disciplinary case to answer, the candidate and the Chairman of the Board of Examiners will be so informed in writing and no further action shall be taken.

(c) If, on the basis of any further written statement and the evidence, the Registrar determines that there is a *prima facie* case of misconduct established, the candidate shall be given the opportunity to be interviewed in the presence of an administrative colleague. The candidate shall be given the opportunity to be accompanied at the interview by the candidate’s tutor or another person.

(d) If following the interview the Registrar is satisfied that there is no disciplinary case to answer, the candidate and the Chairman of the Board of Examiners shall be informed by the Registrar in writing and no further action shall be taken.

(e) If following the interview the Registrar determines that there is a disciplinary case to answer, the Registrar shall:

- **either**
  - (i) Issue a written warning to the candidate about future conduct in relation to academic assessment. Where a candidate has previously received a warning relating to academic assessment, or where the Registrar otherwise deems it appropriate, the candidate may receive a final warning. The warning shall be copied to the Chairman of the Board of Examiners;
  - (ii) refer the case to the Student Disciplinary Committee for a disciplinary hearing and inform
the candidate and Chairman of the Board of Examiners in writing that a disciplinary hearing is to be held. Pending the hearing, the Registrar may temporarily suspend a student from the University or from such facilities as the Registrar shall determine. In such a case, the decision to suspend a student shall be reviewed by the Registrar after every two week interval, and the Committee shall hear the case, where reasonably practicable, within four weeks.

2. Student Disciplinary Committee

(a) The Disciplinary Committee shall comprise three members drawn from a panel of six persons from time to time appointed by Senate. One member of this panel shall be described as Convenor, and that person shall be responsible for appointing a Disciplinary Committee for each case. The members of the Committee shall be members of academic staff selected by reason of their experience of examining. The Registrar shall provide such secretarial and administrative support as is reasonably necessary.

(b) The Registrar shall not be a member of any Disciplinary Committee, but shall be responsible for the preparation and presentation of the charge or charges before the Committee. In so doing, the Registrar shall inform the student(s) concerned in writing of the allegations and shall send to such students any relevant documents. In addition, the Registrar shall make any necessary administrative arrangements for the summoning of witnesses, the production of documents and generally for the proper presentation of the case before the Committee.

(c) If the Committee is satisfied that the assessment irregularity does not amount to misconduct, no further action shall be taken against the candidate but the academic consequence of the assessment irregularity shall not be affected.

(d) If the Committee is satisfied that the candidate committed an act of misconduct, one or more of the following sanctions may be imposed:

(i) A warning, orally and in writing, about future conduct. Where a candidate has previously received a warning, or where the Committee deems it appropriate, the candidate may receive a final warning.

(ii) Notwithstanding the academic consequence of an assessment irregularity, such academic sanction as is deemed appropriate by the Committee. In determining whether or not an academic sanction is appropriate, the Committee shall, in order to inform its decision, invite the Chairman of the Board of Examiners to attend the hearing to explain the consequences under the candidate's examination conventions and degree regulations of possible different academic penalties.

(iii) Suspension from the University

(iv) Expulsion from the University

(e) A student expelled or suspended as a result of disciplinary proceedings shall have no right to a refund of fees.

(f) The Secretary to the Student Disciplinary Committee shall inform the candidate and the Chairman of the Board of Examiners in writing of the Committee's decision.

3. Appeals Against the Decision of the Student Disciplinary Committee

A student wishing to appeal against a decision made under these procedures shall follow the appeals procedure set out in Appendix I.

4. General Provision for the Conduct of Hearings

In all proceedings before the Registrar or Disciplinary Committee or Disciplinary Appeals Committee, the Registrar or Committee shall take evidence and receive submissions, either in writing or in person, and consider the allegations and all other circumstances which appear to them to be relevant. The Registrar or Committee may take evidence from such other persons as they think fit in order to reach a decision. In cases in which a student is appealing against the decision of a Disciplinary Committee, the Registrar, or his nominee responsible for the presentation of the original case, shall attend to outline the case. The student shall, in all cases, have the right to attend and present their case, and to be present and be heard during the hearing. The student may be accompanied by a friend or representative and shall have the right to be informed of all the evidence. In all other respects, the conduct of the hearing shall be a matter for the Chairman to determine. The student and any other persons present, except where appropriate, the Secretary to the Committee, shall withdraw whilst the decision is reached.

Senate Minute 173 of 20.6.01

Appendix I

ASSESSMENT IRREGULARITIES PROCEDURE - APPEALS

A student wishing to appeal against a decision under the Assessment Irregularities Procedure shall follow the procedure set out below. Where the decision against which a student is appealing involves partial or full suspension or expulsion, the student will not, except for the purpose of attending the appeal, be permitted to attend that part or all of the University, as appropriate, while the appeal is being determined.
(a) Notice of intention to appeal should be addressed within seven working days to the Head of the Student Progress Office. The Notice of Appeal shall specify the grounds of appeal which may only be one or more of the following:

(i) That fresh material evidence is available, which was not available on reasonable enquiry or application at the time of the original hearing;
(ii) Procedural Irregularity;
(iii) Bias or Prejudice;
(iv) Excessive or Inappropriate punishment;
(v) That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

(b) The appeal shall be to the following:

(i) In a case determined by the Registrar, the appeal shall be to a Pro-Vice-Chancellor nominated by the Vice-Chancellor.

(ii) In a case determined by a Disciplinary Committee, the appeal shall be considered by a Disciplinary Appeals Committee. Initially, it shall be presented to a Pro-Vice-Chancellor nominated by the Vice-Chancellor, who may dismiss an appeal which does not provide a prima facie case under the specified grounds. If an appeal is so dismissed, there is no further appeal within the University.

(iii) If the Pro-Vice-Chancellor decides that a Disciplinary Appeals Committee should be called, such a Committee shall consist of the following persons:

(a) the Vice-Chancellor, or a Pro-Vice-Chancellor nominated by the Vice-Chancellor to act on his behalf, who shall be Chairman of the Committee;
(b) three members drawn from a panel of six persons from time to time appointed by Senate;
(c) a student member selected by the Chairman from a panel of three students appointed by Senate on the nomination of the Union Society.

The person or Committee considering the appeal may confirm or vary or quash the original decision. If a student is reinstated to the University on an appeal against suspension or expulsion, he or she shall not suffer any loss of time counted towards residence qualifications for a particular course. The student, nevertheless, shall be required to pay appropriate fees, notwithstanding temporary loss of ration and other facilities in the University.

Academic Appeals Procedure for Students

DEFINITIONS

Appeal: A written application to the University to review a formal academic decision made by the Board of Examiners of an undergraduate or postgraduate taught programme or a recommendation of the examiners of research degrees.

Appeal Officer: A member of the Student Progress Office appointed to process a submitted appeal and to advise the Chairman of the Appeal Panel where appropriate. The Appeal Officer should not be involved in issuing advice to the appellant.

Faculty Student Progress Officer: A member of the Student Progress Office from whom advice on procedure may be sought by the appellant. This will normally be the Student Progress Office administrator who has responsibilities relating to the Faculty of the appellant. He/she will not be involved in consideration of the appeal.

Appeal Panel: The body which normally decides whether or not there is a case for the original decision of the examiners to be reviewed. The Chairman of the Appeal Panel will be a Dean (or nominee) of a Faculty other than that in which the appellant is studying, appointed by the Registrar or his nominee. In addition to the Chairman, the Appeal Panel will also include the Appeal Officer, with a specific remit to advise on procedure, case law and precedents, and the Chairman may co-opt further independent members of academic or administrative staff as deemed appropriate.

Examiners: The Board of Examiners for an undergraduate or postgraduate taught programme, or appointed internal and external examiners for research degrees.

Note on Appeals from Students in the Faculty of Medicine

For the purposes of this procedure, in the case of appeals from students on taught programmes, for 'Student Progress Office' please read 'Faculty of Medicine Student Office', and in the case of students on research programmes please read 'Graduate School Office for the Faculty of Medicine'.

Scope of Procedure

1. This procedure is to be used only in relation to formal academic decisions made by the examiners. Where possible, students considering submitting an appeal should first consult their tutor or supervisor for feedback on decisions made by the examiners.

2. Queries about provisional marks for taught programmes should be raised with appropriate departmental staff, eg a Module Leader, Degree Programme Director or Personal Tutor.
3. Given the existence of procedures for complaint and redress during the study period, alleged inadequacy of teaching or supervision will not constitute grounds for an appeal. Separate procedures and relevant information are contained in the following documents:

Student Complaints Procedure
Student Policy on Sexual and Racial Harassment
Guidelines for Research Students
Newcastle University and You
Postgraduate Newcastle
Public Interest Disclosure ('Whistleblowing') Policy

4. Appeals from groups of students are not permissible, but individual appellants may make reference to related appeals from other students if appropriate.

CONFIDENTIALITY
5. Other than the initial letter of appeal, the information provided by an appellant, or anyone else, to the Appeal Officer will be treated in confidence and disclosed only to the Appeal Panel and, where appropriate, the examiners, unless disclosure to other parties is necessary to progress the appeal. In such a case the appellant will be notified in advance of the disclosure.

GROUNDS
6. Appeals can only be made on the following grounds:

(a) The examiners were not aware of circumstances affecting the appellant's performance.
(b) Procedural irregularity on the part of the examiners.
(c) Inadequate assessment by an examiner or examiners.
(d) Bias or prejudice on the part of an examiner or examiners.

7. Challenges to the academic judgement of the examiners on an assessment outcome or the level of award recommended cannot form the basis of an appeal.

Claims made by the appellant should be supported by documentary evidence where appropriate.

HOW TO APPLY
9. Impartial advice on submitting an appeal may be sought from a Faculty Student Progress Officer, the appropriate Officers of the Students' Union, or from the Student Advice Centre (Students' Union).

10. All submitted appeals must be accompanied by a completed 'Academic Appeals Application Form', available from the Registrar's Office Reception or via http://www.ncl.ac.uk/student-support/appeals.htm

11. An appeal should be lodged with the Head of the Student Progress Office within 14 days of the publication by the Registrar's Office of the examination results of the appellant. Any supporting documentation not available at the time of submission must be made available to the Head of the Student Progress Office within 28 days of the publication of the examination results. The Head of the Student Progress Office will appoint an Appeal Officer.

12. A late appeal shall only be accepted if, on referral to the Chairman of the Appeal Panel, the Chairman is satisfied that circumstances exist which make it reasonable for the appeal to have been lodged within the period specified above.

PROCEDURE
13. If, on receipt of a completed appeal submission, the Chairman of the Appeal Panel determines in consultation with the Appeal Officer that the application is vexatious or frivolous, then the application will be rejected and the student informed in writing as to why the application is judged to be an abuse of process.

14. In all other cases the Appeal Officer shall seek comments on the appeal from all appropriate members of staff. Those from whom responses are sought will be provided with the letter of appeal. If the Appeal Officer deems it appropriate that any of those members of staff should receive any or all of the supporting documentation provided by the appellant, the permission of the appellant for disclosure will be sought.

15. On receipt of all responses sought, the Appeal Officer will decide whether there is clear evidence to refer the case immediately back to the examiners for reconsideration. The Appeal Officer may seek advice at this stage from the Chairman of the Appeal Panel if necessary.

16. If it is not clear to the Appeal Officer that the case should be referred back to the examiners for reconsideration, he/she will refer the case to an Appeal Panel for consideration. The Appeal Panel will investigate the appeal and may seek any information as appears to be necessary to reach a decision. Where deemed appropriate the Appeal Panel may invite the appellant, and any other relevant parties, to a hearing. Any persons invited to attend a hearing with the Appeal Panel may be accompanied by a friend or representative. The Appeal Officer will provide the appellant, as soon as is reasonably practicable, with relevant case papers in accordance with the requirements of the Data Protection Act 1998, together with written advice about the general nature of hearings. The conduct of the hearing shall be for the Chairman of the Appeal Panel to decide.

17. The appellant will be kept informed of the progress of the appeal in writing by the Appeal Officer. A progress report (or outcome if decided) will normally be provided to the appellant no later than 28 days following receipt of the complete appeal. Further progress reports will normally be provided at intervals of no longer than 28 days.
18. Appellants will not normally be allowed to progress to the next stage of their study or have their degree conferred where the outcome of their appeal is pending. In order to prevent possible difficulties for the appellant at a later stage, the Appeal Officer will advise the appellant while an appeal is pending to enter for and prepare for appropriate resit examinations and will ensure that spaces on capped modules or programmes are reserved where appropriate. Exceptionally, the Appeal Panel may grant permission for an appellant to proceed to the next stage of a programme on the understanding that their study may be halted if the appeal is not successful.

OUTCOME
19. Where the Appeal Panel decides that there is no justification for referring a case back to the examiners, the Appeal Officer will write to the appellant within seven days of the Appeal Panel's decision informing him/her that the original decision of the examiners is to stand. An outline of the reasons for the decision will be provided.

20. Where the Appeal Officer or Appeal Panel decides that a case should be referred back to examiners for reconsideration, the Appeal Officer will proceed as outlined in paragraph 21 or 22, depending on whether the appellant's degree is a taught or a research programme.

21. Taught Programmes
In the case of undergraduate or postgraduate taught programmes, the Appeal Officer will:

(a) write to the original examiners (through the Chairman of the Board of Examiners) asking them to reconsider, clearly identifying the grounds for reconsideration, providing the examiners with all the relevant evidence on which the Appeal Panel based their decision; or
(b) on the instructions of the Appeal Panel, ask the relevant member of the Student Progress Office to write to the appellant giving permission to revise the thesis and re-submit it for examination by the original examiners with a specified time limit in accordance with the normal procedure for re-submission; or
(c) on the instructions of the Appeal Panel, declare the original examination null and void and require the Head of Department to nominate for the approval of the Faculty Postgraduate Sub-Dean two new external examiners to re-examine the appellant's thesis (where an appeal on the grounds of bias or prejudice on the part of an examiner or examiners has been upheld, this is the only outcome that the Appeal Panel may choose); and
(d) write to the appellant to inform him/her of the Appeal Panel's decision.

23. Where asked to reconsider their original decision, the examiners shall review their decision in the light of the grounds for appeal and any relevant evidence. Any new examiners appointed in the case of research candidates will be told that they are conducting a re-examination on appeal but will not be informed of any other circumstances of the case.

24. Unless given specific directions by the Appeal Panel in accordance with paragraph 21(b) above, examiners shall have the power to confirm or alter their original decision, applying whatever powers of discretion are normally available to them under the current University and programme regulations. Where necessary, the examiners should make a recommendation to the Senate Matriculation and Concessions Committee for a concession to waive existing regulations. The examiners will be required to provide a formal report or Minutes of its judgement to the Appeal Officer.

25. The Appeal Officer shall inform the appellant in writing, normally within seven days of receiving the examiners' report, of the outcome of the examiners' reconsideration, providing appropriate feedback on the examiners' decision.

26. The decision of the examiners on any re-examination or reconsideration of a candidate's performance will be final.

27. All appellants should normally be informed of the final outcome of their appeal within four months of the submission of their complete appeal.

28. The submission of an appeal in good faith, whether or not it is upheld, will not prejudice any future treatment of the appellant by the University.

29. The Appeal Officer will arrange (subject to the provision of receipts where appropriate) for any reasonable and proportionate incidental expenses incurred by a successful appellant as a direct result of submitting the appeal to be met as soon as possible after the outcome is known.
REVIEW OF DECISION OF APPEAL PANEL

30. Under these procedures, an appellant may seek a review of the outcome of their appeal only on the ground of procedural irregularity on the part of the Appeal Panel.

31. A review application should be made in writing directly to the Vice-Chancellor and within 28 days of the notification of the Appeal Panel’s decision not to refer a case back to the examiners.

32. A review application will be considered by the Vice-Chancellor, or a Pro-Vice-Chancellor nominated by the Vice-Chancellor to act on his behalf, who may dismiss an application which does not provide a prima facie case on the specified ground. The Vice-Chancellor or nominee may seek any evidence as appears to be necessary in order to reach a decision and following consideration may accept or reject the request for review. Where a review request is accepted, the Vice-Chancellor or nominee will either require the original Appeal Panel to reconsider its decision after remedying the deficiency in procedure or will determine the constitution of an alternative Appeal Panel to consider the case afresh.

33. The outcome of a review of the decision of an Appeal Panel may not be appealed against under this procedure.

34. There is no further appeal within the University. Provision for independent external review is made through the existence of the ‘Visitor’ to the University. The Visitor’s role is to review the application by the University of its own internal procedures. Further information about the Visitor’s role and how to contact the Visitor may be obtained from the Student Progress Office, 6 Kensington Terrace (or by e-mail: studentoffice@ncl.ac.uk).

REVIEW OF PROCEDURE

35. The Academic Appeals Procedure shall be reviewed at intervals of not less than five years.
Academic Appeals – Application Form

Before completing this form, please read the Academic Appeals Procedure for Students available from the Registrar’s Office. A Kensington Terrace, or on the University’s website at http://www.ncl.ac.uk/student-support/appeals.htm. You are strongly advised to discuss your results with your tutor/supervisor before submitting an appeal. This form must be submitted within 14 days of the publication by the Registrar’s Office of your examination results. Late applications may only be admitted in exceptional circumstances.

SECTION 1 – PERSONAL DETAILS

Name
Address for Correspondence (or addresses with dates)

Department
Programme of Study
Stage/Year of Study

Academic decision against which appeal is being made (e.g. Final Degree Result):

Please state with which member(s) of staff you have already discussed your appeal (e.g. Personal Tutor, Programme Director, Supervisor etc):

SECTION 2 – GROUNDS FOR APPEAL

Please indicate by ticking the appropriate box(es) the grounds on which you wish to appeal:

(i) The examiners were not aware of circumstances affecting your performance
(ii) Procedural irregularity on the part of the examiners
(iii) Inadequate assessment by an examiner or examiners
(iv) Bias or prejudice on the part of an examiner or examiners

SECTION 3 – SUPPORTING DOCUMENTATION

Please note that, under the Data Protection Act 1998, we are required to obtain your consent for members of the Appeal Panel to view any personal data you may provide in connection with your appeal. Please list below any documents which you have attached or intend to submit in support of your appeal. These might include a medical note, a statement from your tutor or other member of staff, a letter from a welfare officer etc. For each document, please indicate by ticking the appropriate box whether the document is attached or to follow*, and indicate by signing against each document your consent for members of the Appeal Panel and/or examiners to view this data.

You must submit document 1, your detailed reasons for appealing, with this form.

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<th>Description of Document</th>
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* Please note that all supporting documentation must be made available to the Head of the Student Progress Office within 28 days of the publication of your examination results. Each document should be labelled clearly with your name and student number and the date that you submitted this Application Form.

Signature
Date

Please send this form, together with any supporting documentation already available, to:

The Head of the Student Progress Office, Registrar’s Office, University of Newcastle upon Tyne
6 Kensington Terrace, Newcastle upon Tyne NE1 7RU.

University of Newcastle upon Tyne Research Handbook September 2001
PART FIVE
Academic Matters

University Guidelines
Here you will find Guidelines and Best Practice advice for research supervisors and research students. In addition to providing what is hoped to be comprehensive guidance, each section ends with an opportunity for Reviewing Practice for those who feel they may benefit from it.

All the Guidelines featured here are important and you are encouraged to look carefully at them.

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University of Newcastle upon Tyne Research Handbook September 2001
Guidelines for Research Students

1. These Guidelines describe the essential elements of student/supervisor, student/university relationships and detail the minimum requirements that a student will be expected to comply with during his/her programme of work.

2. At the commencement of your proposed programme of work you should have a detailed discussion with your supervisor. The details of this discussion will be recorded by your supervisor and a copy given to you. You should ensure that the following points are covered in the discussion:

   (a) the scope of your proposed programme of work and an initial definition of the subject of study with particular emphasis on:
      (i) the importance of completing the programme in the time available;
      (ii) the standard of work that will be expected from you (you would be well advised to read successful theses available in the Library as a guide to what is expected);

   (b) the overall timetable for the planning and completion of your programme of work, including any programme of training and guidance in research methods, any period of preliminary reading and the writing of the thesis;

   (c) guidance about the use of literature, other sources of information, including other members of staff, and about attendance at appropriate courses and meetings of learned societies;

   (d) good practice in relation to the storage and retention of research data;

   (e) constraints, other than time, which may affect your programme of work, such as costs and the need to design and build equipment;

   (f) a programme of regular meetings with your supervisor to monitor your progress and to review the details of the overall timetable for the programme of work;

   (g) the submission of written work and/or the presentation of seminar papers while your research is in progress and the possibility of presenting work at meetings of learned societies and/or of submitting it for publication directly.

3. You will be expected to maintain regular contact with your supervisor, to seek his/her advice on the planning of your work and other matters including the use of suitable techniques. You will also be required to present written work as appropriate. It will also be your responsibility to raise any problems and difficulties you think should be drawn to the attention of your supervisor. This includes any factors - domestic, social, financial or health factors - which you believe may have an effect upon your progress.

4. If you are following a research programme which will take more than one year to complete (eg full-time PhD, any part-time research degree), you will during your first year of study be required by your supervisor to produce at least one substantial piece of work (eg literature review, experimental write-up), in order to help assess your ability to proceed successfully through the subsequent years of your programme. You may be required to make a presentation of this work to other staff and/or students.

5. At least once a term you will have a formal meeting with your supervisor to review progress at which he/she will record the details of your discussions. From time to time your supervisor may involve other members of the academic staff in a formal meeting.

6. Each year your supervisor will be required to submit an annual report on the progress of your programme of work. This report, which will take into account the review procedures detailed in paragraphs 4 and 5 above, will normally be completed by the start of the third term (Easter Term), if you are in your second or subsequent years of study; if you are in your first year the review procedure will take place during the summer months (usually in July or August). If you first register in any term other than Michaelmas Term, which begins in September, your supervisor will be required to report on your progress during your second term of study.

7. Each year you will also be required to submit an annual report on your progress. You will be provided with a standard form for this purpose, which will be despatched from the Student Progress Office or from the Faculty of Medicine Graduate School Office, as appropriate, at the relevant time.

8. The Report Form you submit must normally be countersigned by your supervisor and Head of Department (but see paragraph 9 below). Together with the form submitted by your supervisor it will be passed for consideration and appropriate action to the relevant Postgraduate Sub-Dean. Should the Postgraduate Sub-Dean reach an unfavourable conclusion with respect to your progress on the basis of your supervisor's annual report and a recommendation from the Head of Department, you will be informed in writing by the Student Progress Office. Should your performance/progress be sufficiently unsatisfactory the Postgraduate Sub-Dean, at his or her discretion, may require you to discontinue your studies or change your registration.

9. If at any stage throughout the period of study you feel that the standard of supervision that you are receiving is inadequate or that you are unable to establish an effective working relationship with your supervisor, and it has not proved possible to resolve these difficulties in discussion with your supervisor/Head of Department, you should inform the Senior Assistant Registrar in the Student Progress Office or the Senior Assistant Registrar in the Faculty of Medicine, without delay. The annual report form will also offer an opportunity for you to raise such issues, in which case it need not be countersigned by your supervisor and Head of Department.
You are required to maintain high standards of academic conduct and, in particular, to avoid conduct amounting to the fabrication of research results or plagiarism.

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

(b) Plagiarism is the unacknowledged use of another person's ideas, words or work. At one extreme, plagiarism is simply a form of cheating, such as where the whole or a significant part of work submitted towards an examination or degree is the unacknowledged work of another, copied slavishly from a book, research paper or electronic sources such as the internet. At the other extreme, plagiarism may occur accidentally, through poor standards of scholarship, or may concern insignificant parts of submitted work.

(c) You may be unclear as to what use may be made of the work of others in the field without raising concerns about plagiarism. If you are in doubt on this matter, you should consult your supervisor. In most cases, the adoption of appropriate standards of scholarship will avoid such concerns. The following general guidelines may assist you:

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

(ii) you must always give due acknowledgement to the sources of ideas or data which are not yours and are not truly in the public domain, for example, because they are novel or controversial, or are not widely accepted or widely recognized;

(iii) ideas and data which are your own or are truly in the public domain may be included without attribution, but should be expressed in your own words;

(iv) you must take care to distinguish between your own ideas or work and those of others. Any ambiguity in such a distinction could give rise to a suspicion of plagiarism;

(v) where your work is the result of collaborative research, you must take care to acknowledge the source of data, analysis or procedures which are not your own.

11. The retention of accurate and contemporaneous records of primary experimental data and results is of the utmost importance for the progress of academic enquiry. You should maintain these records in a form that will provide clear and unambiguous answers to questions concerning the validity of the data or the conduct of your work that might arise at a later date. Such questions can arise during the course of subsequent investigations by you, your colleagues, and others; accurate contemporaneous records are invaluable when this happens. In addition, errors detected following publication of experimental or other research results could be mistaken for misconduct if you cannot provide an accurate record of the primary data. It is important that you and your work should be protected from such misunderstanding.

The following guidelines will assist you in this regard.

(a) Records of primary experimental data and results should always be made using indelible materials. Pencils or other easily erasable materials must not be used. Where primary research data and results are recorded on audio or video tape (eg interviews) the tape housing should be labelled as set out in (d) below.

(b) Complete and accurate records of experimental data and results should be made on the day they are obtained and the date should be indicated clearly in the record. Where possible, records should be made in a hard-backed, bound notebook in which the pages have been numbered consecutively.

(c) Pages should never be removed from notebooks containing records of research data. If any alterations are made to records at a later date they should be noted clearly as such and the date of the alteration should be indicated.

(d) Machine printouts, photographs, tapes and other such records should always be labelled with the date and with an identifying reference number. This reference number should be clearly recorded in the notebook referred to above, along with other relevant details, on the day the record is obtained. If possible, printouts, photographs, tapes and other such record should be affixed to the notebook. When this is not possible (eg for reasons of size or bulk), such records should be maintained in a secure location in the University for future reference. When a 'hard copy' of computer-generated primary data is not practicable, the data should be maintained in two separate locations within the University, on disk, tape or other format.

(e) When photographs and other such records have been affixed to the notebook, their removal at a later date for the purpose of preparing copies or figures for a thesis or other publication should be avoided. If likely to be needed, two copies of such records should be made on the day the record is generated. If this is not practicable, then the reason for removing the original copy and the date on which this is done should be recorded in the notebook, together with a replacement copy or the original if this can be re-affixed to the notebook.
Guidelines for Supervisors of Research Students

1. These Guidelines provide the broad framework of acceptable practice within which there are bound to be variations and diversity appropriate to different disciplines. Individual Faculty documents may contain more detailed guidance but must be consistent with these Guidelines approved by Senate.

2. It is the responsibility of each Head of Department in consultation with the proposed supervisor to decide whether to recommend the admission of an applicant to undertake postgraduate research in his or her department. In reaching this decision the Head of Department should consider:

   (a) whether the candidate is appropriately qualified for the proposed subject of study and whether adequate academic references have been received;
   (b) whether the appropriate resources (e.g., library, computing, laboratory facilities, technical assistance) will be available;
   (c) whether, on the information available, the subject of study is suitable for the degree for which the candidate is to be registered;
   (d) whether it can reasonably be expected that the subject of study will be completed within the timescale prescribed;
   (e) whether proper supervision can be provided and maintained throughout the research period;
   (f) whether an appropriate programme of training and guidance in research methods can be offered to the candidate.

3. At the commencement of the proposed programme of work the supervisor should have a detailed discussion with the student. The details of this discussion should be recorded by the supervisor and a copy given to the student. It should normally cover:

   (a) the scope of the proposed programme of work and an initial definition of the subject of study with particular emphasis on:
      (i) the importance of completing the programme in the time available;
      (ii) the standard of work expected (students should be referred to successful theses in the Library as a guide to what is expected of them);
   (b) the overall timetable for the planning and completion of the programme of work including any programme of training and guidance in research methods, any period of preliminary reading, and the writing of the thesis;
   (c) guidance about the use of literature, other sources of information, including other members of staff, and about attendance at appropriate courses and meetings of learned societies. In particular, the student’s
attention should be drawn to the statement in paragraph 10 of the Guidelines for Research Students concerning standards of academic conduct. Appropriate guidance should be given to enable the student to avoid any possible concern about plagiarism or the fabrication of research results;

(d) good practice in relation to the storage and retention of research data;

(e) constraints, other than time, which may affect the programme of work, such as costs and the need to design and build equipment;

(f) a programme of regular meetings between the supervisor and the student to monitor progress on the research and if appropriate to review the details of the overall timetable for the programme of work;

(g) the submission of written work and/or the presentation of seminar papers while the research is in progress and the possibility of presenting work at learned societies and/or submitting it for publication directly.

4. The supervisor should maintain regular contact with the student and should give advice on the planning of work and on other matters, including the use of suitable techniques. He/she should request written work as appropriate and make constructive comments on it. If the student is following a research programme which will take more than one year to complete (eg full-time PhD, any part-time research degree), the supervisor shall during the first year of study require the student to produce at least one substantial piece of work (eg literature review, experimental write-up), in order to help assess his/her ability to proceed successfully through the subsequent years of his/her research programme. The student may be required to make a presentation of this work to other staff and/or students.

5. The supervisor should keep a record of the student's progress and at least once per term should hold a formal meeting with the student to review progress. The details of the meeting should be recorded. From time to time, the supervisor may wish to involve other members of the academic staff in a formal meeting with the student.

6. Each year the supervisor must submit an annual report on the progress of the student's programme of work. This report, which should take into account the review procedures detailed in paragraphs 4 to 5 above, must be submitted on the University's standard form for the 'Supervisor's Annual Report on Registered Postgraduate Research Students'. Annual Report forms for students in their second and subsequent years of study will normally be distributed by the Student Progress Office or the Faculty of Medicine Graduate School Office during the Epiphany Term and must be completed and returned by the start of the Easter Term; Report Forms for first year students will normally be distributed during the Easter Term for return in the summer (in July or August). (For students who first register in any term other than the Michaelmas Term, Report Forms must be completed during their second term of study).

7. Each year the student shall also submit an annual report on his/her progress. The relevant forms will be despatched from, and must be returned to, the Student Progress Office or the Faculty of Medicine Graduate School Office, as appropriate.

8. Report forms submitted by supervisors must be countersigned by the student and the Head of Department (similar arrangements will apply to students' report forms). They will be passed for consideration and appropriate action to the relevant Postgraduate Sub-Dean.

9. If at any stage throughout the period of study the supervisor feels that the progress of the student is unsatisfactory or that the standard of work generally is below what was expected, he/she should inform the student by letter as well as orally and a copy of the letter should be sent to the Student Progress Office and to the Head of Department concerned. The supervisor should discuss with the student what action should be taken to improve the position.

10. If a student's progress/performance during the year has been sufficiently unsatisfactory, the Head of Department, in conjunction with the supervisor, may recommend to the appropriate Faculty Postgraduate Sub-Dean and/or Faculty Committee that the student either discontinue his/her studies or change his/her registration if this is possible and appropriate. If the committee approves such a recommendation the student will be informed in writing by the Student Progress Office.

11. Where it becomes impossible for a department to continue to provide direct supervision - for example because of the departure of the only member of staff able to supervise a particular topic - the Head of Department should consider alternative arrangements in good time and inform the Student Progress Office so that formal approval may be sought from the appropriate Postgraduate Sub-Dean and/or Faculty Committee.

12. The supervisor should advise on the manuscript of the thesis in general and on content, presentation and organisation. He/she should not act as a proof reader and should make this clear to the student. He/she should read all of the first draft and thereafter continue to offer advice. It must be made clear to the student that it is his/her responsibility to revise the thesis manuscript and to decide when it is ready for submission.

NOTE ON HEALTH AND SAFETY

Supervisors are responsible for ensuring that students under their supervision follow the agreed University and, where appropriate, departmental safety policy and procedures. Full details of the University's safety policy are contained in a booklet on Health and Safety available in all departments.
Guidelines for Good Practice for Research Students

Introduction
While the knowledge and skills that you gained as an undergraduate and/or in studying for a taught Master's degree may have given you a background in your subject and perhaps some experience of and insight into the process of research, they may not necessarily have equipped you to successfully study for a research degree. As Salmon (1992: 51) has put it:

'Unlike a certificate, a diploma, a Bachelor’s or a [taught] Master’s degree, a [research degree] does not merely entail the consideration of already existing work within a pre-arranged structure but demands the creation of a personal project. To undertake a research degree is therefore to define oneself as having a contribution to make to the understanding of the area concerned.'

In seeking to make that contribution, you will have the advice, encouragement and support of your supervisor(s), of academic colleagues in the field, and of your fellow postgraduates, but ultimately the responsibility is yours. You may have to create the project; you will certainly have to undertake the research; you have to write it up as a dissertation or thesis; you have to complete on time and submit, possibly in the case of a Master’s degree and certainly in the case of a Doctorate, you will have to defend your work in an oral examination; and if you do all of these things to the satisfaction of your examiners, you will be awarded the degree.

The purpose of these Guidelines is to assist you to reflect on good practice in studying for a research degree. The Guidelines are not intended to be prescriptive or exhaustive, just to indicate what has been identified in the literature and elsewhere as good practice. But a number of the matters covered do relate to the University's requirements of its research students, which are formally set out in its Guidelines for Research Students, and it is essential that students read the latter as well.

The Guidelines attempt to set out good practice in:
- establishing and maintaining a good relationship with your supervisor(s)
- approaching a research degree
- preparing for research
- where appropriate, choosing a topic
- producing an initial research proposal and plan
- writing regularly
- dealing with academic problems
- dealing with non-academic problems
- reviewing the progress of the research
- framing your thesis
- writing your thesis
- preparing for examination
- publishing, networking, and developing your career.

Establishing and Maintaining a Good Relationship with Your Supervisor(s)

Your relationship with your supervisor is crucial to the success of the research project, and you need to start it off well and maintain it over time. As Cryer (2000: 58) has put it:

'The relationship between a research student and a supervisor can be a precious thing. Supervisors and research students work closely together over a number of years. Mutual trust and respect should develop, along with a working relationship that can continue, as between equals, long after the completion of the research degree. It is in your own interests as a research student to develop and nurture this relationship. At the very least, only a highly unusual student successfully completes a research degree if the relationship with the supervisor is poor.'

Starting off well involves, firstly, making an early appointment to see your supervisor in the first few days after your arrival; secondly, being clear about your respective roles and responsibilities; and thirdly establishing ground rules to govern your future relationship.

Until you have met with your supervisor, it is not possible to even begin the preliminary work on the project. While it can sometimes seem that, with one, two, or three years stretching ahead, the matter is not urgent, in reality the time soon passes and it is vital to meet with your supervisor(s) as soon as possible.

At the meeting, your supervisor will welcome you and, in many cases, devote at least some time to discussing your respective roles in the relationship so that you both know what to expect of each other. This is vital because, as Delamont et al (1997: 14) have put it:

'Relationships [between supervisors and students] have to be worked at and discussed, because most of the later problems stem from a failure to set out the expectations that both parties have for the relationship.'

So what your supervisor(s) might do is to say that he or she or they will:
- where appropriate, help with the choice of a topic
- advise on sources for the literature search
- advise on methodology and/or methods
- facilitate data collection in terms of access or equipment
- discuss results
- read drafts on grounds of substance
- advise on progression and submission
- assist you to develop your career.

But they will expect you to:
- undertake the actual research
- write or re-draft chapters
- proof-read the thesis.
In pointing out that it is up to you to do these things, supervisors are not being difficult, but realistic: a research degree is an award for successfully completing a personal research project, and for that to be the case you have to do the research, write it up, and make sure that the spelling, grammar, and punctuation are correct.

Particularly where research projects are multi-disciplinary and/or involve extended study outside the University, eg in industry, there may be two supervisors, one who is a member of the academic staff of the University, the other from the 'outside' institution in which the student will be studying. In such cases, the University requires that one supervisor should be the 'primary' supervisor, with overall responsibility for supervision, while the other is the 'secondary' supervisor. Normally in such cases there is a division of labour between the two supervisors, and it is important for the student to be aware of who will 'lead' on which aspects of the research project.

As well as having clear expectations about your respective roles, it is also important that you and your supervisor(s) discuss ground rules for working together. These might be as below:

You agree to:
- turn up on time for supervisions and give as much notice as possible of cancellations
- be properly prepared for your supervisions
- write regularly and share the draft materials
- maintain the highest standards of academic conduct, as set out in the University's Guidelines for Research Students
- maintain contact with your supervisor(s), particularly when studying outside the University
- undertake the tasks agreed to the best of your ability within the allotted time.

Your research supervisor(s) agree to:
- hold regular supervisions and give as much notice as possible of cancellations
- read work submitted promptly
- give written feedback.

All of you agree to:
- treat supervision in a business-like way with an agenda
- keep records of supervisions detailing what was discussed, what targets were agreed, and when they were to be achieved by.

This should help to put your relationship on a firm professional footing, and create a basis upon which you can continue to relate over time.

Of course, as with any relationship, that with your supervisor has to be worked at and maintained over time. In the early days you are likely to be heavily dependent upon your supervisor as you begin to find your feet in research. Once you have found your feet, your supervisor will expect you to become more independent, and your relationship should develop into a dialogue in which you increasingly engage in academic debate on a basis of increasing equality. By the time you are nearing completion, you will come to know more about the work than your supervisor, but will still be dependent upon his or her expertise to advise whether the research project has reached the stage at which it should be submitted for the degree or whether further research and/or re-writing is required.

It happens that, occasionally, what should be the natural transition from dependence to relative independence doesn't transpire, either because the student remains over-dependent upon the supervisor or the latter is unwilling to 'let go'. Because of these possibilities, it is useful, over the course of a research degree, for you and your supervisor to discuss your evolving relationship at regular intervals. This gives the supervisor a chance to flag to you that they think that you are more than ready to spread your wings and fly alone, or you the chance to ask for more space to take the research in your preferred direction.

Very rarely, research students find that they are unable to work effectively with their supervisors, and the relationship is in danger of breaking down. Procedures for dealing with this eventualty are set out in the University's Guidelines for Research Students.

REVIEWING PRACTICE

Are you clear about what you can expect of your supervisor(s) and what he or she or they can expect from you? Have you established ground rules for your future professional relationship? Do you have arrangements for regularly reviewing your relationship with your supervisor?
Approaching a Research Degree

In order to be awarded a research degree, you have to satisfy the examiners that you have fulfilled the requirements for that degree as laid down in the University’s regulations and as applied in your own subject. It is vital that, at the very start of your studentship, you are aware of what those requirements are to avoid later errors. As one of the research students interviewed by Delamont et al (1997: 16) in their study of PhD students put the matter:

‘A lot of mistakes I’ve made are the result of not asking questions and people not putting me right. They presume I must know I didn’t know the PhD was meant to be an argument [that] it’s meant to say something. I thought it was one of those old-fashioned monographs, a collection of information. When I was an undergraduate I used to think a PhD was one of those articles you read in the journals, a 10,000-word article. I used to think they were PhDs.’

Clearly, if the student had clearly understood from the start what a PhD was, then those mistakes could have been avoided.

It is therefore worth spending some time looking at what will be the end product of your studies. Your starting point should be to unpack the University’s and, where appropriate, the Faculty’s formal requirements for whatever research degree you are registered, and which are to be found in Part Four of this Handbook. You should read these carefully and, preferably, discuss them with your supervisor so that you have a clear idea of what they mean.

While all research degrees have to meet the University and, where appropriate, the Faculty’s requirements, they do this in very different ways, depending upon the discipline in which they are undertaken. It is therefore vital that you also have a clear understanding of what the relevant research dissertation or thesis in your discipline is like at the start of your studies. Your supervisor should recommend you to go and look at a couple of theses in the same or in cognate areas to your own, and you would be well-advised to do this and discuss key issues – for example in the case of PhD theses what made them original or how much of the thesis was publishable – in a supervision.

REFLECTING ON PRACTICE

Are you aware of the University and, where appropriate, the Faculty’s requirements for the research degree for which you are registered? Do you know how these requirements are normally met in your subject? Have you discussed these matters with your supervisor?

Preparing for Research

Most new research students naturally perceive research to be as it is written up in articles and books, which portray it as a seamless unrolling of (for example) theory, hypothesis, method, data collection, data analysis, results, and conclusions. But the published account is only the visible part of the iceberg; beneath it lies the nine-tenths of blood, sweat, toil, and tears, including the ideas that were discarded, the investigations that ended up in blind alleys, the correlations that went in the wrong direction, the experiments that gave negative results, and sometimes the sheer fluke that led to the substantive advance. Research can, for much of the time, be a messy, difficult, and frustrating process as any researcher, including your supervisor, will tell you.

But you can minimize, if not eliminate, the frustrations of research by thorough preparation at the start of your studentship. In particular, you can ensure that you are familiar with the resources available to support your project, that you are familiar with the processes of research in your discipline, and that you are personally organized to undertake the project.

You need to be familiar with the resources available to support your research, both material and human. The former includes the library, centrally and locally-provided computing facilities, and any specialized equipment needed for your project; the latter includes academic staff and fellow researchers and research students in your Department. You will be provided with opportunities to attend induction sessions relating to all of these resources, and it is vital that you take advantage and make sure that you know what is available, how to access them, and how to use them in ways that are conducive to the health, safety, and welfare both of yourself and others. In the latter context, you should read the University’s Health and Safety Policy in Part Two of this Handbook and the relevant Departmental Health and Safety policy and, if appropriate discuss this with your supervisor.

You also need to be familiar with what is involved in the research process and with good practice in doing research in your field. In many Faculties and/or Departments, this is laid on for you through a programme of research training. In some cases, for example ESRC awards, the successful completion of such a training is a condition of support, whereas in others it may be a Faculty or Departmental requirement. You must find out about the research training programme and attend; this is your opportunity to be informed about what is involved in research in your discipline by academic staff who are not only knowledgeable about the processes of research but also about the practice. As well as attending Faculty and Departmental training programmes, you will also find it helpful to read through one or more of the general texts about research (see for example Phillips and Pugh, 1995; Cryer, 2000) or ones relating to specific disciplines where your supervisor should be able to help with references.

As well as being familiar with the resources and the research process, you also need to be well-organized personally in terms of time, working conditions, and research materials.
With regard to time, as a full-time postgraduate research student you probably have more control over how you spend your time than at any other period in your working life. While this can be exhilarating, it can also, as Welch (1979: 33) has put it, 'be all too easy for the postgraduate to spend his [her] time pouting about' and fall behind in meeting what are tight deadlines to complete the project. If, for this reason, time management is vital to full-time students, this is even more the case with part-time ones who may well be combining a job and/or a family with their research. For this reason it is well worth adopting explicit time management techniques (see for example Cryer, 2000: 91-106).

With regard to working conditions, the demands of research are, or can be, very intense, and you need an appropriate working environment in which you can read, reflect, think, evaluate, and write. You need to establish what facilities are available in your Department or, if you undertake work at home, create a suitable space.

With regard to research materials, this covers both data and results generated in the course of the research and sources such as books, articles, papers, and other theses. In terms of data and results, particularly in experimental research, it is of the utmost importance that these are recorded and maintained in such a way that they can speak for the accuracy and authenticity of your research. You must read, and follow to the letter, the University’s requirements for the retention and storage of data as set out in Guidelines for Research Students.

In terms of other sources, it is important that you index and store them so that they are immediately accessible when needed – there is nothing more frustrating than being in full flow writing up a piece of work and then being unable to find the source for that seminal point which, you have just realized, will tie the chapter together. You should assume that anything that you read may well find its way into the dissertation or thesis, take full details of the reference (preferably in a database organized in terms of whichever referencing system you will use for the final work), and put any materials into a filing system with an index which makes it easy to retrieve.

Last, but not least, there is the obvious point that, where data and/or sources are stored electronically, they must be backed up with a second copy kept in another place. Research can be frustrating enough without losing weeks or sometimes months of work through failure to back up a file.

REFLECTING ON PRACTICE
Are you fully aware of the range of resources available to support your research project? Have you developed the skills to use them effectively? Are you aware of health, safety and welfare policies? Do you understand from your faculty and/or departmental training programme what is entailed in the research process in your subject? Are you managing your time effectively? Do you have adequate facilities for your research? Do your arrangements for retaining and storing data meet the University’s requirements? Have you organized your references and sources so that you can access them quickly? Do you regularly back up your work? Do you keep the copies in another place?

Choosing a Topic
In many cases, and particularly in engineering and the sciences, students are often recruited to research a particular topic which has been pre-defined by the supervisor. But, occasionally in these fields and frequently in others, students are recruited on the basis of their interest in working in a broadly defined area of the subject, which has to be narrowed down sooner or later to a specific topic.

This can be a very difficult time for research students; as one of Delamont et al’s (1997: 27) sample said about their search for a topic: ‘... the whole thing seemed very daunting, you don’t know where your niche is, or even if there is one for you.’

So, you can spend valuable time searching for a niche and then, when you think that you have found one, the topic turns out to be far too ambitious. So you find yourself thrashing around in a seeming intellectual vacuum again, and so it goes on.

It is important to remember that this is by no means abnormal and that you should receive strong support at this stage from your supervisor(s). What he or she or they might do (or what you can do yourself) is to take an apparently promising project and subject it to the six key tests: (i) is it worth doing?; (ii) in principle, could it be done?; (iii) could it be done within the time available?; (iv) do you have, or could you acquire, the knowledge and skills to do it within that time?; (v) would it sustain your interest?; and (vi), if you did complete it successfully, would it meet the requirements for the research degree?

It may take several iterations before both you and your supervisor are confident that you have a topic which will meet these key tests, and which will give you a starting point for your research. It should, however, be noted that it is only a starting point; as the research develops it may change, and the final topic may be different from that with which you started out. This is by no means abnormal, but it is important, in consultation with your supervisor(s), to keep track of the evolution of the topic and ensure that the result will still pass the six tests.

REFLECTING ON PRACTICE
Does your topic fulfill the six tests set out above? Have you discussed this with your supervisor? If it has changed, does the revised topic still meet the tests?
Producing an Initial Research Proposal and Plan

It is a requirement of the University (Guidelines for Research Students, paragraph 2) that research students should, in conjunction with their supervisors, produce and agree an initial research proposal and plan. At their simplest, these set out what research students are proposing to do in their research projects, and when they are proposing to do it by.

With regard to an initial research proposal, a simple guide to drafting one might be to try and address the eight key questions of:

- What is the topic of my research?
- What have others written on this topic?
- Where appropriate, what conceptual/theoretical frameworks might be useful in approaching my research?
- What method or methods might be useful in undertaking that research?
- How could I go about designing the research?
- How could I collect my data?
- How could I analyse my data?
- How might my findings contribute to knowledge in this field?

In addition, there may be specific guidelines from your Department and/or your supervisor(s) which should be followed in writing a research proposal. The draft proposal should then be shown to, and discussed with, your supervisor and amended in accordance with his or her comments.

With regard to an initial research plan, this involves unpacking what the tasks will be and assigning target time values to them which will enable you to complete on time. So, for example, for a three-year PhD in the social sciences, the initial research plan could be as below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Research tasks</th>
<th>Writing tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading around for suitable topics</td>
<td>Mini-reports on identified topics</td>
</tr>
<tr>
<td>2</td>
<td>Narrowing down topics</td>
<td>Short-list of topics</td>
</tr>
<tr>
<td>3</td>
<td>Selecting a starting topic</td>
<td>Justification of topic</td>
</tr>
<tr>
<td>4</td>
<td>Reviewing literature</td>
<td>Outline research proposal and plan</td>
</tr>
<tr>
<td>5</td>
<td>Reviewing literature</td>
<td>Literature evaluation</td>
</tr>
<tr>
<td>6</td>
<td>Reading on concepts and methods</td>
<td>Outline research design</td>
</tr>
<tr>
<td>7</td>
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Once you have an initial research plan, then it is important to discuss it with your supervisor, check that it is realistic in terms of the allocation of time to task, and if necessary, amend it.

It should be stressed that, as with the topic, both the initial research proposal and the plan may well be subject to change over the course of the research as the focus perhaps changes as do activities and in consequence the timings. This is normal and not, in itself, a cause for concern – the proposal and the plan are intended as a flexible framework and not as a cage. But it is important that, at regular intervals during the research project, you and your supervisor review the proposal and the plan and update them to reflect the evolution of the research project. This should help you to keep track of where the project has been and where it is going and, most crucially, whether you may need to step up a gear to keep the project to time.

REFLECTING ON PRACTICE

Have you, in conjunction with your supervisor, agreed an initial research proposal and a research plan? Do you review them regularly with a view to updating them and keeping the research project on track?
Writing Regularly

As you begin to make progress with your research, you should put pen to paper as soon as possible, for four reasons. Firstly, it enables you to keep a record of what you have done from the start to serve as a basis for later work. Secondly, it encourages you to reflect on what you have done so far and think about where you will go from here. Thirdly, it gives your supervisor the chance to see what has been done, and to advise you about how to proceed. This is crucial, and it is in fact a University requirement (Guidelines for Research Students, paragraph 4) that research students following programmes that will take more than one year of study should produce at least one substantial piece of written work in their first year. Fourthly, it gets you into the discipline of academic writing at an early stage rather than leaving it until later when it is more difficult to acquire.

But, in some cases, students are reluctant to produce written work. Research (see for example Graham and Grant, 1997, 31, Delamont et al 1997: 116-18) suggests that there are two major factors which constrain research students from writing. One relates primarily to lack of experience of writing regularly at all, of producing longish pieces of work, or of producing academic writing with its demands of precision, clarity, organization and explicit structure. The other factor is confidence. Whereas, as undergraduates or postgraduates, students outlined and discussed the work of other people, as research students their writing becomes, or should become, a presentation of their own views, ideas, thoughts, etc. This can leave students feeling very exposed and, particularly if their standard is published work, very dissatisfied with what they have achieved. For these reasons, they may be psychologically reluctant to write.

One way of ensuring that you write regularly is, as Blaxter et al (1997: 59-57) have suggested, to keep a research diary on a daily basis recording what you have done, time spent on it, analysis, and speculation. This gets you into the habit of writing regularly, recording, and reflecting, and can provide a useful basis upon which to construct longer pieces of work.

In constructing longer pieces, you can make what seems a Herculean task more manageable by breaking it up into smaller ones. So, initially, you might write a one-page abstract of the chapter setting out its aim (purpose), content (what it would cover), and possible conclusions (what it would add). With that thought through and discussed, the next stage would be to write a synopsis fleshing out the abstract and setting out headings and sub-headings to be used. Then, with a framework established, you can to fill it in piece by piece until you have a draft chapter.

In order to improve your academic writing, you can read books on the subject (for example, Becker, 1980; Day, 1994), ask your supervisor for examples of such writing from the literature in the field, or even pair up with another research student who will undertake to read drafts and suggest improvements in return for similar support from you for their efforts. Also, the Quality and Standards Unit runs regular courses on Scientific Writing, which you may find it useful to attend.

In terms of overcoming psychological reluctance to write, you can, as Murray (1997) has suggested, 'free-write', ie write it down as it comes without any attempt to structure or present it for an academic audience. This takes the pressure off you and, although, at the time, you may feel that it is worthless, you can be surprised to return to it later and find that it does take you forward.

Additionally, and provided that you warn him or her beforehand that it is a free-written draft, it can be useful to show it to your supervisor and gain some feedback. Supervisors are aware from their own experiences that virtually all research starts-off very rough-hewn and will allow for this, and of course most would prefer a 'messy' draft of a chapter from one of their research students rather than nothing at all.

It may be noted that, while writing is a necessary task for all research students, it is inherently a more difficult one for students whose first language is not English and who have perhaps been educated within different styles of academic discourse. Your supervisor may be able to assist by discussing example of writing with you, your Faculty Language Centre runs regular courses on academic writing in English and offers a range of other forms of support.

REVIEWING PRACTICE

Have you started writing as early as possible in the research project? Are you writing regularly? Are you showing your written work to your supervisor? Would you find it useful to have some assistance with academic writing in English?

Dealing with Academic Problems

While you can be well prepared for research, it is frequently the case that, at some point during the project, you experience academic problems of one kind or another. Common ones include:

• Drifting from the topic

As the research progresses, highways and byways of new exploration open up which just have to be investigated because they could be vital. So you become lost in the maze of possibilities and unable to establish where you should be at that stage of the project.

• Difficulties with the methodology/methods

The section of your thesis on methodology/methods can require you to grapple with a whole range of unfamiliar
philosophical, theoretical, empirical and experimental problems, and it can be frustrating to try and identify, tackle, and resolve these, particularly when you are really itching to undertake the substantive research.

- **Problems with the substantive research**
  You can expect a range of problems to occur as you undertake the substantive research – evidence that you can't obtain as easily as you hoped, experiments that don't work, apparently promising lines of enquiry which turn out to be dead ends, simulations which don't run properly – the list is endless.

- **Drowning in data**
  You collect masses and masses of data, start playing around with them, and find all sorts of interesting things that can be investigated in and around the topic and then even outside it. As a result, you are unable to discriminate between what to concentrate upon in your research project and what to leave out.

- **Unexpected results**
  With the substantive research accomplished, you find results which you did not expect – the evidence which is contradictory, the experiments which yield negative results, the cast-iron assumptions which are apparently falsified, the simulation results which defy predictions, variables which behave badly etc.

If you hit problems of these kinds or others, it is important that you are not afraid to admit, not least to yourself, that you are in difficulties. Research students tend to have previously sailed easily through undergraduate and taught postgraduate programmes and it can, to say the least, be a shock to be brought shuddering to a halt while engaging in research. Fear of loss of self- or peer esteem can lead to a reluctance to admit difficulties with the research, and much time being lost by bashing heads against brick walls to the detriment of the research timetable. If you have problems, you should acknowledge them in the knowledge that this happens to the brightest and best of researchers as well, not just research students, let it all part and parcel of doing research.

In terms of resolving problems, you might start by trying to think through how you can overcome the problem. If you feel that you are drifting aimlessly in terms of the topic, you might re-visit your research proposal and plan and re-assert the initial focus of the research; if methodology is a problem, look at other books or theses in the area for models of how to proceed; if one avenue of the substantive research has been blocked off, look for another; if you are drowning in data again go back to the research proposal and plan to re-focus the analysis; for unexpected results, see if there is a substantive explanation – many important contributions to knowledge have come from the explanation of apparent inconsistencies.

You may also wish to consider sharing the problem with a fellow-research student, particularly perhaps one who is further on in his or her studies and who may be able to offer advice on the basis of their own experience. Some Faculties encourage such a collective approach to problem solving by pairing research students so that they can support each other. Alternatively, if you are part of a research group, it may be that one of your colleagues can assist.

You should, of course, ask for assistance from your supervisor. As an experienced researcher, he or she will be familiar with the problems of research both generally and in the specific subject area and should at least be able to help you to think through the problem and to suggest ways in which you might go about resolving it.

**REFLECTING ON PRACTICE**

What academic problems might you expect to meet in the course of your research project? How would you go about resolving them? What sources of support are available to help you resolve academic difficulties?

**Dealing with Non-Academic Problems**

As well as experiencing academic problems of one kind or another, research students may also experience a range of non-academic problems arising from their situation. Three common ones are self-doubt, isolation, and boredom.

You may, particularly in the early stages of a research degree, experience bouts of self-doubt. These can arise from the situation of a research student; as one of the respondents to Delamont et al.'s (1997: 27) survey put the matter:

'[... you are suspended between a student who just absorbs things and an academic who produces [them], and that leads to] all kinds of paranoidias or neuroses.'

Self-doubt often takes the form of anxiety about whether you will be able to successfully make the transition from being primarily an absorber of to contributor to knowledge, and it can be associated with a reluctance to write or at least to submit written work to your supervisor(s) in case it is 'not good enough'.

It is worth noting that such self-doubt is not uncommon, and that dealing with it is part and parcel of the experience of being a research student. In terms of how to deal with it, the key thing is to write – no matter how mundane you think that the piece or chapter is – and show the work to your supervisor(s). While you are, of course, bound up in the research, and are often unable to judge the contribution that you are making – in time even the most original insights can be taken for granted by your creators – your supervisor has a greater degree of objectivity. He or she is in a better position to ascertain how you are progressing, and to offer guidance and support for your work.

As well as self-doubt, one of the most consistent findings of the literature (see the summary in Delamont et al., 1997: 96) is that research students can feel isolated. At school and as undergraduates or postgraduates on taught programmes, you study a common syllabus in the company of your peers. But as a postgraduate research student, unless you
are working on a group project or in a large and active research Department, you find yourself working on your own project and often without the company of others. This can lead to intellectual isolation - you are the only one in the world working on this topic - and social isolation at the workplace as you plod away on your own in the library or the laboratory. Here, Cryer's (2000: 41) advice is pertinent: "...you should put effort into warding off isolation. You need to be on the constant lookout for people who both know enough about your field to be able to discuss it meaningfully and have the time to do so.

You may find such people in your family, your social group, or in your department. However, if you have to go outside into a national or an international arena, so be it. Overcoming isolation or potential isolation must be a major objective for all research students."

A third common feature of the life of the postgraduate student which has been identified in the literature (see Phillips and Pugh, 1995: 77-8) is the tendency towards boredom. This tends to happen when you are well into your research, and have reached a stage where, as Cryer (2000: 171) puts it, 'your work genuinely is excessively routine and monotonous'. So, you churn it out day after day, and you become bored with the whole thing and ripe for distractions which will take your mind.

There is no simple neat solution in this problem - if you want to complete you have to continue the research - but it can be beneficial to either do something else (write or re-write an earlier chapter) or even take a short break and then come back to it with a fresher mind. But, if you contemplate a break, do ask your supervisor and agree with him or her to stick to a defined time - there are many ex-PhD students who took a breather from their studies and then procrastinated about returning until it was far too late.

While these, of course, are non-academic problems arising out of being a research student, you may encounter other difficulties of a personal, social, and financial character which have a bearing upon your research. You should certainly alert your supervisor, who is your personal tutor, to any such difficulties that you may be experiencing, or if you feel this is inappropriate, then you also have access to the full range of departmental, faculty, and University support services outlined in this Handbook.

REFLECTING ON PRACTICE
Do you have feelings of self-doubt about your capacity to undertake research? How can you overcome them? Where appropriate, do you have academic and social networks in place to counter isolation? What strategies do you have to deal with potential boredom? Are you aware of the range of support services offered to research students?

Reviewing the Progress of the Research
One of the key tasks of research students is to review the progress of their research. This involves variously self-review, formal reviews with supervisors, and participating in departmental, faculty and University review procedures.

Research students are under considerable pressure variously from sponsors, bank managers, the University, and Departments to complete their degrees within the allotted time. Your chances of completing on time or as near as possible will be significantly enhanced if you treat the research as a project and actively manage it to meet the deadline. The skills that you need to do this may well be imparted in your research training programme or, if not, you can consult one of the texts, for example Cryer (2000: 80-90).

Either way, you should find that one of the critical recommendations is that you should treat your research plan not as an exercise to be completed at the start of the studentship and then filed away, but as a 'live' document to be reviewed and updated frequently and regularly over the duration of the project. You should, then, consult it regularly; update it in the light of your progress to date; consider the implications for the completion of the research; and, as far as possible, act to keep the project on track. It may be noted that such self-review will not only help you to finish your research degree as soon as possible, but also enhance your project management skills and your attractiveness to employers.

As well as self-reviewing, the University requires (Guidelines for Research Students, paragraph 5) that you also formally review your progress with your supervisor(s) at least once per term, i.e three times per year. It is important that you treat these supervisions in a businesslike way as an opportunity to discuss the progress of your research with your supervisor(s) and that you keep a record of what was discussed and what action points were identified.

One way of doing this is to use a pro-forma such as the one below, which will provide a record of the supervision.

Pro-forma for Supervision Meetings

<table>
<thead>
<tr>
<th>Student</th>
<th>Supervisor(s)</th>
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<tbody>
<tr>
<td>Date of Meeting</td>
<td>Duration</td>
</tr>
<tr>
<td>Targets set at previous meeting</td>
<td>Progress towards achieving these targets</td>
</tr>
<tr>
<td>Implications for the research timetable</td>
<td>Targets to be achieved by next meeting</td>
</tr>
<tr>
<td>Actions required by supervisor(s)</td>
<td>Actions required by student</td>
</tr>
</tbody>
</table>

Signatures:

Student

Supervisor(s)
As well as student and supervisor review, departments and/or faculties also have formal review procedures, usually involving the submission and/or presentation of pieces of work at specified intervals. It is worth noting that, while these review procedures are intended to assure the department and/or faculty that your progress is satisfactory, they are also intended to be helpful to you. They give you the opportunity to gain feedback on your work from senior researchers in your department/faculty. In some cases, reviews involve presentations and/or mini-vivas, for which training is usually provided. These reviews also offer the opportunity for you to improve your skills and, in the case of PhD students in particular, gain valuable practice for the oral examination.

Finally, on reviewing, it is currently a University requirement that you submit an annual report on your progress (Guidelines for Research Students, paragraph 7). This must normally be countersigned by your supervisor(s) and your Head of Department. In addition, if you feel that there are serious matters which it is not appropriate to discuss with the above, there is a separate form which offers the opportunity for you to raise them confidentially with the Student Progress Office.

**REFLECTING ON PRACTICE**

Do you have a strategy for personally reviewing the progress of your research project at regular intervals? Do you approach supervisions to review your progress in a business-like way? What review procedures are there in your department and/or faculty?

**Framing Your Thesis**

After spending the best part of one, two or three years of your life training to do research and then undertaking the actual research for your project, you are then faced with what is the last major task of producing your thesis. This task is absolutely crucial because, as Cryer (2000: 177) has put it:

"The thesis is the culmination of the research student's entire research programme, and it is on the thesis that he or she will be examined and judged."

This, of course, raises the question of "what is a thesis?" While there is no objective definition of a thesis and there are variations between what is expected in different disciplines, one common factor is, as Barnes (cited Blaxter et al., 1997: 27) has put it, that:

"A thesis is far more than a passive record of your research and generally involves presenting an argument or point of view. In other words, it must say something and be substantiated with reasoned argument and evidence."

So, producing your thesis involves more than throwing everything you have done into the pot and hoping for the best; it has to involve a case or point of view and be substantiated with reasoned argument and evidence.

This can be difficult to do because, to put it at its simplest, often we cannot see the wood (the thesis) for the trees (the mass of writings and materials we have accumulated over the course of the research). So, in order to produce a thesis, we need to know the shape of the wood, i.e., a framework for our thesis.

There are many ways of developing a framework for your thesis, and it is worth consulting your supervisor about suitable approaches. One possibility suggested in the literature (Taylor, 1996: 80 and Cryer 2000: 178-9) is for you to think of yourself as an explorer who has undertaken a journey and who is writing a guidebook. As the author of the guidebook, you need to explain:

- where you started from
- what other guidebooks you read
- why you decided to undertake the journey
- how you decided to approach the journey
- the route you decided to follow
- for the PhD/MPhil, the original discoveries you made on the way
- where you arrived at the end of the journey
- how it differed from the starting point
- where you would go from here in future.

You can literally map this on a couple of sides of paper, and then re-trace the journey. At each stage you need to ask the questions: What is it vital to say to take the reader on to the next stage?; What is important but not vital?; What is neither important nor vital? By this process, if necessary repeated several times, you should be able to distil the essence of the thesis (the vital) and separate it from the important and the relatively unimportant.

With, hopefully, a stripped-down and clear route, you can then begin to fill in each stage of the journey in terms of key topics which you to address, which you use to flesh out your map. You can then apply the same tests as above—are they vital, important, or neither—and go through a similar iterative process. Then, within the topics, this can be repeated with sub-topics until, eventually, you have a complete map of the thesis.

Such an approach has a number of advantages. Firstly, it gives you an overall framework for your thesis; secondly, it divides the writing into manageable tasks; thirdly, and vitally, it can be discussed with your supervisor(s) before writing up; fourthly, it highlights the key things you need to bring out in terms of discoveries (originality), added knowledge and understanding (the differences between the start and end point), and future research in the area (where we go from here); and finally, it may translate into the structure for a thesis. So, for example, in the case of many PhDs, the translation is:
So, for your examiners, the thesis needs to be: (i) well-structured; (ii) argued coherently; (iii) relevant; (iv) concise in the literature review; (v) expansive and detailed on areas in which the thesis makes a significant and original contribution to knowledge. Clearly (i) to (iv) above apply to all research degrees, while (v) applies particularly to the PhD/MD.

(i) and (ii) above clearly have a bearing on what you write; (ii) has a bearing on what you include when you write; and (iv) and (v) have a bearing on the proportion of the thesis taken up by each heading. So, for example for PhD/MD, you should certainly not aim for half of your thesis to be taken up by the literature review. A further quarter by the methodology, and only a quarter for the original scholarship.

What it can be useful to do is to produce a rough distribution of how much should be devoted to what part of the thesis. Such a distribution, produced by the University of Warwick as a guideline for PhD students (cited Blaxter, Hughes and Tight, 1997: 217) are set out below:

While the percentages may vary in different cases, it is crucial to plan them with the needs of the audience in mind.

With the needs of your audience in mind, it is then possible to proceed to drafting. One of the (few) common factors in the research degree experience is that almost always takes far longer to write up the thesis than had been planned. The reason for this is that, when we finally write up, we have finished the substance of the project and now have, or should have, the benefit of hindsight, which leads us to change, amend, and modify the draft. While this is an entirely legitimate and valuable part of a research degree - it is in fact learning from what we have done - it can result in considerable delays in producing a first rough draft.

You should then review this yourself. Here it can be very useful to look at the Guidelines on Good Practice for Examiners of Research Degrees set out later in this part which sets out the criteria which they will apply to your thesis. You should apply these then, if necessary, re-draft the thesis and ask your supervisor(s) for comments. Following that, you should re-draft in the light of their comments, review it again yourself, and so the cycle continues until a final draft emerges.

As well as meeting requirements for the substance of the research degree, it is also vital that the draft is well-presented, for two reasons. Firstly, while good presentation cannot rescue a poor thesis, it may help a marginal one, i.e. the examiners may be inclined to take a more charitable view if the thesis is easily readable and, as far as possible, error-free. Secondly, inadequacies in expression and errors in spelling and grammar are one of the most common reasons for the referral of theses, i.e. for these being accepted subject to minor corrections. It can be extremely galling to have to spend a month or two correcting elementary mistakes and errors, not just to you but to your supervisor who will be handed with the task of checking that your errors have been corrected before the degree can be awarded. So it is important that you get this right before you go further.

You should:

• ensure that you have expressed yourself as clearly and concisely as possible (reading out loud can often help to identify over-long sentences and unnecessary padding)
• check the grammar and the spelling (it is your responsibility to do this and not that of your supervisor)
• check that you have the right words (spell checkers can tell you whether the word is spelled correctly but not if it is the right word in the first place)
• check the footnotes/endnotes, quotations, citations etc both in the text and in the bibliography (remember, your examiners will check a sample)
Given that many of us can be blind to our own deficiencies and errors, it can be very helpful to ask a friend with some expertise in the area to comment on the comprehensibility of the draft and to also ask him or her to check it for errors.

With this done, it is back to your supervisor for a final read and, hopefully, the green light to go ahead and submit the thesis for examination. If your supervisor still has reservations, you can still submit—ultimately it is your decision—but you would be well advised to consider this very carefully for fear of failing at the final fence.

Assuming that you do decide to submit, before actually doing so you should check the University's regulations about submission. Usually, you are required to give notice of submission, and you may have to conform to a range of stylistic regulations, eg concerning page margins and layout, as well as provide an abstract, a contents page, and meet any other requirements, including a count of the number of words. Only when you are satisfied on this score can you print off copies to be bound and submitted to your examiners.

REVIEWING PRACTICE

Are you clear about the audience for which you are writing? Have you decided upon an appropriate balance between the lengths of the various parts of the thesis? Have you reviewed your thesis using the Guidelines for Examiners? Has your supervisor seen the draft? Have you taken their comments on board? Have you asked their advice about submission? Have you checked the University's regulations about giving notice of submission? Have you checked the University's requirements in terms of the submission of theses?

Preparing for Examination

Following submission of the final title of the thesis, examiners are appointed, normally one internal and one external examiner. In the case of Master's research degrees, the process of examination normally involves the assessment of the dissertation or thesis by the examiners but, in the case of the MPhil, may involve an oral examination. In the case of the PhD/MD, University regulations require an oral examination, i.e. a viva.

Vivas are comparatively rare in undergraduate and taught postgraduate programmes; in most universities they are only held if there is some doubt about the class of degree to be awarded, although in some they are mandatory for the award of a First. But, of course, vivas are compulsory for the award of the PhD/MD. The implication of this is, of course, that candidates starting PhDs/MDs often have little or no experience of oral examinations. Nor do they necessarily gain such experience while undertaking their research. While they may have done presentations of their research or even been questioned about their work in progress reviews during their research studentship, this is still a far cry from the full rigour of a formal oral examination.

This might be of little consequence if, as in many other European countries, the viva was a public affair and they could go along and experience what happened. However, as Green (1998) has put it, '... the British viva rarely gives access to people other than the examiners. It is a closed, intimate, affair.' Again, this might not matter if there were published guidelines for the viva. So, as Burnham (1999: 30) has put it, '... what occurs in the lengthy 'judgement huddle' from which postgraduates emerge either victorious or distraught is a mystery.'

In consequence, as Delamont et al (1997: 143) have written:

'The [PhD] student may well fear and dread the [viva] examination.

Even when the student is outstandingly competent, and however excellent the thesis may be, the process of examination is a stressful one ... most [candidates] feel worried by the indeterminacy of [the viva].

However you can prepare for your viva in six main ways.

Firstly, it is important to understand what vivas are about, ie their purposes, procedures, and outcomes. These are explained in detail in the University's Guidelines on Good Practice for Examiners of Research Degrees which is set out later in this part. You will find it helpful to discuss these with your supervisor.

Secondly, you need, of course, to be thoroughly familiar with your thesis. While this may seem strange since you wrote it, it is amazing how quickly you can forget what you have written, and you do need to re-read it. Often, you will find typos and other errors you have missed earlier—if so, list them and take them with you to the viva to show your examiners that you are aware of them.

Thirdly, you need to keep up to date with the literature in your area in the hiatus between submission and the viva. If a key paper comes out during that period, your examiners may ask you about it and about any implications for your work, and it obviously creates a good impression if you are aware of it.

Fourthly, as well as being prepared for questions concerning new literature, it can also be useful to anticipate the sorts of questions you might be asked and at least think about how you will answer them. There are some fairly obvious general ones (for example, 'Why did you do this topic?'; 'Why did you study here?'; 'What would you do differently if you were doing the research now?'; 'What do you think the implications of your work are for the field?') for which you can prepare. That said, it would be foolish to try and rehearse them all; as Murray (1998: 10) has put it, 'Do not go into the viva thinking you have prepared for all possible questions...be ready to engage the brain.'

Fifthly, you can ask your supervisor to arrange a mock viva in which colleagues who are experienced in examining question you on key parts of the thesis and afterwards give
you feedback upon your performance. Such an opportunity, which a number of faculties provide as part of their progress monitoring procedures, is invaluable in enabling students to prepare themselves both intellectually and psychologically for what is to come.

Finally, on the day itself, you need to be prepared for the experience. You should go to the viva as well-rested and fed as possible, and appropriately attired — it is a formal occasion so you need to be well-dressed but as you will be sitting down for a couple of hours and possibly more you need to feel comfortable as well.

**You should take with you:**
- a copy of your thesis (preferably loose-bound so you can find pages quickly)
- pen and paper if you need to jot questions down or possibly draw diagrams
- where appropriate, a list of corrections
- copies of any original results, print-outs, or raw data which may be helpful in substantiating key points made in the thesis.

*Following Cryer (2000: 197), you should:*
- be composed when you enter the room
- sit squarely on the chair, not on the edge
- ask for anything not to your liking in the room to be changed, for example, your seat moved out of sunlight
- wait for questions to be asked of you by the examiners
- show that you are listening attentively
- ask for clarification if questions are unclear
- take whatever time you need to answer them
- defend your thesis without becoming wholly defensive, i.e. be prepared if necessary to concede points
- be scholarly in your approach, i.e. give answers weighing the pros and cons before reaching balanced conclusions.

When the examiners have finished their questions, they may well ask if there is anything you wish to say; this is an opportunity for you to clarify or expand upon any answer which you felt did not do you justice, or raise any other matters concerning the examination.

At the end of the viva, the Chair should ask you to leave while the examiners deliberate, and afterwards you will normally be called back in to be informed of the examiners' recommendation.

In many cases, the recommendation will be to award the degree subject to making minor corrections (usually spelling and grammar) to the satisfaction of your supervisor. In others, it will be award subject to making minor revisions within six months, and in a few making major ones within 12 months. While these recommendations may be disappointing, it is important to remember that the examiners' expectation is still that you will eventually pass, and they are required to specify what you need to do to make the grade. Other outcomes, i.e. the award of a lower research degree or a fail, are mercifully rare. But, if this does happen and you have reason to believe that this relates to unfairness in the examination procedure, you have a right to appeal, and details of the University's appeals procedure are set out in Part Six of this Handbook.

But, in the vast majority of cases, you should only need to do one thing after the viva — celebrate.

**REVIEWING PRACTICE**

Have you found out about the process of examination from the Guidelines on Good Practice for Examiners of Research Degrees? Have you prepared adequately in advance for your viva? Have you prepared for the day itself?

**Publishing, Networking, and Developing Your Career**

There are three other areas of good practice for research students, namely publishing, networking, and developing your career.

If at all possible, you should try and publish work during your studentship; this can help to mark out your academic territory, bring you into contact with others in the field, boost your self-esteem — it is a coup to be published when still a graduate student — and provide a better platform for employment, particularly in the research field inside or outside the universities. Your supervisor should be able to advise you about whether your work should be published and, if so, how to go about it.

Also, you should consciously network within the academic and/or professional community relating to your field. Academia is heavily dependent upon networking informally and formally, in the latter case through professional associations and conferences. You should try and establish your own informal networks, and participate in the professional ones, e.g. the postgraduate sections of professional associations. Such networking will bring you into contact with others in the same field, help to prevent isolation, offer you opportunities to attend conferences and give papers, and finally enable you to acquire skills which will stand you in good stead in your career, inside or outside academia (see, for example, Blaxter *et al.* 1998: 55-77). Again, your supervisor can help with contacts and advice on professional association memberships, etc.

Last, but by no means least, you should, from the beginning of your research studentship, be conscious of the need to develop skills and plan for your future career. Your primary objective as a research student is, of course, to gain a research degree, and this will be valuable in seeking employment. But, in today's labour market, you also need to have the key — transferable — skills which are demanded by employers.
You can learn about the skills demanded by employers by, as early as possible in your studentship, attending training and development events organized by the University's Careers Service. The latter has also produced a list of such skills (see http://www.careers.ncl.ac.uk/students/frames/employ/frames.html) which can be used as a benchmark against which you can develop them over the course of your programme.

So, at the start of your programme, you should look at the list and see which skills you have acquired already and which you will need to acquire over the remainder of your studentship. You should then check out which of these skills you will acquire in the course of your research training programme – they should be listed in the programme handbook – and discuss with your supervisor the other skills that you will acquire by undertaking your research. You should then audit your skills and identify any gaps – a common one for research students particularly in the humanities and social sciences is team-working – and make plans to fill them. Your supervisor will be of assistance in this regard, as will the Postgraduate Adviser in the Careers Service.

While all of the key skills are important, it is worth highlighting the acquisition of one in particular, namely effective oral presentation skills. Such skills are vital in the academic context (a number of Faculties ask research students to make oral presentations as part of their procedures for progression and of course you need them to make presentations to seminars and conferences) and for employment in virtually any field. You should take every opportunity to develop these skills through your Faculty training programme, by reading the relevant literature (eg Cryer, 2000) and by asking your supervisor or other colleagues to listen to a mini-presentation and give you feedback.

As well as actually acquiring skills for employment, you also need to be able to document their acquisition. In some Faculties, for example Agriculture and Biological Sciences, this process has been formalized by the introduction of Personal Development Records whereby students are required to record the acquisition of skills and present the Records evidence as evidence of satisfactory progress. In others it is up to the student to keep a record, which can be done by creating a portfolio based upon how you meet the Careers Service list. Either way, if you can demonstrate to employers that you have acquired the appropriate skills, this will greatly enhance your chances of gaining the good job which you deserve for all of the work and effort you have put in over the course of your research degree.

**REVIEWING PRACTICE**

Have you discussed possible opportunities for publications with your supervisor? Have you taken steps to establish informal networks in your subject community? Have you joined the relevant subject associations? Have you attended Careers Service events on career planning and development? Have you reviewed your skills against the University's template? Have you made efforts to fill any gaps? Have you documented the skills you can offer to prospective employers?

**Conclusions**

Research degrees are unique in so far as, rather than working within a pre-established framework, you have to often create and always undertake and manage a project to its conclusion. This is not an easy task but, in so far as your research will advance and/or contribute to the sum of knowledge and understanding in your subject, a worthwhile one. Hopefully these Guidelines have helped to unpack what you need to do to successfully gain a research degree, given you indicators of good practice, and assisted you to reflect upon your effectiveness as a research student.

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Guidelines on Good Practice for Supervisors of Research Students

Introduction
Research supervision has been characterized by Brown and Atkins (1988: 115) as:

'... probably the most complex and subtle form of teaching in which we engage. It is not enough for us to be competent researchers ourselves — although this is vital. We need to be able to reflect upon research practices and analyse the knowledge techniques and methods which make them effective. But there is a step even beyond this. We have to be skilled in enabling our research students to acquire those techniques and methods themselves without stultifying or warping their own intellectual development. In short, to be an effective research supervisor, you need to be an effective researcher and an effective supervisor.'

As a member of the academic staff at Newcastle, you will be an effective researcher; the aim of these Guidelines is to assist you to reflect on good practice in supervising research students. The Guidelines are not intended to be prescriptive nor exhaustive, just to indicate what, within the literature, has been identified as good practice. But some of the matters covered do relate to University requirements, and this document should be read in conjunction with the University’s Guidelines for the Supervisors of Research Students, which sets out the formal framework for research supervision.

The Guidelines attempt to set out good practice in relation to 15 key components of research supervision, namely:

- establishing and maintaining a professional relationship with the student
- helping to induct them into research
- where appropriate, assisting with the choice of a topic
- helping them devise a research proposal and plan
- supporting the initial stages of the research project
- encouraging students to write
- assisting with academic problems with the research
- assisting with personal and social problems affecting the research
- giving feedback and reviewing the progress of the research project
- monitoring the progress of the research
- advising on drafts of the thesis
- advising on submission
- assisting on preparation for examination
- assisting with career development
- networking and publication
- working with co-supervisors.

Establishing and Maintaining a Professional Relationship with the Research Student
The relationship between a supervisor and a research student is a professional one, and it is vital that it is started off on an appropriate footing. As Delamont et al (1997: 14) have put it:

'You need to sort out a good working relationship with your supervisees. Relationships have to be worked at and discussed, because most of the later problems stem from a failure to set out the expectations both parties have for the relationship. A few supervisions devoted to discussing the best ways to work together will not be wasted.'

One way to do this is to establish, implicitly or explicitly, an agreement between the supervisor and the student setting out expectations of each other, as in the example below.

The research student agrees to:

- turn up on time for supervisions and give as much notice as possible of cancellations
- be properly prepared
- write regularly and share the draft materials
- maintain the highest standards of academic conduct, as set out in paragraph 10 of the University's Guidelines for Research Students
- maintain contact
- undertake the tasks agreed to the best of their ability within the allotted time.

The research supervisor agrees to:

- hold regular supervisions and give as much notice as possible of cancellations
- read work submitted promptly
- give written feedback.

Both agree to:

- treat supervision in a business-like way with an agenda
- keep records of supervisions detailing what was discussed, what targets were agreed, and when they were to be achieved by.

Supervisors may wish to go further than this and indicate more precisely what they can or cannot do to assist the student. So, the supervisor may say that he or she will:

- help with the choice of a topic
- advise on sources for the literature search
- advise on methodology
- facilitate data collection in terms of access or equipment
- discuss results
- read drafts on grounds of substance
- advise on submission.
But he or she will not:

- undertake the actual research
- write or re-draft chapters
- proof the thesis.

At this stage also, you may wish to make it clear in what circumstances you would or would not expect credit to be given in any publications arising from the research.

While this process of establishing a professional relationship is important for all students, it may be particularly helpful to international students, who may have culturally-defined notions of what they can expect from their supervisor. As Ryan (2000: 69) has put it:

'... international students ... are likely to expect a hierarchical relationship with their supervisor where the supervisor exercises tight control over the research. Many international students will expect their supervisor to take the initiative and adopt a role close to being a guide and/or parent. They may expect the supervisor to make major contributions towards the research and the thesis. They will be expecting clear direction and guidance from their supervisors, whom they will hold in great esteem, and they often have very high expectations of the relationship.'

In such cases, it can be useful to spend some time discussing student's expectations of the role of the supervisor and of what you can offer in order to clarify the relationship. Such discussions should emphasize the additional support available to international students in the early stages of their research (see below), as well as the need for them to take the initiative in undertaking and completing the research project.

By these means, clear expectations should be established for what is to come at the start of the research. But, as with any relationship, the supervisor-supervisee one changes, or should change, over time. Ideally, it should start '... as a master-pupil relationship and ... end up as almost equal colleagues ...' (SERC, 1983: quoted Young, Fogarty and McCrae, 1987: 28).

Clearly, this implies a process of development over the course of the supervision from the supervisor playing a directive role and setting tasks for the student to do at the start towards encouraging the student to become an autonomous researcher and increasingly recognizing their capacity to make an independent contribution to knowledge and understanding in the subject. However, as Cryer (2000: 5–7) has pointed out, this does not happen automatically. Students may need to be weaned away from dependence upon their supervisors, while the latter may need to adjust to the idea of the student abandoning the nest and beginning to fly on their own. So, it is important for supervisors to periodically check where the balance lies, and if not what can be done to correct it.

REFLECTING ON PRACTICE

What methods do you use to establish a professional relationship with the student at the start of the programme? What is the appropriate balance between dependence and independence over the course of the programme? How often do you review that balance? What can you do if it is wrong?

Inducting Students into Research

Many students coming through to research will have undertaken short research projects either as undergraduates or as postgraduates, and will be required to undertake a training in research during their first year of study. There is now a substantial literature on undertaking a research degree to which students can be directed, of which outstanding examples are Blaxter, Hughes and Tight (1996), Phillips and Pugh (1995), and Cryer (2000). However, while previous experience and the literature yield insights into research, they may not prepare students for it fully, in five respects.

Firstly, students are often still not fully aware of what they are letting themselves in for, for example, a research degree. Again, the point is well made by one of the PhD students interviewed by Delamont et al (1997: 16):

'A lot of mistakes I've made are the result of not asking questions and people not putting me right. They presume I must have meant what I said rather than it being something that I didn't understand. So that's been a big problem for me. Again, the point is well made by one of the PhD students interviewed by Delamont et al (1997: 16):

'When I was an undergraduate I used to think that a PhD was one of those articles you read in the journals, a 10,000-word article. I used to think I was studying for a PhD.'

Clearly, if the student's supervisor had explained what a PhD was, pointed the student in the direction of a few successful theses (see University Guidelines for Supervisors of Research Students), and discussed why they were successful, the mistakes which marred the student's experience could have been avoided.

The second way in which students may be unprepared for research stems from the way in which it is written up in books and papers in journals, namely as a seamless progression from initial idea to an addition to knowledge and understanding. But what is published is only the visible part of the iceberg; the other nine-tenths - the ideas that were discarded, the investigations that ended up in blind alleys, the correlations that were in the wrong direction, the experiments that gave negative results, the sheer fluke that led to the substantive advance - rarely see the light of day. So it's scarcely surprising that many students expect their research to progress without incident and, when it does not, blame themselves.

Here, the supervisor has a key role in forewarning and forearming. This may take the form of directing students towards accounts of research as it really happened, pairing them with students further down the line to discuss the problems they had experienced, or even self-disclosure by
the supervisor. What can be useful is for a supervisor to keep all of the materials relating to a particular research project from first scribbles to final paper, and take the student through the process, disasters as well as triumphs. Such exercises can prepare them for what is to come, and can have the added bonus of demonstrating how to go about problem-solving in your subject.

Thirdly, students may not be aware of or fully aware of what is entailed in maintaining the highest standards of academic conduct in undertaking their research, in particular with regard to the fabrication of results or plagiarism. A few minutes spent discussing paragraph 10 of the University's Guidelines for Research Students with the student can be helpful, and it is recommended that this be done in the comparable Guidelines for Supervisors of Research Students (3(c)).

Fourthly, the Guidelines for Supervisors of Research Students (3(d)) also recommend that supervisors spend some time at the start of the project discussing the storage and retention of research data with their students. Failure to store and retain data can, at worst, mean that experiments etc have to be replicated, at best that progress is halted until missing data is eventually found. In this context, it can also be useful to encourage students right from the start to take full references for everything that they read in such a form that they can later be easily transferred to the text or the bibliography of their thesis. Again, this can save many hours hunting for page numbers etc at the writing-up stage.

Fifthly, the University's Guidelines for Supervisors of Research Students makes supervisors responsible for ensuring that research students follow agreed University and, where appropriate, Departmental Health and Safety policies and procedures, and these should also form part of the student's induction into research.

Again, it is worth mentioning the needs of international students with regard to induction into research. To quote Ryan (2000: 73) again:

'A common problem is that supervisors assume too much of student's research knowledge. But some international students will have very little knowledge of how to conduct research ...'

Supervisors might consider going through one of the texts described above (for example, Cryer (2000)) with international students, and devising mini-research projects designed to enhance their experience of research.

Assisting with the Choice of a Topic

In many cases, and particularly in engineering and the sciences, students are often recruited to research a particular topic which has been pre-defined by the supervisor. But, occasionally in these fields and frequently in others, students are recruited on the basis of their interest in working in a broadly defined area of the subject, which has to be narrowed down sooner or later to a specific topic.

Bright students who have sailed through their previous careers with effortless brilliance may have unrealistic expectations of what they can achieve in their research degrees. These can often be adjusted by asking them to look through the titles of MPhil or PhDs in their subjects which illustrate the narrowness of most (if not all) research topics. But even when they have abandoned seeking a cure for the common cold or a fundamental change in our interpretation of civilization and adopted a more realistic project, they will still need help and guidance.

Moses (1992: 11-12) has characterized the process of selecting a topic as involving the five stages of: (i) determining a general area of interest; (ii) critically reviewing the literature; (iii) identifying potential 'triggers' for projects; (iv) evaluating their suitability; and (v) choosing at least a starting topic.

While the general area of interest should be known, supervisors can assist students by disclosure - talking through their own experiences - and/or exercises designed to model the rest of the process. Students can be asked to read (say) a review article (which can provide valuable training in critical evaluation) and asked to identify a couple of possible 'triggers' for research projects.

A supervision can then be devoted to discussing the key questions relating to suitability. Is this topic worth doing?; how, in principle, could it be done?; could it be done within the time available?; what additional knowledge and skills would be required to tackle it?; would it sustain interest?; if completed, how might it meet the requirements for the award? With, hopefully, an understanding of the criteria, students can then be asked to do this for real and write brief reports, upon which supervisors can give oral or written feedback. Eventually, this iterative process should lead to the identification of a topic which will, at least, form a focus for starting the research.

REFLECTING ON PRACTICE

Do you provide students with a framework for choosing a topic? Would disclosure of your own experiences be helpful? Can you identify review papers in your subject which could be used to generate topics for exercises?
Producing an Initial Research Proposal and Plan

Again, and particularly in science and engineering, many research students are recruited to implement research proposals which have already been planned and scheduled. But, where the project is not pre-determined and planned, students need to actively manage their research projects. Otherwise, they can drift for months, a factor identified by Welch’s (1975: 31) pioneering study to be a major cause of drop-out during the first year of research, and also of non-completion within three or four years. Given the financial pressures on students – particularly international students funded only for the stated duration of the programme – and of course Research Council sanctions on Departments with low completion rates within three or four years, it is vital that they clear about what they are doing and when they should be aiming to do it by. For these reasons, the University’s Guidelines for Supervisors of Research Students (3.9a) strongly recommend that supervisors should work with students to produce a research proposal and a plan.

With regard to the research proposal, Departments may have guidelines for writing a research proposal, or supervisors may be left to come up with their own. The latter can consist of a fairly simple series of questions to be answered by the student. For example: What is the topic?; Why is it important?; What have others written on it?; What would the research seek to add?; What method or methods would be useful in undertaking the research?; How could the research be designed?; How will data be collected?; How will it be analysed?; How, in principle, might results add to knowledge and understanding in this field? It may be noted that, whether the guidelines are institutional or supplied by the supervisor, it is still useful to show students a good research proposal and take them through it step by step so that they have a clear exemplar to follow.

With regard to planning the research, in principle it seems simple enough to plot the tasks identified in the research proposal against time. In practice, of course, it is extremely difficult to predict in advance even approximately how long things are going to take, particularly if students have limited research experience, and the results can be over-optimistic to say the least. Here, the supervisor can help students to appreciate the pitfalls of planning a research project. One method for doing this has been developed by Delamont et al. (1997: 37–41). Students are given Gantt charts for research projects in their subject which deliberately over-represent the time to be allotted for some aspects of the research process and under-represent the time needed for others. They are then asked to consider the realism or otherwise of these projections, to discuss them, and to re-plan the research. This technique can be extremely effective in stimulating students to think about the relationship between time and task and in enabling them to plan their own research.

If, by these means, students can be assisted by supervisors to produce research proposals and research plans, the supervisor has at least one other key responsibility, namely to encourage students to frequently revisit and update both. Research topics can change markedly over the course of a project, and research plans need to be modified in response to this and other factors. Indeed, it can be beneficial to periodically devote a supervision to discussing and updating the research proposal and the research plan, so that both supervisor and student are clear about where the research has got to, and what needs to be done to complete it.

Reflecting on Practice

Does your Department have guidelines for research proposals? If not, can you supply your students with a simple guide? Is there a good research proposal you could show to research students? Could you develop research plans for discussion with students?

Supporting the Initial Stages of the Research Project

Once a student is at least started down the track with an initial research proposal and plan, they are then faced with the detailed preparatory work on the literature, the methodology, and the design of the research.

All of these can pose serious problems for students at the start of their projects. On the literature, students may need help in finding it if they are not familiar with the location of sources in the field, with learning how to read it critically, with note-taking, and with referencing. On methodology, there are established and relatively less contested approaches in many engineering and science subjects, but in the arts and social sciences in particular students are faced with a range of different potential approaches and may have to grapple with a range of difficult philosophical, theoretical, and empirical matters. In virtually all subjects, designing a major research project is a difficult exercise for the uninitiated, with each potential design associated with opportunities and limitations which can have profound implications for outcomes.

In a number of faculties, such matters are dealt with in general through research training programmes, and it is clearly important for supervisors to be aware of the content of these in ascertaining the support needs of their students. If research training programmes do not cover these matters, then supervisors may have to point students in the direction of other courses or modules available within the institution or provide a programme of study.

But even if they do cover them, the supervisor still has a role to play in relating general features of literature evaluation, methodology, and research design to the student’s topic. For example, setting an exercise for students to find a key reference in their field, produce a critical review, evidence it from their notes, and cite sources correctly, can help them to evaluate the literature; pointing students in the direction of good discussions of methodologies in books, theses and papers in their topic area can assist with the adoption of a methodology; and asking for short briefing papers on the advantages and disadvantages of different designs can provide a basis for discussion and clarification of the options.
By these means, students can be supported through what can be the very difficult initial stages of their research project. The avoidance of mistakes at this early stage, for example in the design of the research, can save much time and grief further down the line.

REFLECTING ON PRACTICE
Is there a training programme for research students in your department or faculty? If not, what can be done to support the student to acquire the necessary knowledge and skills in terms of evaluation of the literature, methodology and research design? How can you assist the student to acquire these in the context of their project?

Encouraging Students to Write
As students begin to make progress with their projects, they need to be encouraged to put pen to paper as soon as possible, for four reasons. Firstly, it enables them to keep records of what they have done from the start to serve as a basis for later work. Secondly, it encourages them to reflect on what they have done so far and think about where they will do from here. Thirdly, it gives the supervisor the chance to see what has been done, and to advise them about how to proceed. Fourthly, it gets students into the discipline of academic writing at an early stage rather than leaving it until later when it is more difficult to acquire.

But, as most experienced supervisors will testify, students are frequently extremely reluctant to produce written work. Research (see for example Graham and Grant: 1997, 31; Delamont et al. 1997; 116–18) suggests that there are two major factors which constrain research students from writing. One relates primarily to lack of experience of writing regularly at all, of producing longish pieces of work, or of producing academic writing with its demands of precision, clarity, organization and explicit structure. The other factor is confidence. Whereas, as undergraduates or postgraduates, students outlined and discussed the work of other people, as research students their writing becomes, or should become, a presentation of their own views, ideas, thoughts, etc. This can leave students feeling very exposed and, particularly if their standard is published work, very dissatisfied with what they have achieved. For these reasons, they may be psychologically reluctant to write.

Supervisors can help students overcome these problems in a number of ways. With regard to writing regularly, Baxter et al. (1997: 59–7) suggest that students should be encouraged to keep a research diary on a daily basis recording what they have done, time spent on it, analysis, and speculation. This gets students into the habit of writing regularly, recording, and reflecting, and gives them a basis upon which to construct larger pieces of work.

With regard to writing longer pieces, supervisors can help students to make the task more manageable. So, initially, they might request a one-page abstract of the chapter setting out its aim (purpose), content (what it would cover), and possible conclusions (what it would say). With that thought through and discussed, the next stage would be to ask for a synopsis fleshing out the abstract and setting out headings and sub-headings to be used. Then students can be encouraged to fill in the framework piece by piece until they have a draft chapter.

With regard to academic writing, students can be variously referred to books on the subject (for example Becker, 1980; Day, 1994), given examples of such writing from the literature in their field, or even paired with a mentor in the form of a student further on with their research who will undertake to read drafts and suggest improvements.

In terms of overcoming psychological reluctance to write, supervisors can, as Murray (1997) has suggested, reduce anxiety levels by giving the student explicit permission to submit a 'messy' draft for comment on the understanding that it will be treated as a first stab and not as the definitive submission. Further, it can be worth pointing out to students that virtually all contributions to knowledge and understanding start off as fairly rough-hewn stones which are then polished usually by several sets of hands before they become the perfect gems of publications. As suggested previously, the message can be reinforced by showing students earlier drafts of supervisors' own papers. Again, here it is worth considering the particular problems faced by non-native speakers of English. To quote Ryan (2000: 74):

"Many international postgraduate students will have had very little experience in any kind of extended writing, and may have previously only been required to take lecture notes. They may therefore resort to an oral style, or may use writing styles that are favoured in their own country. [For example] ... The use of proverbs, stories and literary illusions ... are commonly used in Asian and African writing to demonstrate one's educational level and accomplishment, to win the reader over to the author's point of view, and to establish credibility. Classical sayings or poetic phrases will be used to make the writing look 'well-educated' and to establish empathy. The writing process takes a more circuitous approach, where the reader is gradually taken along a journey where the argument, or the main thesis, is only found at the very end. The thesis will begin by saying what the topic isn't before writing about what it is.'

This, of course, is the antithesis of academic writing as practised in the West, and here there is a particular need to help international students to appreciate what is involved and help them to adjust.

By these means, supervisors can try to fulfil one of their principal responsibilities, encouraging students to write early and often.

REFLECTING ON PRACTICE
Are your students writing early enough? Are they writing regularly enough? If not, how can you assist them to overcome the barriers to writing? How can you assist non-native English speaking students to improve their writing?
Assisting with Academic Problems
Research is, as argued earlier, an inherently difficult activity and it can almost be guaranteed that, at some point, students will be faced with problems. Such problems may include, for example, exploring the highways and the byways of the topic and drifting too far away from the original focus of the research, setbacks in collecting data, inconsistencies in findings, problems with the status of results – the list is endless.

The appearance of such problems can pose a dilemma for supervisors. Should research students be left to dig their own way out of the hole? Or should the supervisor pull them out, dust them down, and send them on their way again? The first way accords with the view that a research degree should be entirely the student’s own work, and that the view that part of the exercise should be building self-reliance; the second recognizes that the researcher is inexperienced and that he or she needs help to recover the position and complete the thesis.

This is a matter of fine judgement, and the answer varies from case to case and from supervisor to supervisor. But it can be suggested that, if at all possible, supervisors should try the middle way, namely suggesting a way in which the student can, by their own efforts, resolve the crisis.

Again, there is a good example of such thinking in Delamont et al (1997: 77), in this case covering the familiar scenario where a research student has collected a vast amount of data and is unable to organize in a coherent way, the student is “drowning in data”. Rather than leaving them to flounder or going out with the lifeboat, Delamont et al suggest that the supervisor should arrange for the student to prepare a seminar paper or write a working paper restating the central questions of the research, establishing what needs to be evidenced to answer them, and re-evaluating the contribution that the thesis will make to knowledge and understanding. This, they argue, absolves the supervisor from direct intervention while providing an opportunity for students to re-focus the research, discard extraneous material, and hopefully avoid writing the ‘everything but the kitchen sink’ thesis which might be referred because of inadequate discrimination of evidence.

REFLECTING ON PRACTICE
What sorts of academic problems are research students likely to come up against in your subject? In what ways do you think that you could help without compromising the independence of the research?

Assisting with Non-Academic Problems
Research students can experience non-academic problems which can affect their research. At Newcastle, primary supervisors are also personal tutors to their graduate students, and hence the role can extend to assisting with personal and social problems as well. Supervisors thus need to be equipped to deal with problems in the same way as for undergraduate tutees although it is worth noting that a number of departments have established additional arrangements for support. In addition, there is a Postgraduate Tutor in each faculty. Of course, there is also a range of University services for postgraduate research students with which supervisors need to be familiar, and which are set out elsewhere in this Handbook.

In addition to particular problems, it may be noted that one of the most consistent findings of the research literature on research students (see the summary in Delamont et al: 1997, 96) is that they suffer, to a greater or lesser degree, from intellectual and social isolation. But, as the authors point out, while a degree of intellectual isolation is inherent in undertaking an original research project, “... there is no reason for this ... to be accompanied by social or emotional loneliness ...” and indeed this can be detrimental to the success of the research. So it is important for supervisors to ensure that there are opportunities for students to mix with others. These might include a regular postgraduate seminar, a postgraduate society, common development and training programmes, or participation in conferences or professional associations.

Again, in this context, it is worth stressing that particular consideration needs to be given to supporting international research students. They are more likely to feel socially and culturally isolated than home students, and they may find it more difficult for ask for support from supervisors or to make friends with fellow students. It is, as Ryan (2000: 81) has argued, important to ensure that staff take an interest in the well-being of international students and assist them to join social networks. Also, where international students are accompanied by their families, consideration also needs to be given to involving spouses and children in social activities. They can feel marooned in an alien environment, and it is important to include them in departmental social activities and point them in the direction of relevant institutional societies and clubs.

REFLECTING ON PRACTICE
What additional support is available to research students in your department, the faculty, and the University? Do you actively seek to encourage your research students to mix with others? Do you pay particular attention to the needs of international students and, where appropriate, their families?

Giving Feedback
Clearly, one of the key functions of the supervisor is to give the student feedback on their work.

Firstly, feedback should be prompt: it is thoroughly demoralising for a research student, particularly one in the early or later stages of their research, to have to wait for long periods of time before receiving feedback. Good practice is to set a realistic date and time for feedback when the work is submitted and, as far as possible, to stick to it.

Secondly, feedback should be constructive in nature. One
of the central differences between taught and research programmes is that the latter require students to make an independent contribution to knowledge, i.e. give of themselves. For this reason, students' egos often become bound up in their written work and destructive criticism can affect their confidence and their ability to take the research forward.

Thirdly, feedback should be given in writing so that there is a record of the supervisor's comments and a basis upon which the student can review and revise their work.

Here, it can be helpful to use a pro-forma for feedback such as the one below:

**Pro-forma for Feedback**

<table>
<thead>
<tr>
<th>Student</th>
<th>Date work received</th>
<th>Date feedback given</th>
<th>Summary of work</th>
<th>Strengths</th>
<th>Areas for attention</th>
<th>Suggestions for further work</th>
<th>Signature of supervisor</th>
</tr>
</thead>
</table>

This provides both a structure for feedback, and a permanent record both for the supervisor and the student.

REFLECTING ON PRACTICE

What arrangements do you make for ensuring that feedback to research students is prompt? How do you ensure that feedback is constructive? Do you maintain written records of feedback given to research students?

**Monitoring Progress**

Clearly, one of the key tasks of the supervisor is to formally monitor the progress of the research project. This normally has three aspects, namely monitoring progress with the student, monitoring it in line with Departmental Graduate School/Faculty requirements, and monitoring in accordance with University requirements.

With regard to monitoring progress with the student, the University requires that supervisors should hold a formal meeting at least once per term with the student to review their progress and that the details should be recorded (Guidelines for Supervisors of Research Students, paragraph 5). Such formal supervisions should be undertaken in a business-like way, with a date, time and agenda agreed with the student. Supervisors should ensure that, as far as possible, they should not be disturbed while they are meeting with the student.

Both to structure the meeting and to provide a record, it can be helpful to use a simple pro-forma with headings such as the one below:

**Pro-forma for Supervision Meetings**

| Student | Supervisor(s) | Date of Meeting | Duration | Targets set at previous meeting | Progress towards achieving these targets | Implications for the research timetable | Targets to be achieved by next meeting | Actions required by supervisor(s) | Actions required by student | Signatures: |
|---------|---------------|-----------------|----------|--------------------------------|----------------------------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------------|------------------------|-------------|

The pro-forma or similar can be completed by the supervisor and/or the student, but should be signed by both as a permanent record of the meeting.

In addition to formally monitoring progress with the student, supervisors normally also have to meet Graduate School/Faculty requirements for progress reports. So, for example, the Faculty of Medicine Graduate School reviews progress at 9, 18 and 31 months into the research project, and supervisors are required to send reports to independent panels at those junctures. In other departments and faculties, panels include supervisors who are required to report to panels and to contribute towards judgements about whether students' progress has been satisfactory or unsatisfactory and, if the latter, what should be done.

Finally, on monitoring, it is currently a University requirement (Guidelines for Supervisors of Research Students, paragraph 6) that supervisors submit an annual report on the student's programme of work using the University's standard form. This should be submitted to the Student Progress Office, which forwards it to the relevant Postgraduate Sub-Dean.

In view of the potential duplication involved in having monitoring systems at both the Graduate School/Faculty and University levels, Graduate Council is currently looking at approving Graduate School/Faculty systems which meet relevant criteria as the primary method for monitoring student progress.

REFLECTING ON PRACTICE

Do you meet your research students at least once per term to monitor their progress? Do you do this systematically? What Faculty/Graduate School requirements are there for monitoring student progress? Do you meet the University's requirements for annual monitoring?
Assisting Students to Complete

After students have persevered through academic and possibly personal problems and completed the basic research, they then enter a new tunnel called ‘writing up’. While students may have conscientiously written up draft sections and chapters as they have gone along, they now face the task of putting it together as a whole and creating a thesis.

This would be easy if it were just a matter of throwing together what has already been written and adding linking sections, but in fact demands rather more. As Barnes (cited Blaxter et al. 1996: 27) has pointed out, ‘... a thesis is far more than a passive record of [the] research and generally involves presenting an argument or point of view. In other words it must say something and be substantiated with reasoned argument and evidence.’

Students can find it difficult to translate their work into a thesis, and here supervisors may be able to assist by giving them a framework within which to work. One suggestion (see Taylor (1996: 80) and Cryer (2000: 178-9)) is to ask students to think of themselves as explorers who have undertaken a journey and who are writing a guidebook for others to follow.

As guides, they need to explain where they started from, what other guides they read, why they decided to undertake the journey at all, why they went off in a particular direction, what their route was subsequently, what they discovered on the way, where they arrived at the end of the journey, how it differed from the start, and where they would go in the future. They can be asked to map this on a few sides of paper, thinking carefully about what information must be imparted to enable someone to follow, what should be included, and what may be interesting but not strictly necessary.

Supervisors can then give feedback on the map, both on the overall clarity of the guidebook and upon the priorities assigned to particular stages in the journey. By this means, students can begin to construct a coherent outline of the thesis.

Once the general lines are clear, students can then be asked to fill in more details of sections of the journey, and then subsections until they have a detailed guidebook. This can then be translated into the structure for a thesis, for example, starting point (introduction), existing guidebooks (literature review), reasons (triggers for the research), direction (methodology), route and discoveries on the way (substantive research chapters), arrival (analysis and results), difference from the starting point (contribution to knowledge) and future (where research should go).

If, by these or other means, students can be assisted to establish a framework for their thesis, they then still have to write it. Here, supervisors can give guidance at least upon four key matters, namely communication, style, drafting, and managing the writing process.

A thesis is, of course, a form of communication, and it is necessary to consider in advance the audience to which it is addressed and how students might meet their needs. Here Cryer (2000: 178) has some excellent advice which students can be given or pointed towards:

‘The crucially important audience for theses are external examiners. Think of them as individuals who are exceptionally busy and grossly under-paid and who therefore have to read theses quickly. They will expect them to be well-structured and to be argued coherently to make the case for certain solutions to specific research problems. Irrelevancies will irritate, as will having to tease out meaning that research students should have extracted themselves. Think of them also as individuals who are very able and experienced in the general area, which means that the background material should be as concise as is consistent with showing that it is known.

However, no external examiner can be an expert in your work. Be the time you finalize your thesis, you and you alone are the world’s expert. So the aspects that make your work significant and original and worthy of a PhD ... need to be argued coherently; each step needs to be spelled out, the outcomes must be stated unambiguously, and all their implications identified and discussed in depth.’

With regard to style, it will of course be expected that the thesis is written up in ‘academic writing’, and it has already been suggested that students should be pointed towards the literature and to exemplars of the style appropriate to their work.

In terms of drafting, even with a framework students can find this a daunting task. One way of assisting them is to encourage them to write their first draft ‘as it comes’, and then work with you to polish and re-polish it into its final form.

Again, this can pose a dilemma for a supervisor in so far as there can be a fine line between helping the student clarify what they want to say and writing it for them. There is no simple solution to this dilemma, although it can sometimes be avoided by directing students to look at other work in which similar problems have been overcome.

In the context of advising on drafts, it is worth noting that the University’s Guidelines for Supervisors of Research Students (paragraph 12) states that the supervisor should not act as a proof reader and should make this clear to the student.

Last, but by no means least, students have to exercise a high degree of self-discipline to complete the thesis, particularly within a short period of time. It can be useful for supervisors to bring their students’ attention to what Delamont et al. (1997: 121) have described as the four ‘golden rules of writing, namely: the more they write, the easier it gets; if they write every day, it becomes a habit; tiny bits of writing add up to a lot of writing; the longer they don’t write, the more difficult it is to get back in the habit.
REFLECTING ON PRACTICE

How do you help your students to translate their research materials into a thesis? How do you help them to write? Does your institution have a policy on the supervisor’s role in writing? What constitutes helping as opposed to writing it for students? Are there exemplars you can point students towards to assist their writing up?

Advising on Submission

The completion of the first serious draft is usually an immense relief for students. But it can be a major headache for supervisors, who need to advise students whether what they have done has the potential to meet the standards for the award, and if not what needs to be done to bring it up to scratch. Giving such advice to students can be particularly difficult at the start of a supervisor’s career, when their own experience may only be as an examiner and they are unsure about what is looked for by an examiner.

In such cases, the starting point for supervisors is to try to determine the criteria for success or failure. Here, published sources may include professional associations which have set out criteria for research degrees (see for example Royal Society of Chemistry, 1995; British Psychological Society/UCoS/DA, 1995) or failing that more general statements of criteria (Partington, Brown and Gordon, 1993: 71-9). A further useful source may be examiners’ reports on theses previously submitted in the department. Finally, and perhaps most importantly, supervisors should seek the guidance of colleagues with experience as examiners.

Once the criteria are reasonably clear, the supervisor can then read the draft and try to identify the strengths of the thesis (the area where the criteria are clearly met) and the weaknesses (those where criteria are not met). The latter can then be divided into weaknesses which are minor, major, or which constitute potentially fatal flaws. Again, here it is very useful to have a second opinion from experienced colleagues.

Once the diagnosis has been made and confirmed, feedback can be given to students. It can be helpful to do this within the framework set out above – criteria, strengths, and weaknesses – before advising them how to proceed. If all has gone reasonably well earlier, there should not be fatal flaws (which would necessitate further research), but weaknesses to be corrected by re-drafting or textual amendments. Subject to these being made – and the supervisor should insist upon seeing successive drafts – the supervisor should be able to give the green light for submission.

REFLECTING ON PRACTICE

Do you know the criteria for the award of a research degree in your subject? What, in your view, would constitute minor weaknesses, major ones, and fatal flaws in a thesis? How, in principle, could you give constructive feedback to a student on a draft?

Advising on Examination

Once the final title has been submitted, the process of arranging the examination begins. Supervisors will normally be consulted about the nomination of examiners, usually one internal and one external. The latter in particular can involve some heart-searching by supervisors; should they suggest Professor X who is a leading authority in the field but is known to be fiercely critical of the offerings of lesser mortals, or Dr Y who is less distinguished but more likely to take a balanced approach to examining the student’s work? The ideal is, of course, an external examiner who is distinguished and who will take a balanced approach, and if at all possible, supervisors should suggest the names of examiners of this ilk.

With examiners appointed and the thesis forwarded to them for scrutiny, the supervisor then normally has to arrange the date, time and place of the final examination, the viva. In the past, this has signalled the end of the supervisor’s involvement in supervision itself as opposed to examining, but in recent years the view has grown that the supervisor should play a part in preparing the student for the experience of the viva.

Unless students have previously attended universities in which their awards were conditional upon an oral examination, the chances are that the examination for their research degree will be their first experience of a viva. This might be of little consequence if, as in many other European countries, the viva was a public affair and they could go along and experience what happened. However, as Green (1998) has put it ‘... the British viva rarely gives access to people other than the examiners. It is a closed, intimate, affair.’ Again, this might not matter if there were published guidelines for the viva. So, as Burnham (1999: 30) has put it ‘... what occurs in the lengthy ‘judgely huddle’ from which postgraduates emerge either victorious or distraught is a mystery.’

In the absence of hard information, tales of vivas being used to inflict unnaturally cruel punishment on research students abound with the result that, as Delamont er all (1997: 148) have put it:

‘The student may well fear and dread the {viva} examination. Even when the student is outstandingly competent, and however excellent the thesis may be, the process of examination is a stressful one ... most {candidates} feel worried by the indeterminacy of the viva.’

Here, the supervisor can play a role, in three main ways.

Firstly, by de-mystifying the viva through explaining its purposes, procedures, and outcomes. In the case of Newcastle, these are set out in the University’s Guidelines on Good Practice for Examiners of Research Degrees (2000), and it can be helpful for supervisors to take students through the relevant parts.
Secondly, by indicating what the student should do to prepare in terms of re-reading their thesis, keeping up to date with the literature, and preparing for questions. Both of these can be materially assisted by working with the student through the excellent training packs available including Green (1998) (mainly suitable for the MPhil) and Murray (1997) (suitable for the PhD). These are available from the Quality and Standards Unit, which also offers short courses on ‘Preparing for Your Viva’.

Thirdly, and perhaps most helpfully, supervisors can arrange for students to have a short mock viva in which colleagues who are experienced as examiners question them on a key part of their thesis and afterwards give feedback on their performance. Such an opportunity to ‘taste’ what is in store is invaluable in enabling students to prepare themselves both intellectually and psychologically for what is to come.

REFLECTING ON PRACTICE

Do your research students have any previous experience of vivas? How do they feel about them? How can you help them to prepare?

Assisting with Career Development, Networking, and Publication

It is good practice for supervisors to assist students with career development, networking, and the publication of their work.

At one time, students undertaking a research degree, particularly a PhD, were destined predominantly for the groves of academe, and career development took the form of socialising them into the values and rituals of the relevant academic ‘tribe’ (see, for example, Becher, 1996, 105-28). But it is no longer the case that successful research students become academics - a majority do not - and even those who do follow an academic career acquire a wider portfolio of skills. Part of the job of the supervisor is, from the very start of the studentship, to encourage the student to actively acquire the key skills necessary to give them an edge in the labour market.

A full list of key skills is available from the University Careers Service which, through its Academic Development Unit, also offers support to supervisors on how to develop them (see http://www.careers.ncl.ac.uk/academics). While all skills are important, it is perhaps worth highlighting one, namely the need to encourage research students to acquire the skills to give effective oral presentations. Such skills are vital in the academic context (a number of faculties include oral presentations as part of their procedures for progression and of course students need them to make presentations to seminars and conferences) and in employment. It is worth making enquiries about whether training in presentation skills forms part of the faculty research training programme, directing students’ attention towards the relevant literature (for example, Cryer (2000)), and offering opportunities for students to give mini-presentations and receive feedback.

Under the heading of skills, supervisors also need to encourage students to record the skills that they acquire over the course of their research programme for later use as evidence to prospective employers. In some faculties, for example, Agriculture and Biological Sciences, the acquisition of skills has been formalized by requiring students to maintain Personal Development Records, but in others it may be up to the supervisor to prompt the student to acquire record skills the development of their skills. Assistance for supervisors in encouraging students to do this is available from the Careers Service.

A second function of supervisors can be to encourage students to network within the subject community and to provide opportunities for them to do so. Academia is heavily dependent upon networking informally and formally, in the latter case through professional associations and conferences (see Blaxter, Hughes, and Tight (1998): 55–77). Students need to be encouraged to establish their own informal networks of academic colleagues in their subject areas, and to join in professional networks, for example, the postgraduate sections of professional associations. This can be important for their research, as a counterweight to isolation, and in acquiring networking skills which will stand them in good stead in any career.

A third function of supervisors is, as soon as it is practical to do so, to encourage students to publish their work in scholarly journals. Publications, particularly those during the course of a research degree, can help variably to mark out their academic territory, bring them into contact with others working in the same field, boost their self-esteem, give them a better platform for applying for jobs and, last but not least, enhance departmental publication rates. But students do need guidance from their supervisors about how to write for publication, which journals or publishers to aim for, and how to go about submitting a paper or a book. With regard to writing skills, supervisors may consider sending research students on one of the courses on ‘Scientific Writing’ put on several times a year by the Quality and Standards Unit.

Research students’ writing for publications, of course, raises the issue of whose names should go on papers submitted to journals etc. Here, practice varies considerably between and within disciplines. In some the convention is that the supervisor’s name automatically goes on the paper as, if different, does the name of the person who has obtained the funding for the research. This can and does lead to friction if research students feel that they have done the vast majority of work for the paper but are effectively credited with an equal share of the authorship. One way around this which has been used in some subjects is to have a footnote indicating the relative contributions of the authors, say X the supervisor 20 per cent, and Y the research student 80 per cent.
REFLECTING ON PRACTICE
Do you encourage students to think about career development at the start of their studentship? Do you encourage them to assemble an appropriate portfolio of skills for employment over the course of their studentship? Do you assist them to acquire effective presentation skills? Do you encourage students to network and provide opportunities for them to do so? Do you encourage students to publish? What is the relevant policy in your discipline for the attribution of authorship in publications?

Working with Co-Supervisors
So far, these Guidelines have predominantly been concerned with good practice in the single supervision of research students. This is very much in line with the historical model of the British PhD which has normally involved undertaking a research project on a narrowly-focused topic within a single discipline or sub-discipline. For this reason, the main requirement for research supervision has been the possession of the highly-specific subject expertise necessary to be able to guide and support students' work within their chosen field of enquiry. Within any particular university, such expertise has normally resided in a single member of staff, and consequently the dominant mode of research supervision has been one supervisor to one student.

In recent years, however, there have been strong pressures, not least from the research councils, for research degrees to become multi-disciplinary and/or involve a mix of academic research and practical application in an industrial or commercial context. Given this, requirements for research supervisors have broadened significantly to include expertise from a range of relevant disciplines and sub-disciplines and/or industrial and commercial experience. Such expertise may not normally reside within a single member of staff, with the consequence that, increasingly, students have more than one supervisor, i.e. there is co-supervision.

Co-supervision can have numerous advantages to supervisors and to the student; the former can offer each other mutual support and learn from each other's disciplines and experience, while students have two sources of support and advice for their research. But it can have disadvantages as well; supervisors may have very different ideas of what a research degree is, what their respective roles are in supervising the student, and what the specific research project is about and how it should be undertaken. The latter in particular can, as Cryer (2000: 70) suggests:

'... put tremendous burdens on the research student who has to integrate the understanding of both and satisfy both. The research student all too often ends up satisfying neither, and each co-supervisor can tacitly abdicate responsibility to the other.'

So, if there is co-supervision, it is good practice for supervisors to spend some time discussing how to establish a professional relationship with each other, as well as with the student. Such a discussion should encompass agreeing notions of what they are supervising, deciding they are to work with each other to integrate their own understandings of the topic and give consistent advice to students, and determining what their respective roles should be.

It should be noted that, where there are co-supervisors, it is a requirement at Newcastle that one supervisor who is a member of the academic staff should be designated as the primary supervisor, and the other as a secondary supervisor. While the University prescribes that the former should ultimately be responsible for supervising the student's work, at present it does not offer further guidance as to precisely what the division of labour should be between the primary and secondary supervisors. Particularly in cases where the student spends part of their time outside Newcastle studying under a second supervisor, it is necessary to specify who is responsible for what. Here, a useful template which could be adapted for use at Newcastle, has been developed at City University, and is set out below.

City University, Research Studies Handbook: Section 8.2

The Internal supervisor:
Accountability
- represents the institution making the award and is accountable for the satisfactory completion of the project;
- clarifies to the student and external supervisor, prior to commencement of the research, the University's requirements regarding scope, content, structure, timing and intellectual level of a research thesis appropriate to the target qualification;
- confirms any financial arrangements, and modus operandi for information exchange, progress review, production of interim reports and papers and relevant interim meetings;
- discusses with the student the general role of an external supervisor, and any characteristics peculiar to a supervisor for the proposed research, and requests nominations from the student;
- discusses with potential external supervisor their role, and the student's proposed programme, and confirms any changes agreed by both supervisors and the student;
- progresses the student's application and liaises with the Departmental/School Senior Tutor/Director of Research and Board of Studies on the required formalities for progress and annual report.

Knowledge
- agrees with the student a potential research question or proposition that meets the University's requirements and fits the student's interests and opportunities;
- gives guidance about the nature of research and the standards expected, the planning of the research programme; literature and sources; requisite techniques; and the avoidance of plagiarism;
• gives advice on the structure and layout of the thesis;
• ensures that the student is aware of appropriate health and safety regulations.

Training
• arranges training on subject-specific material and skills and generic skills as appropriate;
• arranges, as and where appropriate, for the student to talk about his/her work to staff or graduate seminars and to have practice in oral examinations.

Time and Contact
• reviews student submissions, and discusses content and timing with student and external supervisor, with recommendations of any general changes needed to meet University's standards;
• ensures that the student is made aware of any inadequacy of progress or standards or work below that generally expected, confirming this in writing to the student and arranging any supportive action necessary.

Introduction to the Field
• arranges, as and where appropriate, for the student to talk about his/her work to staff or graduate seminars.

Reporting
• provides an annual report through the Senior Tutor/ Director of Research to the Board of Studies on the student's progress, with a copy to the student;
• provides comment on the research student's learning experience and support infrastructure at the University as part of the Research Study Annual Report Exercise.

Arrangements for Examination
• makes the initial recommendations for examiners and makes arrangements for the student's oral examination.

Guidance for the Future
• provides, in conjunction with the external supervisor, guidance, encouragement and counsel regarding the future career plans of the research student.

The external supervisor:
Accountability
• acts as coach and counsellor to help the researcher to meet the goals agreed between them and the internal supervisor.

Knowledge
• possesses sufficient knowledge of the research area to provide accurate advice and guidance on the project.

Time and Contact
• prompts a regular review of the plan and setting agreed targets;
• possesses sufficient available time, after all other responsibilities have been taken into account, to dedicate to the needs of each individual research student he/she is supervising;
• maintains contact through regular tutorial and seminar meetings in accordance with departmental policy and in the light of discussion of arrangements with the student;
• is accessible to the student at other appropriate and reasonable times when he/she may need advice;
• requests written work, as appropriate, and returning such work with constructive criticism and within reasonable specified time.

Introduction to the Field
• takes an active role in introducing the student to other workers in the field and the appropriate academic bodies and societies.

Reporting
• maintains a record of formal supervision meetings for each supervisee to include: date of meeting, duration of meeting, summary of discussion and any specific advice given. It is desirable for the student to produce the summary of discussion. The record should be signed by both the supervisor and student and any dissent recorded;
• monitors the student's attendance as appropriate and informs the relevant bodies through the internal supervisor of absence or withdrawal.

Guidance for the Future
• provides guidance, in conjunction with the internal supervisor, encouragement and counsel regarding the future career plans of the research student.

REFLECTING ON PRACTICE
Do you discuss the requirements for a research degree with your co-supervisor at the start of the studentship? Do you discuss ways of resolving inter-disciplinary differences and giving consistent advice to students? Have you and your co-supervisor clear ideas of who is responsible for what in supervising the student?

Conclusions
Being an effective researcher is a necessary condition to be a research supervisor, but it is not a sufficient one; the latter requires being an effective supervisor as well. That, in turn, involves unpacking what is involved in effectively supervising a research student, reflecting on practice, and improving it. Hopefully these Guidelines will at least give food for thought in encouraging supervisors to review their effectiveness.

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Guidelines on Good Practice for Examiners of Research Degrees

Introduction
The University's Handbook for Examiners of Research Degrees provides examiners with comprehensive Guidelines for good practice in their role. The following information, for this Handbook, includes those Guidelines. The other parts of the Handbook for Examiners of Research Degrees are published in Part Four of this Handbook under University Regulations.

1. Nomination
Examiners are appointed by Senate, nominated by the Head of Department and Postgraduate Sub-Dean, subject to satisfactory evidence of the nominee's suitability for the position.

2. Criteria
In making nominations, Heads of Departments should, in consultation with supervisors, seek to identify prospective examiners who:

- are fully cognisant with standards for the award of research degrees in the subject in comparable institutions;
- have significant experience and knowledge of research in the subject area within which the candidate is working;
- command authority in the field and the respect of their subject community;
- have played no personal part in the research undertaken by the candidate and, in the case of the external examiner(s), have not been a member of staff at Newcastle for at least three years;
- are able and willing to examine candidates and to complete the process of examination within a specified period.

Heads of Departments should present evidence, eg a short CV and a list of recent publications, that nominees fulfil these criteria. Subject to the presentation of satisfactory evidence, Postgraduate Sub-Deans make recommendations to Senate.

3. Duties
The core duties of examiners for research degrees are:

- carefully to consider the written work submitted by candidates;
- to arrive at an independent evaluation of whether the work submitted meets the standards of the award and, if not, in which aspects it is deficient;
- to write a preliminary report and send it to the Student Progress Office for forwarding to the relevant Postgraduate Sub-Dean;
- to consult with other examiners and compare preliminary reports.

Acknowledgements
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• in the case of research degrees where vivas are optional, to
decide if it is appropriate to use this means of determining
the candidate's suitability for the award;
• where a viva is optional but deemed necessary or where a
viva is a mandatory part of the University's examination
process:
  - to agree with the supervisor a date and time for the viva,
to prepare for the viva,
before the viva, to compare independent reports with the
other examiner and agree an agenda for the
examination,
to conduct the viva examination;
• following examination of all written and, where
appropriate, oral evidence, to decide whether the candidate
has met the standards for the award;
• to decide upon an appropriate recommendation to Senate
(the full list of recommendations allowed under University
Regulations is set out on pp 9-10);
• to write a final report with the other examiner(s) on the
candidate's performance and submit it on the approved
form to the Student Progress Office;
• in all cases where the recommendation is that the thesis
be revised before award or re-submission for the original or
a lesser degree, to agree with the other examiner(s) a full
list of the changes to be made and/or work to be undertaken.
This should be given to the candidate and supervisor as soon
as possible after the viva and a copy attached to the final
report.
• in the case of external examiners, to comment upon any
aspects of a candidate's experience which they have judged
to be particularly good or which have raised problems. This
should be sent to the Student Progress Office for forwarding
to the relevant Postgraduate Sub-Dean.

4. Good Practice
The University provides examiners with guidelines for good
practice, which follow. By appreciating these, it is hoped
that students, with the support of their supervisors, will be
able to prepare themselves for examination accordingly.

4.1 PRE-EXAMINATION
Before reading the work submitted, examiners should
consider the criteria against which to evaluate theses. Such
criteria may relate to the chapters of the thesis, the thesis as
a whole and the award.

4.1.1 Criteria relating to chapters of the work
Criteria relating to specific chapters of the work will vary
considerably between subjects and, within subjects, between
topics. But they may include, for example:

The context:
• that the research question(s) have been placed in their
academic and, where appropriate, industrial or commercial
context;

that, in the case of a thesis undertaken as part of a team
project, the relationship of the research to the overall project
is set out along with the contribution of the candidate
relative to that of other team members.

The literature:
• that the relevant literature or an appropriately justified
section of it has been covered;
• that the literature is reviewed in ways which are critical
and analytical and not just descriptive;
• that the thesis demonstrates clear mastery of the literature;
• that explicit links are made between the literature and the
topic of the thesis;
• that there are explicit links between the literature and the
design of the study;
• that there is a summary of the literature in so far as it relates
to the thesis topic.

Methodology/methods:
• that there is an awareness of the range of methodologies/
methods which have been or might be used to tackle the
topic;
• that there is adequate justification of the methodology(ies)/
methods adopted for the research;
• that the methodology(ies)/methods are related to the design
of the research;
• where applicable, that ethical considerations are outlined
and discussed;
• where applicable, that matters of reliability and validity
are identified and discussed.

Design of the study:
• that the design of the study is appropriate to the topic;
• that there is awareness of the limitations of the design
adopted.

Substantive research:
• that the research design has been properly implemented;
• that the relevant sources of evidence have been explored.

Analysis:
• that appropriate theoretical and, where applicable, empirical
techniques are used to analyse evidence;
• that the level and form of analysis is appropriate to the
evidence.

Outcomes/Results:
• that the outcomes/results identified relate to the topic;
• that the outcomes/results are justified on the basis of the
analysis of the evidence;
• that the outcomes/results are presented clearly;
Discussion:
• that the main points emerging from the outcomes/results have been picked up for discussion;
• that there is an awareness of the limitations of the outcomes/results.

Conclusions:
• that the conclusions relate to the initial focus of the study;
• that the conclusions drawn are justified by the study;
• that the implications of the conclusions for the field of knowledge have been identified.

4.1.2 Criteria relating to the thesis as a whole
For all research degrees, the University requires that work presented for examination should be:

Authentic
The thesis should be the candidate's own work and not plagiarized from the work of others, published or unpublished. All sources used should be appropriately acknowledged using a recognized form of referencing.

Scholarly
The thesis should conform to the normal canons of scholarship, displaying critical discrimination and a sense of proportion in evaluating evidence and the opinion of others. Sources should be cited accurately, consistently and correctly in the text and in the bibliography.

Professional
The thesis should demonstrate that the candidate has acquired or extended a repertoire of research skills appropriate to a professional researcher in his/her field and has a clear understanding of the role of such a researcher.

Well-structured, written, and presented
The thesis should be clearly structured and orderly in arrangement, and well-written and presented. Similarly, any composition, exhibition, artifact(s) or other products of practice arising from the research should be arranged and presented in an orderly and coherent way.

4.1.3 Specific criteria relating to the award: MPhil
In addition to the above, for the MPhil, the University requires that the thesis should demonstrate an advanced knowledge of the subject including a satisfactory knowledge of the literature. It does not require that it should be original or worthy of publication.

DDS/MD/PhD
The criteria here are that the thesis:
• shows that the candidate understands the relationship of the theme of his or her thesis to the wider field of knowledge;
• exhibits substantial evidence of original scholarship;
• contains material worthy of publication.

4.2 EXAMINATION OF WRITTEN WORK
While it is good practice to have clear criteria in mind prior to reading the thesis, it is recognized that different external examiners will have their own methods. What follows below are simply suggestions which may be of interest to those new to examining.

In their Handbook for External Examiners in Higher Education, Brown, Partington and Gordon (1993) suggest that examiners should:
• Start by gaining an overall impression of the substance of the thesis or dissertation
Examiners can start by reading the full title, the abstract and the introduction, and then turn to the final chapter(s) to see what conclusions were reached. This should enable them to gain an overall impression of what the thesis is about and what has come out of it.
• Reflect and re-formulate criteria relating to sections of the thesis
Examiners may then reflect and consider how the criteria relating to the sections of the thesis (4.1.1 above) might be applied to the topic in question, eg the literature the candidate might be expected to have read, which methods would be appropriate, etc. By the end of this examiners should have effectively translated the criteria into a set of clearly-defined questions to be asked of the specific piece of work before them. In addition, their reflection may have led to new questions about the research.
• Read and note
Examiners can then carefully read each chapter of the thesis or dissertation with the relevant questions in mind. They can note where questions have been answered satisfactorily, where clarification is needed, and where answers are not satisfactory. As, in the course of reading, additional questions occur, these may be noted and views recorded on how well the candidate has answered them in the present chapter or in subsequent ones.
• Reflect and summarize
Examiners should now have a clear idea of how far each section of the thesis meets the relevant criteria. These may be summarized to identify the strengths and weaknesses of the thesis and to highlight issues where clarification is required.
• Consider whether the thesis meets the general criteria
In the process of reading the thesis section by section, examiners will have begun to formulate an impression of how it meets the more general criteria concerning authenticity, scholarship, and structure, presentation and citation (4.1.2 above). They may now consider how far the work meets these criteria and note where the work does fulfill them, where there is doubt, and where they are not met. This may
involve re-reading all or part of the thesis and would normally include checking a sample of citations.

* Consider whether the criteria for the award have been met

The last area for consideration is whether the thesis meets the award specific criteria. It can be helpful here for examiners to refresh their memory of the University’s regulations, in particular in the case of the PhD to consider the definition of originality. Again examiners should note in what respects the thesis meets the criteria, where this is unclear, and where it does not meet them.

If examiners follow the above, they should have notes on the extent to which the criteria are met for sections of the thesis, the latter as a whole, and in relation to the award. These notes should form a basis for writing a preliminary report.

4.3 THE PRELIMINARY REPORT

Examiners should then independently write a preliminary report which will indicate their provisional assessment of the thesis and of the issues to be explored in the viva. The University recognizes that these reports will vary considerably depending upon the discipline and the subject matter of the thesis. But it would normally expect that, if the criteria have clearly been fully met, the report will normally be very brief. But, on the other hand, if examiners have serious doubts or concerns about whether criteria have been met, a fuller account would be expected.

A copy of the preliminary report should be sent to the Student Progress Office in advance of the oral examination for forwarding to the relevant Postgraduate Sub-Dean. The preliminary report should not be shown to the candidate.

4.4 ORAL EXAMINATION

The purpose of the viva is to gather further evidence from the candidate about their suitability for the award, in particular:

* to ask the candidate to clarify issues relating to meeting criteria relating to specific parts of the thesis, to the thesis as a whole, and to the award;
* to ascertain that the thesis is the candidate’s own work, that he or she has developed research skills at this level, and that he or she understands the relationship of the thesis to the wider field of knowledge;
* in cases where the thesis and/or the candidate clearly does not meet the criteria for the award, to find out the reasons. These may include the abilities of the candidate or other factors affecting the research, eg deficiencies in research training, the quality of supervision, the availability of resources, disruptions to the research process, or personal circumstances.

Examiners should have a meeting, normally a couple of hours before the viva, to exchange and discuss preliminary reports. Examiners should then, bearing in mind each other’s comments upon the written work, jointly determine:

* The key issues to be raised with the candidate

These will be those identified in the initial reports where clarification is required or where criteria have not been met.

* The order within which they are to be raised

In order to encourage candidates to talk, it can be helpful to raise relatively uncontroversial/factual issues at the start and then proceed to ones which are likely to be more difficult/conceptual when he or she is in the swing of things.

* Who will ‘lead’ on each issue

Examiners usually decide upon a division of labour based upon their expertise in the topic, with one leading on each issue and the other asking supplementary questions.

Normally, the external examiner chairs the proceedings and has overall responsibility for conducting the viva. In cases where there is more than one external, it should be agreed who will undertake this role.

Good practice in conducting a viva is:

* To ensure that the room is appropriately laid-out

The viva is a formal occasion, and the room should be appropriately laid out.

* To introduce the examiners to the candidate

It is courteous in the candidate for the chair of the examiners to introduce him- or herself and the other examiner(s) to the candidate.

* To explain the purpose of the viva to the candidate

It can be useful to explain to candidates that the purpose of the viva is to give them the opportunity to defend their thesis in high-level debate with experts drawn from the relevant research community.

* To explain the process of the viva to the candidate

As many candidates will not have previously undertaken a viva, it has been pointed out (see UCoSDA/British Psychological Society, 1993) that it can be helpful to explain the process to them. This involves the examiners asking questions about their work and supplementary questions based upon their answers.

The chair should make it clear that the examiners have a duty to thoroughly explore both the work presented and the candidate’s knowledge and understanding of both it and the wider field and that persistent questioning is a normal and necessary part of the process.

If he or she wishes, the chair should also say that no information about recommendations will be given until the examiners have conferred after the end of the viva but make it clear that this again is part of the process and that no inferences should be drawn.

The candidate should also be told that he or she may, if they wish, consult with their copy of the thesis throughout the viva.
• To start by commending the candidate
Candidates can be extremely nervous, and it is important to try and settle them down at the start of the viva by saying something commendatory but non-committal, e.g. "We found your thesis very interesting, we particularly enjoyed...".

• To question the candidate
Examiners should then start the questions. Normally, the external examiner begins the questions, and he or she should choose ones to start with which candidates should be able to answer without undue difficulty, e.g. why did you decide to do this topic?, what aspect of the work have you most enjoyed? Further questions should then be asked covering the key issues and in the order previously identified. In questioning the candidate, examiners should:

* ask questions in a constructive and positive way
Examiners should try to ask questions in ways that are constructive and positive rather than destructive and negative, e.g. "why did you decide to use method X rather than method Y?" rather than "Didn't you realise that you could have avoided these difficulties with method Y?"

* use an appropriate range of questioning techniques
Questions may, as Murray (1998) has noted, be general ("How did you come to study this topic?") or closed ("why did you think that the confidence limits were unimportant in this case?").

General or open ones are useful in encouraging the candidate to reflect upon their work, while closed ones lead to specific answers. Examiners should try to tailor the type of question to the type of answer required and, if possible, aim for a mix of general and open questions (which are harder to answer but can reveal much more about the candidate) and closed ones (which may reveal less but are easier for the candidate to answer).

* recognize that candidates may need time to answer
Particularly when asked general or open questions, candidates may need some time to gather their thoughts together and produce a coherent answer. Examiners need to recognize this and encourage candidates to reflect, e.g. by telling them to 'take your time'.

* praise a good answer
When candidates give a particularly incisive or interesting answer, it can be helpful to their morale to praise them.

* give candidates a chance to recover from a poor answer
When candidates give a poor answer, this may be through misunderstanding or nerves. Rephrasing a question and asking it again gives the able candidate the opportunity to recover the position or may confirm that inability to respond of a weaker one.

• To conclude the viva
After you and your co-examiner(s) are satisfied that you have gathered the relevant evidence, you should indicate this to the candidate, thank them for answering your questions, ask whether there are any concluding comments which they wish to make, explain again that the examiners will now consult about the outcome, and tell them how the recommendation will be communicated to them. While this may be done informally after the viva, candidates should be informed that formal notification of the result will be given by the Registrar's Office.

5. Post-Examination Information
For post-examination information, refer to the regulations for your degree, in Part One of this Handbook.

6. References
Guidelines for Assessment of the PhD in Psychology and Related Disciplines (Sheffield: ESRC and UCoSDA, 1993)
R Murray, The Viva (University of Strathclyde: Centre for Academic Practice, 1998)

ACKNOWLEDGEMENTS
This section has been authored by Dr S Taylor of the Quality and Standards Unit on behalf of Graduate Council. The author would particularly like to acknowledge the contributions of Dr M Atkins, Mrs K Hind, Professor B Hirst, Professor A O'Donnell, Professor C Perriam, Dr E Ritchie and Professor P Taylor.

Guidelines on External Funding – RIS Contributions
Research and Innovation Services (RIS) can assist research supervisors in the following areas:

• Negotiation of research studentship funded projects with external organizations
• Advice on student intellectual property issues including assignment of Intellectual Property to the University
• Advice on other contractual obligations relating to confidentiality, publication, reporting

Full information on these and other information relating to studentships can be found on the Research and Innovation Services website at http://www.ncl.ac.uk/isis/central/pages/resources/wallen/research_studentships.htm

The RIS website also has details of who to contact in Research and Innovation Services.

Standards of Academic Conduct
The University requires all students to maintain high standards of academic conduct and, in particular, to avoid conduct amounting to cheating in examinations, the fabrication of research results or plagiarism.
Cheating in examinations includes: copying from or conferring with other candidates; the possession or use of unauthorized material or equipment; and the impersonation of an examination candidate. Candidates who knowingly permit themselves to be impersonated, or their work to be copied, will be regarded as cheating. Any student suspected of having cheated in examinations will be dealt with under the University's Assessment Irregularities Procedure and may also be subject to disciplinary action as determined by the Registrar in accordance with the University's Disciplinary Procedures approved by Council.

The fabrication of research results includes: claims which cannot reasonably be justified to have obtained specific or general results; false claims in relation to experiments, interviews, procedures or any other research activity; and the omission of statements in relation to data, results, experiments, interviews or procedures, where such omission cannot reasonably be justified. Any student who is suspected of having fabricated research results in relation to submitted and assessed work which contributes to an examination or degree result, will be dealt with under the University's Assessment Irregularities Procedure and may also be subject to disciplinary action as determined by the Registrar in accordance with the University's Disciplinary Procedures.

Plagiarism is the unacknowledged use of another person's ideas, words or work. At one extreme, plagiarism is simply a form of cheating, such as where the whole or a significant part of work submitted towards an examination or degree is the unacknowledged work of another, copied slavishly from a book or research paper. At the other extreme, plagiarism may occur accidentally, through poor standards of scholarship, or may concern insignificant parts of submitted work. Plagiarism may involve the use of material downloaded from electronic sources such as the Internet.

Students are sometimes unclear as to what use may be made of the work of others in the field without raising concerns about plagiarism. Any student who is in doubt on this matter should consult his or her tutor or supervisor. In most cases, the adoption of appropriate standards of scholarship will avoid any such concerns. The following general guidelines may assist:

1. Passages copied verbatim from the work of another must be enclosed in quotation marks. A full reference to the original source must be provided. The substitution of a few words in an otherwise verbatim passage will not obviate the need to use quotation marks and to provide a full reference.

2. Students must always give due acknowledgement to the sources of ideas or data which are not their own and are not truly in the public domain (for example, because they are novel or controversial) or are not widely held or widely recognized.

3. Ideas and data which are the student's own or are truly in the public domain may be included without attribution, but should be expressed in the student's own words.

4. Students must take care to distinguish between their own ideas or work and those of others. Any ambiguity in such a distinction could give rise to a suspicion of plagiarism.

5. Where the student's work is the result of collaborative research, the student must take care to acknowledge the source of data, analysis or procedures which are not their own.

Students who are suspected of having made the unacknowledged use of another person's ideas, words or work in submitted and assessed work which contributes to an examination or degree result, will be dealt with under the University's Assessment Irregularities Procedure and may also be subject to disciplinary action as determined by the Registrar in accordance with the University's Disciplinary Procedures.

Advice for Collaborative Studentships

ESRC document 'On the Case' (E Bell and C Read, 1988)

The full, very comprehensive document is available from the Student Progress Office. The contents of the full document are listed below:

SECTION 1
Introduction: Where it all started
The growth of collaborative research
The ESRC perspective

SECTION 2
The beginning: Principal issues in setting up a collaborative studentship
Understanding non-academic organization perspectives
Developing and setting the standards of the Research Project
Intellectual property Rights arising from the research
Public dissemination of research results/confidentiality issues
Recruiting the student

SECTION 3
Up and Running: Managing and monitoring a collaborative studentship
Research and other training needs and issues
Student supervision, management structure and progress reporting
Maintaining progress and relationships – some common pitfalls
Networking
PART SIX
Policies and Procedures

The University has a range of policies and procedures which exist for the purpose of protecting and supporting the highest standards within the University.

Readers are encouraged to be familiar with their existence and the access to full details published here, should any of them be required.

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| Appeals Procedure | 126 |
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| Student Policy on Sexual and Racial Harassment | 126 |
| Policy and Procedure on Public Interest Disclosure – ‘Whistleblowing’ | 129 |
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| Policy for Intellectual Property and Research Studentships | 141 |
Procedure for Assessment Irregularities
Full details of the procedure for assessment irregularities can be found in Part Four.

Appeals Procedure
Full details of the procedure for academic appeals can be found in Part Four.

Equal Opportunities Policy
Policy Statement
The University of Newcastle upon Tyne is committed to securing equality of opportunity in employment and to the creation of an environment in which individuals are selected, trained, promoted, appraised and otherwise treated on the sole basis of their relevant merits and abilities. The University opposes all forms of unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, sex, marital status, sexual orientation, trade union membership, disability, political views and religious beliefs. This policy is designed to ensure that all present and prospective employees receive equal treatment and are not disadvantaged by conditions or requirements which cannot be properly justified. The University recognizes that the effective operation of this policy requires the support of all staff and is committed to a programme of action to ensure that this policy is implemented.

Responsibility for the Policy
The University recognizes that it is essential that its commitment to Equal Opportunities is perceived by all employees and prospective employees to be genuine and accordingly the Vice-Chancellor will oversee the effective operation of the Policy. The responsibility for the implementation and monitoring of the Policy will rest with the Director of Human Resources; however, all Managers and Heads of Departments/Sections will be responsible for ensuring that this Policy is implemented and maintained within their own Departments/Sections.

Action Plan for Implementation
In order to implement the above policy the University will carry out the following action plan:
- Regularly examine and review existing procedures for recruitment, selection, promotion, appraisal and training.
- Develop mechanisms for resolving grievances and unfair discrimination, harassment and victimization.
- Review existing employment policies and working arrangements in order to reduce unnecessary restrictions to the employment and retention of minority groups.
- Make an annual report to Council on the implementation of the Equal Opportunities Policy.
- Carry out a regular review of the policy and action plan.

Complaints Procedure
Any member of staff who believes that the University or one of its employees has discriminated against him or her should raise the matter using the appropriate grievance procedure. In the case of prospective employees, a complaint should be made to the Director of Human Resources who will investigate the matter and take any appropriate action. Acts of unlawful discrimination and victimization by individual employees will, if appropriate, be dealt with under the relevant disciplinary procedures.

Victimization
Allegations of victimization will be taken very seriously and any individuals who feel they are being victimized as a result of bringing a complaint of discrimination or in providing information under the University's Equal Opportunities Policy can make a complaint under the complaints procedure outlined above.

Sexual and Racial Harassment
The University recognizes that sexual and racial harassment can be a particularly unpleasant form of discrimination and has produced a separate policy and procedure document dealing with this area. This document is available from the Human Resources Section.

Student Policy on Sexual and Racial Harassment
Policy Statement
The University's policy on sexual and racial harassment is detailed below:

The University of Newcastle upon Tyne is committed to a working and learning environment that is free of unlawful discrimination. Sexual and racial harassment can undermine the dignity of staff and students and have an adverse effect on their working and social conditions. Accordingly, any incidents of such harassment will be treated extremely seriously and can be grounds for disciplinary action which may include dismissal or expulsion. Victimization or harassment of a complainant, or of anyone providing information in relation to an...
allegation of harassment, will equally be regarded as a disciplinary matter. The effective operation of this policy will be overseen by the Pro-Vice-Chancellor who is Chairman of Staff Committee but the responsibility for its implementation rests with all Heads of Departments, Managers and Supervisors. The University expects all staff and students to comply with this policy.

Any difficulty in defining what constitutes sexual or racial harassment should not deter staff or students from complaining of behaviour which causes them distress, nor should anyone be deterred from making a complaint for fear of intimidation. Differences of attitude or culture and the misinterpretation of social signs can mean that what is perceived as sexual or racial harassment by one person may not seem so to another. The defining feature of harassment is that the behaviour is unwanted by and is offensive or intimidating to the recipient. The University recognizes the sensitivity of such complaints and the importance of confidentiality and prompt action.

Definition
The University has defined sexual and racial harassment as outlined below:

**SEXUAL HARASSMENT**
Sexual harassment means unwanted conduct of a sexual nature or other conduct relating to sex and/or sexuality affecting the dignity of women and men at work. It can include:

- unwanted physical conduct of a sexual nature;
- verbal conduct of a sexual nature, ranging from belittling or suggestive remarks and compromising invitations, to aggressively foul language or unwanted demands for sex;
- suggestions that sexual favours may further the prospects of a member of staff or student (or that conversely that refusal may damage or prejudice these prospects);
- displays of sexually suggestive or degrading material in the work place;
- non-verbal conduct of an intimidating nature such as staring and leering.

The list of examples given above is not exhaustive.

**RACIAL HARASSMENT**
Racial harassment means unwanted conduct of a racial nature, or other conduct based on race affecting the dignity of staff or students at work. It can include:

- physical attack;
- derogatory name calling, insults, racist jokes, verbal abuse, threats or ridicule of an individual for cultural differences;
- racist graffiti and display of racist material.

The list of examples given above is not exhaustive.

Procedure(s) for Dealing with Harassment
If you feel that you are being subjected to sexual or racial harassment in any form, do not feel that it is your fault or that you have to tolerate it; you can seek advice and help in several ways.

(a) You can talk over the problem with a friend or friends, your personal tutor or supervisor, another member of University staff, a member of the Student Progress Office in the Registrar’s Office, the Union Society (Welfare) or Women’s Officers, a member of the University Counselling Service, a member of the Student Advice Centre or a University Chaplain. All these people will be willing to discuss incidents or problems which affect you and to offer you advice. They may be able to suggest a solution which you yourself have not thought of. Do not hesitate to consult someone even if an incident occurs only once. If you are concerned about it, raise it. Any discussions with any of the people mentioned above will be in strict confidence and further action involving you will not be taken without your express permission. If you do not want the matter raised informally with the person concerned, this decision does not constitute consent to the harassment, nor will it prejudice any complaint you may bring later, but you have to recognize that until the matter can be broached with the person concerned, it may be difficult for other advisors to help you with the problem.

(b) You, or a friend on your behalf, can ask or write to the individual(s) causing you anxiety, to explain the problem and ask him/her/them to stop acting in a way which distresses or offends you.

(c) If your concern continues, or if the harassment is of a more serious nature, you can seek a confidential meeting with your tutor, your supervisor or another member of staff, a Student Progress Office Administrator or someone cited in the Sources of Possible Help overleaf. You may wish to be accompanied at such a meeting by a friend or advisor and this wish will be respected. The purpose of the meeting will be to discuss the nature of the problem and to try to reach a solution. If possible, the member(s) of staff whom you have approached will try to find a way to ensure the person who is the subject of the complaint ceases any behaviour which has caused you concern or distress.

(d) If the problem is very serious, or it cannot be resolved by the above means, you (or someone acting on your behalf) may make a formal complaint in writing to the Pro-Vice-Chancellor who is Chairman of Staff Committee, the Registrar or a member of the Student Progress Office. The Pro-Vice-Chancellor or other senior officer will arrange for the complaint to be investigated fully, and appropriate action will be taken in the light of the outcome of the investigation. This action may include the initiation of formal disciplinary action against the member of staff or individual who has been complained against. If you address the problem via this route, it will be helpful if you can
provide a written note of dates and details of any incidents which have distressed you, and of the ways in which the incidents have caused you to change the pattern of your study or social life.

(c) In the event of an investigation, you will be advised in writing by the officer dealing with the complaint, as soon as possible and in any event normally within one month of making a formal complaint, whether or not a prima facie case has been established. Where there is a prima facie case that harassment has taken place it will be treated as a potential disciplinary offence and will be dealt with under the disciplinary procedures for staff or students as appropriate.

VICTIMIZATION
Under no circumstances will the University condone any incident where it can be established that victimization has taken place. If you feel you are being victimized as a result of bringing a complaint of a sexual or racial harassment, or as a result of providing information in relation to an allegation of harassment, do not feel that you have to tolerate it.

Dealing with Cases of Physical and Sexual Assault
If you have been attacked, seek help immediately. In particular, you may wish to report the attack to the police. Any one of the contacts suggested above or someone cited in the Sources of Possible Help below will do all they can to support and help you to decide what to do. You will be advised on possible action, but it will be your decision as to whether you follow the advice or not. You are asked to remember that for your own protection and for the protection of others it is important that the offender is caught.

Sources of Possible Help and Advice to Students

UNIVERSITY STAFF
Head of Department

Postgraduate Sub-Deans

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Postgraduate Sub-Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Biological Sciences</td>
<td>Dr N Polunin (Department of Marine Sciences and Coastal Management)</td>
</tr>
<tr>
<td>Arts</td>
<td>Professor C Perrin (School of Modern Languages)</td>
</tr>
<tr>
<td>Education</td>
<td>Dr F Hardman (Department of Education)</td>
</tr>
<tr>
<td>Engineering</td>
<td>Professor P Taylor (Department of Mechanical, Materials and Manufacturing Engineering)</td>
</tr>
<tr>
<td>Law, Environment, &amp; Social Sciences</td>
<td>Dr E Ritchie (Department of Politics)</td>
</tr>
</tbody>
</table>

Medical Science
Professor A Pearson
(Department of Child Health)

Science
Dr P Christensen
(Department of Chemistry)

Warden of Hall of Residence,
University Flats etc

Head of the Student Progress
Office, The Student Progress
Office, Registrar's Office
6 Kensington Terrace
0191 222 6587

Secretary and Head of Administration
The Medical School
Framlington Place
0191 222 7004

Student Counselling Service
Barnstall Buildings, Eldon Place
0191 222 6000 ext 7699

Welfare Officer of the Union
Society, Women's Officer
Students' Advice Centre
0191 239 3917

Victim Support
379 Westgate Road
Newcastle upon Tyne
0191 274 4274

EXTERNAL ORGANIZATIONS
Racial Equality Council
4th Floor, Mea House
Lillian Place
Newcastle upon Tyne
0191 232 7639

Hours: Mon-Thur
9.00am-5.00pm
Fri 9.00am-4.00pm

Nightline
University of Newcastle
upon Tyne
0191 261 2085

Hours: 8.00pm-8.00am
(Term time only)

The Tyneside Rape Crisis Centre
34 Grainger Street
Newcastle upon Tyne
0191 232 9858

Hours: Mon-Fri
9.00am-5.00pm

Victim Support
379 Westgate Road
Newcastle upon Tyne
0191 274 4274

Hours: Mon- Fri
9.00am-4.30pm
Policy and Procedure on Public Interest Disclosure

1 Introduction
1.1 The University is committed to the highest standards of openness, probity and accountability. It seeks to conduct its affairs in a responsible manner taking into account the requirements of the funding bodies, the standards in public life set out in the reports of the Nolan Committee, and the principles of academic freedom embodied in its Statutes and enshrined in the Education Reform Act 1988.

1.2 The Public Interest Disclosure Act, which came into effect on 1 January 1999, gives legal protection to employees against being dismissed or penalized by their employers as a result of disclosing in the public interest certain serious concerns. It is a fundamental term of every contract of employment that an employee will faithfully serve his or her employer and not disclose confidential information about the employer’s affairs. However, an individual within the organization should have the right to disclose certain matters of public interest without fear of reprisal.

1.3 This policy and procedure is intended to guide and assist members of the University who believe they have discovered malpractice or impropriety and to assist the University in the maintenance of appropriate standards of propriety and good practice. Members of the University are expected to use this policy and procedure in the first instance rather than report their concerns to a third party outside the Institution. There is, however, no intention to interfere with individuals’ civil duties and rights and to prevent them, for example, from reporting criminal activity to the police.

2 Scope of Policy
2.1 This policy and procedure provides for employees and students who believe that they have evidence of malpractice or impropriety which it would be in the public interest to disclose to bring their concerns to the attention of the appropriate University officer.

2.2 Instances of malpractice or impropriety might include:
- financial malpractice or impropriety or fraud
- failure to comply with a legal obligation or with the Statutes and Regulations of the University
- dangers to health and safety or the environment
- academic or professional malpractice
- miscarriage of justice
- improper conduct or unethical behaviour
- criminal activity (not covered by the above)
- attempts to conceal any of the above.

2.3 The University already has in place a number of policies and procedures for such matters as grievance, complaints, discipline and harassment. This policy and procedure should not be used where a matter of concern should more appropriately be addressed through other approved University procedures. However, investigation of matters raised under this policy and procedure may subsequently lead to the invocation of other University procedures (see sections 4 and 6 below).

3 Safeguards
3.1 Protection
This policy is designed to offer protection to those employees or students who make a disclosure of the kind described in 2.1 above provided that the disclosure is made:
- in good faith
- in the reasonable belief that the disclosure is substantially true
- without a view to personal gain
- to an appropriate person/body (see section 4 below)

3.2 Confidentiality
All disclosures made in accordance with this policy and procedure will be treated in a confidential and sensitive manner. The identity of the individual making the disclosure will be kept confidential to the extent that the maintenance of such confidentiality does not hinder or frustrate any related investigation. However, the individual making the disclosure may need to provide a statement as part of the evidence required and the investigation process may lead to the identity of the individual being revealed.

3.3 Anonymous Allegations
This policy encourages individuals to put their name to any disclosures they make. Concerns expressed anonymously will be considered only at the discretion of the University. In the exercise of this discretion, the factors to be taken into account will include:
- the seriousness of the issues raised
- the credibility of the concern
- the likelihood of confirming the allegation from attributable sources

3.4 Untrue Allegations
Where investigation reveals that the allegation had no substance, no action will be taken against the individual who made the allegation provided that the allegation had been made in good faith and in the reasonable belief that it was substantially true. However, disciplinary action may be taken where clear evidence of malice has been established or where an individual persists in a vexatious or otherwise unreasonable use of this policy and procedure.
4 Procedures for Making a Disclosure

Initial Step
4.1 The individual should make the disclosure to the Registrar, as Secretary to Council, who will inform the Vice-Chancellor and the Chairman of Council unless:

(i) requested not to do so by the discloser, or
(ii) if the Chairman of Council is likely to be involved in any subsequent appeal.

In cases involving financial malpractice or impropriety, the Registrar will act in close consultation with the Vice-Chancellor, as the Accounting Officer for the University’s public funding. If the disclosure is about the Registrar then the disclosure should be made to the Vice-Chancellor.

If the individual does not wish to raise the matter with either the Registrar or the Vice-Chancellor, then he or she may raise it with the Chairman of the Audit Committee. If the issue falls within the purview of that Committee, or with the Chairman of Council.

Process
4.2 The Registrar will acknowledge receipt of the disclosure and will consider the information contained within the disclosure. He will determine whether prima facie the disclosure properly falls for consideration within the terms of this policy and procedure or whether the matter should more appropriately be considered through other approved procedures. If the Registrar determines that the disclosure is a matter for consideration within this policy and procedure, he will decide on the form of investigation to be undertaken. This may be:
• to investigate the matter internally
• to refer the matter to the police
• to call for an independent inquiry

In some cases, a matter disclosed might be dealt with by agreed action without the need for further investigation.

In determining the above the Registrar shall take such advice or undertake such consultation as may be necessary.

4.3 The Registrar will, as soon as is reasonably practicable, inform the person making the disclosure what action, if any, is to be taken and the envisaged timescale for consideration of the case. The procedure will be implemented as expeditiously as is reasonably practicable.

4.4 Where the matter is to be the subject of an internal inquiry, the Registrar will consider who should undertake the investigation and its terms of reference. Internal audit will normally be instructed to investigate disclosures relating to financial malpractice or impropriety. In other cases, the investigation will be carried out by a senior member of staff independent of the area in which malpractice or impropriety is alleged to have occurred. In all cases no one having any part to play in reaching a decision on any matter raised through disclosure will take any part in investigating matters contained in the disclosure. Investigations will be conducted as sensitively and speedily as possible.

4.5 If a disclosure is to be referred to the police, the University will co-operate fully with the police in the course of police enquiries, but will take no action itself pending completion of police enquiries and possible action.

4.6 If a disclosure is to be referred for independent enquiry, internal investigation, other than that undertaken as part of such enquiry, will normally be suspended, pending completion of such independent enquiry.

5 Feedback
5.1 If no action is to be taken, the Registrar will inform the person making the disclosure of the reason in writing. In such event, the person will have the opportunity to request the Chairman of Council (or the Chairman of the Audit Committee if the subject of the disclosure is financial malpractice or impropriety) to review the disclosure and the reasons given for not taking further action. The Chairman of Council (or of Audit Committee, as the case may be) will consider the matter and will either confirm the decision that no further action be taken, or determine what further action is to be taken and through what process.

5.2 Where a decision is made to conduct an internal investigation into a disclosure, the person against whom the disclosure is made shall be provided with a copy of the disclosure and any evidence supporting it, and shall have the opportunity to make a full response to the disclosure during the course of the investigation. No investigation shall be concluded or action taken without the person against whom the disclosure is made having had a copy of the disclosure and any evidence supporting it, and an opportunity to make a full response to the disclosure. In making such a response, a person against whom an allegation is made has the right to be accompanied by a trade union representative, or a Union Society Officer in the case of a student, or another member of the University not involved in the area of University activity to which the allegation relates.

5.3 In the event of a decision to call for an independent enquiry, the person against whom the allegation is made will be provided with a copy of the disclosure and any evidence supporting it.

5.4 In the event of a decision to refer the matter to the police, the provision of a copy of the disclosure and any evidence in support of it to the person against whom the allegation is made will be at the absolute discretion of the police.

6 Subsequent Action
6.1 Upon completion of an internal investigation, a written report will be made to the Registrar. The outcome of an internal investigation or an independent enquiry or referral to the police will determine whether further action should
be taken and, if so, the nature of the action, which might include the invoking of other approved University procedures such as disciplinary, grievance or complaint and harassment procedures, or reference to an appropriate external authority.

7 Reporting of Outcomes
7.1 A report of all disclosures and any subsequent action will be made by the Registrar to the Chairman of Council and the Audit Committee. The Chairman of Council, the Chairman of Audit Committee, and the Registrar will have joint responsibility for maintaining and overseeing this policy and procedure and for making appropriate reports to Council.

This policy and procedure will be the subject of periodic review and, if necessary, revision in light of experience and in consequence of any further advice which may be issued in the higher education sector.

Student Disciplinary Procedure

1 Introduction
These procedures seek to ensure that student disciplinary matters are dealt with fairly and promptly at the appropriate level by those with clear authority from the University. The procedures apply to persons who are subject to the discipline of the University as prescribed in the General Regulations.

The purpose of the procedures is to regulate student behaviour in order to secure the proper working of the University in the broadest sense. As serious consequences may follow a finding of misconduct, it is necessary in every case for it to be shown that the conduct in question falls within the general definition before it may be characterized as misconduct.

(b) Definition of Misconduct
A breach of discipline is, for the purpose of these procedures, called an "act of misconduct", and this will include, but not be limited to, failure to observe all University rules and regulations including local regulations for the governance of Academic Departments, Academic Service Departments and University Residences. The essence of misconduct under this code is improper interference, in the broadest sense, with the proper functioning or activities of the University, or those who work or study in the University. It also includes conduct which otherwise damages the University.

(c) Scope
These procedures apply to student behaviour in the University, and this extends to all buildings and grounds belonging to the University, including University Residences and Sports Grounds. The procedures shall also apply to acts of misconduct committed outside the University when a student is away in a University context, or when it is found that there is some link to the University or its reputation. Discipline of students within the Union Society shall be the responsibility of officials of the Union Society nominated by the Society. The University has an agreement with the Union Society that appropriate matters shall be reported to the Police, and that the University shall be informed of such cases. Examination and other assessment irregularities are dealt with in accordance with the University's Procedure for Assessment Irregularities.

(d) Fitness for Professional Practice
As part of the function of the University, graduation from certain courses entitles a graduate to practise in a profession or to obtain professional status. In the case of students of Medicine and Dentistry, special procedures exist for the certification of fitness to practise, and students found to have committed a disciplinary offence put their future career at risk. The Registrar or his nominee shall, in addition to applying the standard procedures, be entitled to refer disciplinary cases involving such students to the Faculty of Medicine Student Health and Conduct Committee. In all other cases, the Registrar or his nominee shall, in addition to applying the standard procedures, be entitled to refer a disciplinary case to the relevant Head of Department, to consider whether a student's future professional position has been compromised and, if so, what action if any should be taken to inform the professional body.

(e) Examples of Misconduct
The following paragraphs elaborate upon, but do not limit the breadth of, the general definition of misconduct in Paragraph 1(b). The following shall, subject to the above, constitute misconduct:

(i) disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the University, including offensive behaviour, whether on University premises or elsewhere, (University Council has previously approved a policy for the immediate management of disruptive behaviour on University premises.)

(ii) acts involving damage to or discharge without just cause of, or other misuse of or interference with, a Fire Extinguisher or other Fire Safety Equipment.

(iii) obstruction of, or improper interference with, the functions, duties or activities of any student, member of staff or other employee of the University or any authorized visitor to the University:

(iv) behaviour which brings the University into disrepute:

(v) intentional or reckless damage to, or defacement of, University property or the property of members of the University community:

(vi) misuse or unauthorized use of University premises or items of property:

(vii) failure to disclose name and other relevant details to an officer or employee of the University in circumstances when it is reasonable to require that such information be given.

(viii) failure to comply with a previously-imposed penalty under these procedures.
should be raken to include anyone nominated by student discipline:

(a) The University shall have the right to investigate any allegation of misconduct against a student, and may take committed. An alleged act of misconduct shall be deemed to be the authorized person for dealing with disciplinary action where it decides. on the balance of probabilities, that an act of misconduct has been

(b) Definition of Authorized Person
Under the Local Procedure, the following persons shall be deemed to be the authorized person for dealing with student discipline:

In Academic Departments: The Head of the Department in which the misconduct occurs, or a nominated deputy
In Academic Service Departments: The Head of the relevant Academic Service Department, or a nominated deputy
In University Residences: The relevant Warden or Housing Manager, or a nominated deputy

Under the Central Procedure, all references to the Registrar should be taken to include anyone nominated by the Registrar to act on his behalf.

(c) Allegations of misconduct which fall into categories (i) – (vii) in paragraph 1 (e) may, in accordance with paragraph 3 (a), be dealt with by the Registrar or an other authorized person. Offences in categories (viii) – (xvi) in paragraph 1 (e) may only be dealt with by the Registrar unless committed in a University residence, in which case the matter may be dealt with by an authorized person under the Disciplinary Procedures for University Residences (Appendix III), provided that the matter does not constitute a serious criminal offence. Notwithstanding the foregoing provisions of this paragraph, the Registrar may, in any particular case of alleged misconduct, determine that an authorized person shall have jurisdiction over a matter otherwise falling to be determined under the Central Procedure.

3 Local Procedure
(a) Where an allegation of misconduct is made known to an authorized person, the matter shall be dealt with either under the Local Procedure, in which case the authorized person may consult with the Registrar at any stage in the enquiry. If the decision is made to deal with the matter under the Local Procedure, the authorized person shall determine the matter using the appropriate Local Procedure as set out in:

Appendix I - Disciplinary Procedures for Academic Departments;
Appendix II - Disciplinary Procedures for Academic Service Departments;
Appendix III - Disciplinary Procedures for University Residences.

(b) Alternatively, the matter may be referred by the authorized person to the Registrar for determination under the Central Procedure. Such referral shall be made when the authorized person is of the opinion that the available sanctions are an inappropriate response, given the nature and severity of the offence.

(c) Where an authorized person is satisfied that a student has committed an act of misconduct, one or more of the following sanctions may be imposed.

(i) A warning, orally and in writing, advising the student about their future conduct.

(ii) Where a student has previously received a warning, or where the authorized person deems fit, a final warning.

(iii) A compensation payment for the direct cost of reparations to property.

(iv) Confiscation without compensation of items prohibited by rules and regulations relating to Academic Departments and Academic Service Departments.

(v) In the case of Academic Service Departments and University Residences, a fine, up to a limit from time to time agreed with the Registrar.
(vi) In the case of Academic Service Departments, an authorized person shall have the power to suspend students from use of that Academic Service. Where such power is exercised the Registrar shall be informed as soon as is reasonably practicable. The decision shall be subject to written confirmation by the Registrar where the period of suspension is in excess of one month, or two weeks in the case of the Computing Service.

(vii) In the case of Halls of Residence or other University accommodation, an authorized person shall have the right to impose such further sanctions as are, from time to time, approved by Council. For the avoidance of doubt, discipline in all University accommodation shall, in the first instance, be considered under the University’s Student Disciplinary Procedures for University Residences.

4 Central Procedure
Acts of misconduct which fall to be considered by the Registrar under paragraph 2 (c) of these procedures, and acts in relation to which a case is referred from an authorized person under paragraph 3(b) of the Local Procedure, shall be dealt with under the Central Procedure.

(a) Procedure A
Where the Registrar so decides, he shall have the right to deal with an allegation of misconduct. Where the Registrar is satisfied that a student has committed an act of misconduct, one or more of the following sanctions may be imposed.

(i) A warning, orally and in writing, advising the student about future conduct. Where a student has previously received a warning, or where the Registrar deems fit, the student may receive a final warning.

(ii) A compensation payment for the direct cost of reparations to property.

(iii) A fine.

(b) Procedure B
Where the Registrar decides that a case is sufficiently serious, a Disciplinary Committee shall consider the case. Pending the hearing of an allegation of misconduct by a Disciplinary Committee the Registrar may temporarily suspend a student from the University or from such facilities as the Registrar shall determine. In such a case, the decision to suspend a student shall be reviewed by the Registrar after every two-week interval, and the Committee will hear the case, where reasonably practicable, within four weeks.

(c) A Disciplinary Committee shall comprise three members drawn from a panel of six persons from time to time appointed by Senate. One member of this panel shall be described as Convenor, and that person shall be responsible for appointing a Disciplinary Committee for each case. The Registrar shall provide such secretarial and administrative support as is reasonably necessary.

(d) The Registrar shall not be a member of any Disciplinary Committee, but shall be responsible for the preparation and presentation of the charge or charges before the Committee. In so doing, the Registrar shall inform the student(s) concerned in writing of the allegations and shall send to such students any relevant documents. In addition, the Registrar shall make any necessary administrative arrangements for the Summoning of witnesses, the production of documents and generally for the proper presentation of the case before the Committee.

(e) If the Committee is satisfied that the offence is not proven, they shall take no further action against the student. If the Committee is satisfied that the student committed the act of misconduct, one or more of the following sanctions may be imposed.

(i) A warning, orally and in writing, advising the student about their future conduct. Where a student has previously received a warning, or where the Committee deems fit, the student may receive a final warning.

(ii) A compensation payment for the direct cost of reparations to property.

(iii) A fine.

(iv) Suspension from the University.

(v) Expulsion from the University.

(f) A student expelled or suspended as a result of disciplinary proceedings shall have no right to a refund of fees.

5 Supplementary Provisions
(a) The money raised from all fines shall be credited to the Vice-Chancellor’s Hardship Fund.

(b) Non-payment of compensation or fines levied under these procedures shall, for the purpose of General Regulation II 5, constitute a failure to fulfill a financial obligation to the University.

6 Appeals
(a) A student wishing to appeal against a decision under the Local Procedure shall follow the procedure as shown in the appropriate Local Procedure attached as Appendices I, II and III to this document.

(b) A student wishing to appeal against a decision under the Central Procedure shall follow the appropriate procedure as shown in the following paragraphs.

(c) Where the decision against which a student is appealing involves partial or full suspension or expulsion, the student will not, except for the purpose of attending the appeal, be permitted to attend that part or all of the University, as appropriate, while the appeal is being determined.
(d) Notice of intention to appeal should be addressed within seven working days to the Head of the Student Progress Office. The Notice of Appeal shall specify the grounds of appeal which may only be one or more of the following:

(i) that fresh material evidence is available, which was not available on reasonable enquiry or application at the time of the original hearing;

(ii) procedural irregularity;

(iii) bias or prejudice;

(iv) excessive or inappropriate punishment;

(v) that the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

(e) Under these procedures, the appeal shall be to the following person:

(i) in a case determined by the Registrar, the appeal shall be to a Pro-Vice-Chancellor nominated by the Vice-Chancellor;

(ii) in a case determined by a Disciplinary Committee, the appeal shall be considered by a Disciplinary Appeals Committee. Initially, it shall be presented to a Pro-Vice-Chancellor nominated by the Vice-Chancellor, who may dismiss an appeal which does not provide a prima facie case under the specified grounds. If an appeal is so dismissed, there is no further appeal within the University;

(iii) if the Pro-Vice-Chancellor decides that a Disciplinary Appeals Committee should be called, such a Committee shall consist of the following persons:

(a) the Vice-Chancellor, or a Pro-Vice-Chancellor nominated by the Vice-Chancellor to act on his behalf, who shall be Chairman of the Committee;

(b) three members drawn from a panel of six persons from time to time appointed by Senate;

(c) a student member selected by the Chairman from a panel of three students appointed by Senate on the nomination of the Union Society.

The person or Committee considering the appeal may confirm or vary or quash the original decision. If a student is reinstated to the University on an appeal against suspension or expulsion, he or she shall not suffer any loss of time counted towards residence qualifications for a particular course. The student, nevertheless, shall be required to pay appropriate fees, notwithstanding temporary loss of tuition and other facilities in the University.

7 General Provisions for the Conduct of Hearings

In all proceedings before an authorized person or Disciplinary Committee or Disciplinary Appeals Committee, such a person or Committee shall take evidence and receive submissions, either in writing or in person, and consider the allegation and all other circumstances which appear to them to be relevant. The person or Committee may take evidence from such other persons as they think fit in order to reach a decision. In cases in which a student is appealing against the decision of a Disciplinary Committee, the Registrar, or his nominee responsible for the presentation of the original case shall attend to outline the case. The student shall, in all cases, have the right to attend and present their case, and to be present and be heard during the hearing. The student may be accompanied by a friend or representative and shall have the right to be informed of all of the evidence. In all other respects, the conduct of the hearing shall be a matter for the authorized person or the Chairman to determine. The student and any other persons present, except, where appropriate, the Secretary to the Committee, shall withdraw whilst the decision is reached.

Appendix I: Disciplinary Procedures for Academic Departments

1 (a) Introduction

These procedures provide a framework for maintaining good order in all Academic Departments of the University. The procedure shall apply to all students who are subject to University discipline, and this document is to be read in conjunction with the University's Student Disciplinary Procedures.

(b) Definition of Misconduct

A breach of discipline is, as defined in paragraph 1(b) of the University's Student Disciplinary Procedures, for the purpose of these procedures, called an 'act of misconduct', and this will include, but not be limited to, failure to observe all University rules and regulations including local regulations for the governance of Academic Departments. The essence of misconduct under this code is improper functioning or activities of the University, or those who work or study in the University. It also includes conduct which otherwise damages the University.

(c) Definition of Authorized Person

The Head of the Department in which the misconduct occurs, or a nominated deputy, shall be deemed to be the authorized person for dealing with student discipline in an Academic Department.

2 Procedures

(a) The authorized person shall have the right to investigate any allegation of misconduct against a student, and may take disciplinary action where, on the balance of probabilities, an act of misconduct has been committed.

(b) Where an authorized person is satisfied that a student has committed an act of misconduct, one or more of the following sanctions may be imposed:

(i) A warning, orally and in writing, advising the student about their future conduct.
(ii) A compensation payment for the direct cost of reparations to property.

(iii) Confiscation without compensation of items prohibited by rules and regulations relating to Academic Departments and Academic Service Departments.

c) Where an allegation of misconduct fails to be considered under this procedure, the authorized person shall also be entitled to consult with the Registrar at any stage in their enquiry. Where a case is subsequently referred to the Registrar, he shall have the right to decide whether, under the Central Procedure of the main University's Student Disciplinary Procedures, to proceed under Procedure A or B.

(d) Explanatory Notes on Sanctions

(i) Non-payment of compensation levied under these procedures shall, for the purpose of General Regulation B 5, constitute a failure to fulfill a financial obligation to the University.

3 Appeals

(a) A student wishing to appeal against a disciplinary finding by an authorized person in an Academic Department should address the appeal to the Head of the Student Progress Office. The appeal shall be considered by the Registrar.

(b) Notice of intention to appeal should be given within seven working days. The Notice of Appeal shall specify the grounds of appeal, which may only be one or more of the following:

(i) that fresh material evidence is available, which was not available on reasonable enquiry or application at the time of the original hearing;

(ii) procedural irregularity;

(iii) bias or prejudice;

(iv) excessive or inappropriate punishment;

(v) that the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

(c) The Registrar considering an appeal shall be entitled to confirm, vary or quash the original finding.

4 General Provisions for the Conduct of Hearings

Paragraph 7 of the University's Student Disciplinary Procedures shall apply to the conduct of all hearings.

Appendix II: Disciplinary Procedures for Academic Service Departments

1 (a) Introduction

These procedures provide a framework for maintaining good order in all Academic Service Departments of the University. For the avoidance of doubt, the phrase Academic Service Department shall hereafter be taken to mean the Computing Service, the Library, the Language Centre and the Centre for Physical Recreation and Sport. The procedure shall apply to all students who are subject to University discipline, and this document is to be read in conjunction with the main University's Student Disciplinary Procedures.

(b) Definition of Misconduct

A breach of discipline, as defined in paragraph 1(b) of the University's Student Disciplinary Procedures, for the purpose of these procedures, called an 'act of misconduct', and this will include, but not be limited to, failure to observe all University rules and regulations including local regulations for the governance of Academic Service Departments. The essence of misconduct under this code is improper interference, in the broadest sense, with the proper functioning or activities of the University, or those who work or study in the University. It also includes conduct which otherwise damages the University.

(c) Definition of Authorized Person

The Head of the relevant Academic Service Department or a nominated deputy shall be deemed to be the authorized person for dealing with student discipline in an Academic Service Department.

2 Procedures

(a) The authorized person shall have the right to investigate any allegation of misconduct against a student, and may take disciplinary action where it decides, on the balance of probabilities, that an act of misconduct has been committed. Where, in an Academic Service Department, an authorized person decides that a case is sufficiently serious, the authorized person may temporarily suspend a student from that service pending further investigation into the alleged misconduct. Where such power is exercised the Registrar shall be informed as soon as is reasonably practicable. The decision shall be subject to written confirmation by the Registrar where the period of suspension is in excess of one month, or two weeks in the case of the Computing Service.

(b) Where an authorized person is satisfied that a student has committed an act of misconduct, one or more of the following sanctions may be imposed:

(i) A warning, orally and in writing, advising the student about their future conduct.

(ii) A compensation payment for the direct cost of reparations to property.

(iii) Confiscation without compensation of items prohibited by rules and regulations relating to Academic Departments and Academic Service Departments.
Chairman of the relevant Policy Committee. The Chairman of an appeal against suspension from an Academic Service shall be entitled to confirm, vary or quash the original decision.

If the Secretary decides that a student has access to the service reinstated on an appeal against suspension from an Academic Service Department, the student shall still be required to pay appropriate fees, notwithstanding temporary loss of access to facilities in the University.

4 General Provisions for the Conduct of Hearings

Paragraph 7 of the University’s Student Disciplinary Procedures shall apply to the conduct of all hearings.

Appendix III: Disciplinary Procedures for University Residences

1

(a) Introduction

The following procedures provide a framework for maintaining good order in all University accommodation ('residences'). The procedures apply to all students who are subject to University discipline, and this document is to be read in conjunction with the University’s Student Disciplinary Procedures.

(b) Definition of Misconduct

A breach of discipline is, as defined in paragraph 1(b) of the University’s Student Disciplinary Procedures, for the purpose of these procedures, an 'act of misconduct'. The essence of misconduct under this code is improper interference, in the broadest sense, with the proper functioning or activities of the residence, or those who live or work in, or visit the residence. The procedures shall also apply to acts of misconduct committed outside the residence when a student is away in a residence context, or when it is found that there is some link to the residence or its reputation.

(c) Definition of Authorized Person

Under these procedures, the following persons shall be deemed to be the authorized person for dealing with student discipline in residences:

In Halls of Residence: The Warden of the Hall in which the misconduct occurs, or a nominated deputy.

In University Flats: The Housing Manager or a nominated deputy.

2 Procedures: General

(a) An authorized person shall have responsibility for the maintenance of good behaviour and discipline in so far as it affects the residence. An authorized person shall have the right to investigate any allegation of misconduct, and may take disciplinary action when, on the balance of probabilities, an act of misconduct has been committed. An authorized person shall be entitled to deal with any alleged offence, unless it is of sufficient seriousness that it should be referred to the Registrar, to be dealt with under the Central Procedure of the University’s Student Disciplinary Procedures.

(b) Where an allegation of misconduct is made known to an authorized person, and a decision is made to deal with the matter under this procedure, the authorized person shall determine using the procedure set out in paragraph 3(a) below.
(c) Allegations of misconduct which fall into categories (i)-(vii) (paragraph 1(e)) of the University’s Student Disciplinary Procedures may, in accordance with paragraph 3(a) of those procedures, be dealt with by the Registrar or an authorized person. Offences in categories (viii)-(xvi) (paragraph 1(e)) may only be dealt with by the Registrar unless committed in a University residence, in which case the matter may be dealt with by an authorized person under these procedures, provided that the matter does not constitute a serious criminal offence.

(d) Where a decision is made that the offence should be dealt with by the Registrar, the matter shall be determined using the University’s Student Disciplinary Procedures. When an offence is reported to the Registrar, he shall have the right to decide whether, under the Central Procedure, to proceed under Procedure A or B. In such a case, the authorized person shall, when required by the Registrar, be responsible for the conduct of a preliminary investigation of the allegation, and shall report the outcome of such an investigation to the Registrar.

(e) Where an allegation of misconduct falls to be considered under the procedure set out in paragraph 3(a) below, the authorized person shall also be entitled to consult with the Registrar at any stage in the enquiry.

3 Disciplinary Process
(a) Where an authorized person is satisfied that a student has committed an act of misconduct, one or more of the following sanctions may be imposed.

(i) A warning, orally and in writing, advising the student about future conduct.

(ii) Where a student has previously received a warning, or where the authorized person deems fit, a final warning.

(iii) A compensation payment for the direct cost of reparations to property.

(iv) A fine, within limits from time to time agreed with the Registrar.

(v) Exclusion from any part or parts of the residence, or from attending any social functions at the residence.

(vi) Expulsion from the residence from a date to be decided by the authorized person.

(b) For the avoidance of doubt, it should be noted that, in respect of the procedures detailed above, persistent offenders, even in relation to minor offences, may be liable to incur a greater sanction than the individual offence might otherwise merit.

4 Supplementary Provisions
(a) The money raised from fines will be forwarded to the Vice-Chancellor’s Hardship Fund.

(b) Non-payment of compensation or fines levied under these procedures shall, for the purpose of General Regulation B 5, constitute a failure to fulfil a financial obligation to the University.

(c) All expulsions from a residence shall be reported to the Registrar.

5 Appeals
(a) Any student wishing to appeal against a decision by an authorized person under this procedure shall follow the procedure as set out below. Notice of intention to appeal should be addressed within seven working days to the Head of the Student Progress Office. Where the decision against which a student is appealing involves partial or full suspension from facilities, or expulsion from the residence, the appellant will not be permitted to use these facilities or to attend the residence while the appeal is being determined.

(b) The Notice of Appeal shall specify the grounds of appeal which may only be one or more of the following:

(i) that fresh material evidence is available, which was not available on reasonable enquiry or application at the time of the original hearing;

(ii) procedural irregularity;

(iii) bias or prejudice;

(iv) excessive or inappropriate punishment;

(v) that the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

(c) An appeal shall initially be referred to the Registrar who may dismiss the appeal where there is no prima facie case under the specified grounds. An appeal so dismissed may not be appealed against under this procedure.

(d) Where the Registrar determines that a prima facie case under the specified grounds has been made, he shall also determine whether paragraph (e) or (g) below applies.

(e) For those sanctions which fall short of expulsion, the appeal shall be heard by a Pro-Vice-Chancellor, nominated by the Vice-Chancellor.

(f) For cases in which a student has been expelled from a residence, the case shall be referred to a Disciplinary Committee established in accordance with the procedure described in paragraph 4(c) of the University’s Student Disciplinary Procedures.

(g) The person or Committee considering the appeal may confirm or vary or quash the original decision.

6 General Provisions for the Conduct of Hearings
Paragraph 7 of the University’s Student Disciplinary Procedures shall apply to the conduct of all hearings.
Student Complaints Procedure

Introduction
1. The Complaints Procedure described below should be followed in cases where a student wishes to make a complaint about a service or member(s) of staff or another student within the University where it has not been possible to resolve the problem with the service or individual(s) concerned.

2. Before having recourse to the Complaints Procedure, a student should attempt to resolve a problem with the individual(s) concerned or consult his/her tutor or supervisor or head of department for help and advice. Only when these steps have failed, or when the student has good cause for not pursuing these means of resolving the issue, should the Complaints Procedure be invoked.

3. Separate procedures exist for dealing with complaints relating to equal opportunities matters, sexual and racial harassment, and decisions of Boards of Examiners. Similarly appeals resulting from the Student Disciplinary Procedures are dealt with under separate arrangements. The Student Complaints Procedure and Complaint Form should not be used for such difficulties. The relevant procedures are contained in the following documents which can be obtained from the Student Progress Office in the Registrar's Office:

   Equal Opportunities Policy
   Student Policy on Sexual and Racial Harassment
   Review Procedure for Undergraduate Examinations and Postgraduate Taught Courses
   Academic Appeals Procedure at Postgraduate Research Degree Level
   Student Disciplinary Procedures.

There are also separate procedures for dealing with complaints relating to accommodation. The procedures are contained in the relevant information booklets supplied by the respective student residences.

Procedure
4. The complainant should complete the Student Complaint Form available from the Student Progress Office and submit it for the attention of the Head of the Student Progress Office.

5. On receipt of the completed Complaint Form, the Head of the Student Progress Office or her nominee will invite the complainant to discuss the matter. If the complainant wishes to do so, he/she may be accompanied by a friend or advisor at this meeting. No action will be taken in the case of complaints made anonymously.

6. Provided that the complainant's consent has been given for the matter to be investigated further:

   (a) the Head of the Student Progress Office or her nominee will determine whether the complaint merits detailed investigation or whether there are avenues which have not yet been explored and with which she or another colleague could assist;

   (b) if it is decided that the complaint does merit investigation, the Head of the Student Progress Office or her nominee will investigate it, consulting initially the relevant head of department, senior tutor or equivalent colleague, but also seeking information as necessary from anyone else likely to be helpful in resolving the matter;

   (c) once all necessary information has been gathered, the Head of the Student Progress Office or her nominee shall decide whether it is possible to try to resolve the matter between the parties concerned;

   (d) if it is not possible to resolve the matter as in (c) above, or if the issues raised are particularly serious, the Head of the Student Progress Office shall refer the matter to the Pro-Vice-Chancellor who is Chairman of the Student Welfare Services Policy Committee who will make appropriate arrangements for any further investigation necessary and may, if he deems it appropriate, require further information to be gathered;

   (e) appropriate action will be taken in the light of the outcome of the investigation. This action will normally seek to be ameliorative but may include the initiation of formal disciplinary action against a member of staff or a student under the University's disciplinary procedures;

   (f) on the completion of the investigation, which will be conducted as quickly as the particular circumstances permit, the Head of the Student Progress Office or her nominee will notify the complainant in writing as soon as possible of the outcome and of any consequential action to be taken.

7. If the complainant does not consent to the matter being investigated, no further action shall be taken, but the Student Progress Office shall keep a confidential record of the details of the complaint on file. In such cases:

   (a) complainants must accept that, since the complaint will not have been subject to investigation, the University will not be able to regard the complaint as having any validity

   (b) the record of the complaint will be labelled: 'In accordance with the wishes of the complainant, this complaint has not been investigated but will remain on a confidential file within the Student Progress Office for a period of 12 months as detailed in Section 7(c) of the Student Complaints Procedure'

   (c) if complainants at a later date decide that they wish the complaint to be investigated after all, they must put their request in writing to the Head of the Student Progress Office within 12 months of the original complaint being made. It must be realised that the longer complaints are left lying on file, the more difficult an investigation will be, and requests received after the 12-month deadline will be regarded as 'out of time'.

Confidentiality
All the information which a complainant, or anyone else, provides to the Student Progress Office or to the Pro-Vice-Chancellor in the course of an investigation of a complaint will be treated as strictly confidential. It is equally important that the complainant on his/her part also respects the need for confidentiality throughout the complaints process.
# Student Complaint Form

**Please note:** the information provided on this form will be treated as confidential and will not be passed to anyone outside the Student Progress Office without your consent. It is very important that you read the notes overleaf before completing the form.

## 1. Your Details

<table>
<thead>
<tr>
<th>Name</th>
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<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Name of Tutor/Supervisor</th>
</tr>
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<td></td>
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</tbody>
</table>

Address, including telephone number if you have one *(see Guidance note 2)*

<table>
<thead>
<tr>
<th>Tel</th>
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<td></td>
</tr>
</tbody>
</table>

## 2. Complaint

Please describe the grounds for your complaint. It would be helpful if you would include the names of all people involved where known. *(Please continue on a separate sheet if necessary)*

---

Have you taken up your complaint with the person(s) involved? **YES/NO**

Have you raised the matter with your Head of Department? **YES/NO**

If your answer to either of the above questions is ‘no’, please explain why and explain with whom within the University, if anyone, you have raised the matter *(see Guidance note 1b)*

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Do you consent to the Student Progress Office investigating your complaint with the individual(s) concerned and all other parties likely to be helpful in providing a solution *(see Guidance note 3)*? **YES/NO**

* Delete as applicable

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Guidance Notes

Note 1
(a) This form is designed for use by any student who wishes to make a formal complaint about a service or member(s) of staff or a student within the University where it has not been possible to resolve the problem with the service or individual(s) concerned.

(b) It is expected that you will have attempted to resolve the matter about which you wish to complain by raising it with the individual(s) concerned or that you have consulted your tutor or supervisor, head of department or other member of staff to assist you. If you have not done so, you are asked to consider doing so before completing this form.

(c) If you decide that you do need to complete this form, you should first read Newcastle University and You if you are an undergraduate student or Postgraduate Newcastle if you are a postgraduate student.

(d) This form should not be used in cases where the University has separate procedures for dealing with the specific type of difficulty concerned. Separate procedures are contained in the following documents:

Equal Opportunities Policy
Student Policy on Sexual and Racial Harassment
Review Procedure for Undergraduate Examinations and Postgraduate Taught Courses
Academic Appeals Procedure at Postgraduate Research Degree Level
Student Disciplinary Procedures

Information booklets produced by student residences (for complaints relating to University accommodation). If you need to use any of these documents you should ask your tutor or supervisor or head of department for advice or help, or seek advice from the Student Progress Office.

Note 2
The University is concerned that any complaints which cannot be resolved with the individual(s) concerned or with the help of the relevant head of department are investigated carefully. Students who submit a completed Complaint Form are invited to discuss the matter with a member of staff in the Student Progress Office to help clarify the position. If you are able to provide a telephone number it will make it easier for the Student Progress Office to contact you. If you do not supply a telephone number, you will be contacted by letter.

Note 3
If the Student Progress Office is to pursue your complaint, it will need to take the matter up with all those concerned and it can only do this with your consent. Even if you indicate that you do not wish the matter to be taken further, however, you are encouraged to take up the invitation to speak to someone in the Student Progress Office.

What happens next?
As explained in Note 2 above, once you have made a formal complaint by completing this form, the Student Progress Office will invite you as soon as possible to discuss the matter further. If you agree to the matter being investigated, the Student Progress Office will proceed as quickly as possible. It should, however, be recognized that it may take some considerable time to gather and consider all the necessary information. As far as possible you will be kept informed of progress and at the outcome of the investigation you will be notified in writing of the result.
Withdrawing from the University

Occasionally students decide for a variety of reasons that they wish to withdraw from the University. If at any stage you begin to have doubts about continuing with your studies, you are advised to discuss the matter with your supervisor as soon as possible as it may be the case that something you perceive as a problem can be overcome. If you do decide to withdraw, you should inform your sponsor. If you are liable for tuition fees or for any or all of the tuition fee contribution, you should contact the Financial Department to find out how much you owe to the University or whether any refund is due to you. Even if you withdraw before the first installment of a tuition fee contribution is due, you may still be liable to pay a certain amount to the University (see also Payment of Tuition Fees Part One).

Policy for Intellectual Property and Research Studentships

Introduction

The University has become concerned that heads of department and supervisors may not be fully aware of the pitfalls that can accompany our attempts to protect and commercialize Intellectual Property (IP) arising from work carried out during an MPhil or PhD programme, or during an undergraduate research project or during a working visit by a member of staff from another institution. Where supervisors believe that a project involving a student or an academic visitor is likely to generate potentially commercializable IP, they should note carefully the position outlined below.

Intellectual Property generated by members of staff in the University is automatically vested in the University, provided that it relates to work that the member of staff would normally be expected to carry out as part of their day-to-day activities. However undergraduate and research postgraduate students and academic visitors are not members of staff, and there may be considerable variation in the nature and source of their funding. This is a complex situation. This note explains the IPR position of different types of Studentships. It details where positive action is taken by RIS to protect IP and identifies where departments need themselves to take specific action.

Where a student or a visitor is jointing a large research effort with considerable and possibly highly commercializable IP, supervisors must ensure that the IP position is reviewed immediately with the student, that the student is aware of the position with regard to IP, that he or she understands the problems that will arise for the University should the IP associated with a project be disclosed prematurely, and that the IP generated in the course of the grant is properly vested in the University in exchange for an undertaking to treat the student as if he or she were a member of academic staff with regard to intellectual property. A corollary of this is that where the student has clearly been responsible for "inventive" steps in the prosecution of his or her research, and that research has led to a Patent being filed by the University, the student's name shall appear on the Patent.

Case Students and Commercially funded Studentships

For students on CASE awards, or awards that are funded in whole or in part by Industry, RIS will issue a standard letter to the student, a copy of which can be seen on the Web. In this letter it is made clear that the Intellectual Property generated by the student during his or her research will be owned by the University and that in this regard the student will be treated as if the student were a member of the academic staff. RIS will normally negotiate the ownership and exploitation conditions of any IP arising from the work with the company before the research project begins. It is very much in the interests of supervisors to ensure that such an agreement is in place; failure to do so may have very serious consequences at a later date.

Studentships supported from Charitable Foundations

For students on charitable foundation grants, the situation is more variable; with some charities, such as the Cancer Research Campaign, the University has a framework agreement, many other charities impose conditions on Intellectual Property and its exploitation as part of their standard conditions of grant, and supervisors are strongly advised to consult RIS to establish the situation in each case. Where such agreements exist, or where conditions attached to the grant vest the IP with the charity or with a third party acting on behalf of the charity, the supervisor should liaise with RIS to ensure that the student receives and signs an appropriate assignment letter. Where no agreement is in place, and/or the charity makes no disposition of IP arising from its grants, the difficulties are similar to those described in the next section.

Research Council Earmarked and Quota Studentships

For students funded by the Research Councils alone, the precise situation will depend on the nature of the award. Many awards are made as 'earmarked' studentships ie the studentship is part of a larger grant; the conditions of such grants normally vest the exploitation of the IP generated with the University, and supervisors should seek the advice of RIS over the assignment of the student's Intellectual Property to the University: using a standard letter available on the Web. Students on this type of grant will for the purposes of intellectual property be treated as if they were members of staff. For students funded by normal Research Council Quota studentships, the responsibility for exploitation of any IP arising from the studentship is vested with the University, but intellectual property arising during the studentship remains, in principle, the property of the student unless explicit steps are taken. It is of the highest importance that supervisors and Heads of Department recognize this fact.

Self-funded Students

A more complex situation arises where students are self-funded. Under these circumstances, students are free agents, and no assumption can be made that IP generated during
the course of the research project will vest solely with the University. Where the creative step can clearly be traced to the supervisor, and documentary proof of this can be produced, there is no problem, but real-life situations are usually far from being so clear-cut, with both the supervisor and the student likely to claim some of the credit. The University does not believe that it would be feasible to introduce a general condition into the PhD regulations automatically vesting IP derived from a PhD or MPhil project with the University, such a clause, affecting those who are essentially self-employed would be unlikely to survive scrutiny by the courts. On the other hand, ownership of only part of the IP is also of little intrinsic value to the student. We believe, therefore, that the most effective way forward would be for the supervisor to agree with the student, in writing, before the research commences, that any IP arising from the work carried out, and which is additional to that provided before commencement, should be assigned to the University, with the student being assured by the University that his or her interests will be taken fully into account. A draft letter for this purpose can be found on the Web. All background IP of relevance should be properly documented, so that the starting position is clear, and the student invited to agree that any IP arising from his/her work would be added as appropriate to that background IP. A signed statement to this effect should be obtained.

Students Funded Directly by Third Parties
A student funded directly by a third party, such as an overseas government or agency, may claim that no agreement over Intellectual Property is possible without consultation with his/her sponsor(s), and an opportunity should be given for such an agreement to be obtained. However, where such an agreement proves impossible to obtain, supervisors should consider carefully the nature of the project, recognizing that it may not be possible under these circumstances for the University to obtain protection for any IP generated.

Visiting Researchers
The position of visiting academic staff is similar, in principle, to students, in that funding for their visit may arise from a large number of sources, and clear conditions with respect to IP are the exception rather than the rule. As for studentships, much depends on whether the funding agency has an explicit agreement with the University. Where this is the case, the visiting academic member of staff must agree to be bound by these conditions, and this agreement should be in writing. As is the case with studentships a more complex situation arises where the visitor is either self-funded, or funded by an agency with which we have no agreement. The position outlined above also obtains in this case, with the added risk that the reports often required by such agencies may lead inadvertently to premature disclosure. This is a particular problem where, as is often the case, the visitor joins a research group which may seek to protect IP accumulated over some time, and which could be jeopardized either by disclosure or even by disagreement as to the author of the decisive inventive step. Where a visitor joins a group actively engaged in research likely to lead to commercializable intellectual property, the group leader must seek to rationalize the IP position with the visitor before work starts. In particular, the visitor must agree in writing to be treated, during his/her stay, as a member of the University’s staff, with all IP generated during the stay vested with the University in return for agreement that his or her interests will be protected in the same way as for University staff. This requirement is already imposed by the University with regard to Safety, and reflects the most reasonable way in which the University can deal with a situation that otherwise would become both complex and potentially very costly.

Practicalities
Departments should use the standard letter which can be accessed from the RIS website. Two copies of each letter should be signed both by the Supervisor and the Student. The Student should be given one copy and the other signed original must be deposited with RIS, since any legal steps needed will have to be undertaken by RIS. Further general guidance about Studentships is available in Research Services Guidance Note No 11 Research Studentships which can be obtained from RIS and is also available on the Web.

Summary Table for Action on IPR of Students and Visiting Researchers

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<thead>
<tr>
<th>Action taken automatically by RIS</th>
<th>Action needed by departments</th>
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<tbody>
<tr>
<td>CASE Studentships</td>
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</tr>
<tr>
<td>Commercially/Government Studentships funded through a contract with the University</td>
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<td>Departmental Studentships &amp; Research Committee Part Funded Studentships</td>
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<tr>
<td>Self Funded Students</td>
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<tr>
<td>Students funded directly by third parties (ie with no University Contract)</td>
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<tr>
<td>Visiting Researchers</td>
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<tr>
<td>Undergraduate Projects</td>
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Research & Innovation Services - University of Newcastle upon Tyne
See also Part Five Advice for Collaborative Studentships

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# PART SEVEN
## Useful Contacts

<table>
<thead>
<tr>
<th>Service</th>
<th>Name</th>
<th>Telephone/Fax</th>
<th>Email</th>
<th>Website</th>
</tr>
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<tr>
<td>Student Progress Office</td>
<td>Registrar’s Reception,</td>
<td></td>
<td></td>
<td><a href="http://www.ncl.ac.uk/internal/students.html">www.ncl.ac.uk/internal/students.html</a></td>
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<tr>
<td></td>
<td>6 Kensington Terrace</td>
<td></td>
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<tr>
<td>Financial Assistance</td>
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<tr>
<td>Finance Office (Fees payments</td>
<td>Enquiries</td>
<td>0191 222 5215</td>
<td><a href="mailto:Cash@ncl.ac.uk">Cash@ncl.ac.uk</a></td>
<td><a href="http://www.ncl.ac.uk/ucs/">www.ncl.ac.uk/ucs/</a></td>
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<td>etc.)</td>
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<tr>
<td>University Computing Service</td>
<td>Enquiries</td>
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<tr>
<td>Counselling Service</td>
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<td><a href="http://www.ncl.ac.uk/student-counselling/">www.ncl.ac.uk/student-counselling/</a></td>
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<tr>
<td>Student Advice Centre/Centre</td>
<td></td>
<td>0191 239 3979</td>
<td><a href="mailto:Student-advice-centre@ncl.ac.uk">Student-advice-centre@ncl.ac.uk</a></td>
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<tr>
<td>Accommodation Office</td>
<td>Enquiries</td>
<td>0191 222 6360</td>
<td><a href="mailto:Accommodation-enquiries@ncl.ac.uk">Accommodation-enquiries@ncl.ac.uk</a></td>
<td><a href="http://www.ncl.ac.uk/services/accom">www.ncl.ac.uk/services/accom</a></td>
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<tr>
<td></td>
<td>Fax 222 6313</td>
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<td><a href="http://Unite.union@ncl.ac.uk">Unite.union@ncl.ac.uk</a></td>
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<tr>
<td>Disability Services</td>
<td></td>
<td>0191 222 5540</td>
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<td><a href="http://www.research-councils.ac.uk">www.research-councils.ac.uk</a></td>
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<tr>
<td></td>
<td>Fax 222 5539</td>
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<tr>
<td></td>
<td>Textphone 222 5544</td>
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<tr>
<td>Language Centre</td>
<td></td>
<td>0191 222 7335</td>
<td><a href="mailto:Language.centre@ncl.ac.uk">Language.centre@ncl.ac.uk</a></td>
<td><a href="http://www.ncl.ac.uk/langetn/">www.ncl.ac.uk/langetn/</a></td>
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<td>International Office</td>
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<tr>
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<td><a href="http://www.union.ncl.ac.uk">www.union.ncl.ac.uk</a></td>
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