Supervising Doctoral Studies

The University of Nottingham context
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Description

This book includes all the information from the ‘Your Context pods’ which are distributed throughout Supervising Doctoral Studies online course. They are arranged here with each chapter representing a separate unit.
1. Introduction - The Doctoral Context

Menu Items

- Welcome
- Introduction to the Supervising Doctoral Studies programme
- Reflecting on your experience
- The contemporary doctorate
- Being a doctoral supervisor
- Unit review and mapping Tool
- References
- Resource bank
1.1. The Contemporary Doctorate

1: “Regulations regarding diversity”

Familiarise yourself with your institution's policies and regulations regarding diversity.

The University of Nottingham recognises that its staff and students are central to its success. We are fully committed to:

• Providing equality of opportunity for our staff and students.

• Freedom from unlawful discrimination on the grounds of race, nationality, ethnic origin, colour, gender identity and/or expression, marital or civil partnership status, disability, sexual orientation, religious, spiritual or political beliefs, age or social class.

These Student Services pages have extensive information and links to relevant policy, services, resources and advice:
http://www.nottingham.ac.uk/studentservices/equalityanddiversity/index.aspx

2: "Requirements for a Doctorate"

Review the requirements for a doctorate at your institution. What are the primary requirements? Are there any intermediate requirements that candidates must achieve before the final assessment?

All of the University's regulations for research degrees are covered in the Quality Manual. http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx. Individual Schools and Divisions will have a Postgraduate handbook derived from the Quality Manual. These should cover any particular procedures specific to that school e.g. Annual Review. Each School or Faculty will generate their own forms and processes. Each School or Division will have a Postgraduate Student Advisor (local nomenclature varies e.g. Research Student Director); a member of academic staff who is a point of contact for staff and students. Your School or Division Postgraduate Research Administrators are also excellent points of contact.

Please be aware that Research Council Funded students i.e. Doctoral Training Partnership (DTP) or Centre for Doctoral Training (CDT) may have additional or different requirements. Your DTP/CDT manager is your first point of contact in this case.

The UK Quality Assurance Agency (QAA) 2012 Quality Code for Higher Education for Research Degrees can be downloaded here:
http://www.qaa.ac.uk/en/Publications/Pages/Quality-Code-Chapter-B11.aspx#.Vu_zj-KLIU (Chapter B11: Research degrees)
1.2. Being a Doctoral Supervisor

1: “Roles and responsibilities of supervisors”

Check your institutional and departmental regulations regarding the roles and responsibilities of supervisors. Is there an institutional handbook for doctoral supervisors?

As always the Quality Manual is the first point of reference. The specific regulations regarding the roles and responsibilities of supervisors can be found here:

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/responsibilities-of-the-supervisor.aspx

Supervisors are expected to have a reasonable knowledge and understanding of the regulations of the University’s regulations governing research study and the University, Faculty and departmental procedures governing research study and supervision. They are required to advise their research students on these regulations and procedures or, if they feel a question is outside their knowledge, to direct their students to other sources such as Academic Services Division (or Central Administration at UNMC and the Graduate School at UNNC).

2 - “Institutional expectations of supervisors (5 points)”

Take time to locate the following key resources regarding institutional expectations of doctoral supervisors:

- Definitions of the supervisorial role

As always the Quality Manual is the first point of reference. The specific regulations regarding supervision can be found here:

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/supervisionindex.aspx. However there are other areas of reference to consider:

- Codes of conduct

All research at the University of Nottingham must be carried out with reference to the Code of Research Conduct and Research Ethics. As a research supervisor, the Code of Conduct can be a helpful starting point for discussions with your supervisees.

http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services

http://www.nottingham.ac.uk/fabs/rgs/home.asp

- Institutional codes of practice reporting requirements
Reporting processes vary across Schools and Divisions, but there are commonalities across the University based on the Quality Manual – see the sections on Progression, and Monitoring.
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx

The roll-out of Project Transform in the UK and the use of My Nottingham, should lead to greater visibility of record keeping processes.

- Information or requirements relating to learning agreements

Some institutions require students to complete a learning agreement but this is not a requirement at the University of Nottingham. However you may find it useful to create an informal agreement between you and your research students so that each of you is clear about your roles and responsibilities. The Graduate School recommend the following questionnaire to use (or adapt for use) with your research students.

All students at University of Nottingham must have more than one supervisor, and some (especially if they are part of a DTP/CDT) will have more than two. This kind of exercise or agreement can help teams clarify roles and expectations, and avoid unhelpful assumptions.

- Formal/statutory requirements or legal obligations (ethics, Intellectual Property Rights (IPR), disability etc.)

For information on IP rights for students: http://www.nottingham.ac.uk/fabs/beis/

Code of Conduct and Research Ethics:
https://workspace.nottingham.ac.uk/display/ResEth/Code+of+Research+Conduct+and+Research+Ethics

Equality and diversity:
http://www.nottingham.ac.uk/studentservices/equalityanddiversity/index.aspx
2. Attracting and Selecting Doctoral Applicants

Menu Items

- Welcome
- Unit introduction
- The importance of investing time into attracting and selecting doctoral applicants
  Some fundamental questions
- Optimising your ability to attract desirable applicants
- What are you looking for? Characteristics of a 'successful' doctoral candidate
- Evaluating research potential in applicants
- Managing applicant expectations
- Unit review
- References
- Resource bank
2.1. The Importance of Investing Time into Attracting and Selecting Doctoral Applicants

1 - “Requirements and procedures for selecting doctoral candidates”

Do you know your institutional and departmental requirements and procedures for selecting doctoral candidates? For example, are there guidelines on:

- The process you should follow, on how to assess the English language skills

As you might expect, there is a degree of variation of Minimum English Language entry requirements between courses and subject area. The UK online prospectus gives specific language requirements for taught courses:
http://www.nottingham.ac.uk/academicservices/qualitymanual/admissions/minimum-english-language-entry-requirements.aspx

There is information on Admissions workspace
http://workspace.nottingham.ac.uk/display/RecAndAd/English+Language

Centre for English Language Education (CELE) operates at all of our International Campuses. Your School or Division may already hold this information.

UK http://www.nottingham.ac.uk/cele/
Malaysia http://www.nottingham.edu.my/Cele/EnglishLanguageSupport.aspx

- Visa requirements of an international student

The International Office operates at all of our International Campuses. Consult at School or Division level first as they may already have the information you need.

UK http://www.nottingham.ac.uk/studywithus/international-applicants/visa-help/visas/index.aspx
Malaysia http://www.nottingham.edu.my/International/Offerholders/Visasandimmigration/Index.aspx

- The interview process

The first thing you should do is consult your School and funding body policies and procedures to ensure that you know who you should be working with and how.
Processes will vary, even within disciplines, depending upon factors such as the source of funding for the project. University of Nottingham Schools are working towards greater standardisation of processes and use of pro-forma. Directors of research, Postgraduate Student Advisors and Programme leads may be happy to hear your suggestions to improve your School or Division’s forms and processes. And remember, guidance changes, so do keep up to date year on year.

To view the Research Supervisor Seminar Event Feb 2016, Selection processes for PhD Candidates: Hints and tips for success, click on the link

http://workspace.nottingham.ac.uk/display/RISrs/Research+Supervisor+Seminars+2015-2016

- Opportunities for funding doctoral study

Students are always keen to find sources of funding for themselves (the Graduate School and the International Office have some helpful links for them), but you may be interested in sourcing funding on a larger scale, which may include funding for a research student. Talk to your Director of Research at Faculty or School level: do your plans fit the strategic direction of your department; are there any up-coming funding bids that you can contribute to?

Whilst Research and Graduate Services have links to help you at all of our International Campuses your first point of reference is always your colleagues at Faculty or School level:

UK http://www.nottingham.ac.uk/fabs/rgs/identifying-funding.aspx


Malaysia http://www.nottingham.edu.my/Research/Funding/index.aspx
2.2. Some Fundamental Questions

1 - “Student charter or code of practice”

Many institutions have student charters or codes of practice, which specify the minimum requirements that doctoral candidates need when commencing their research project. Check whether your institution has a student charter or code of practice and download or keep a copy of it for future reference.

The University of Nottingham has a general student charter:
http://www.nottingham.ac.uk/currentstudents/student-charter/student-charter.aspx

Your responsibilities towards research students can be found in the Quality Manual
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreetprogrammes/index.aspx
2.3. Optimising your Ability to Attract Desirable Applicants

1 - “Policies on recruitment and admissions”

Locate your institution's guidelines or policies on recruitment and admissions for doctoral candidates.

There are many pathways to the recruitment of research students at the University of Nottingham. Communicating with your Director of Research at Faculty or School or even division level is fundamental to your success. The pathways to recruitment are largely determined by the source of funding. Schools may assemble panels to select students to match to a new project with pre-identified supervisors, they may select suitable candidates for an award and then match to supervisors, or the onus may be on you to find/respond to a suitable candidate and then support them in creating a suitable proposal. You may even be approached by a student who has funding but needs to find a supervisor.

With multiple pathways to recruitment it is crucial to understand your local recruitment practices so that you can act and react appropriately. There will be times when you will need to respond directly to individual queries from individual students and others where you are responding to requests for potential projects from colleagues who are co-ordinating a larger bid. Faculties, Schools and Cross-disciplinary groups (especially in the case of DTP/CDT) organise recruitment days and events to support students and their supervisors in developing competitive research proposals. Developing your own strategy to complement that of your department is more likely to lead to success in recruiting a good student than operating in isolation.
2.4. Evaluating Research Potential in Applicants

1 - “Training (QAA, 2012) for selection of PG candidates”

In the UK there is a formal requirement for staff involved in selecting postgraduate research students for admission to have been trained (QAA, 2012). Most institutions in UK will have some kind of general programme covering the basics of doctoral admissions.

The Admissions Office provide online advice and guidance to admissions staff, including examples of best practice, via its website at http://workspace.nottingham.ac.uk/display/RecAndAd/Home

In addition, the Admissions Office in collaboration with Professional Development offers an induction programme for new Admissions staff at the beginning of each academic session.

The selection of quality candidates is an issue of interest to many supervisors here at the University of Nottingham. To view the Research Supervisor Seminar Event Feb 2016, Selection processes for PhD Candidates: Hints and tips for success, click on the link:

http://workspace.nottingham.ac.uk/display/RISrs/Research+Supervisor+Seminars+2015-2016

Check the Research Supervisor workspace and the Research Supervisor website for news and details of up-coming events and links to webinar and seminar materials.

http://workspace.nottingham.ac.uk/display/RISrs/Welcome
http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx

The University of Nottingham addresses recruitment and admissions procedure here:
http://www.nottingham.ac.uk/academicservices/qualitymanual/admissions/universityofnottinghamadmissionspolicy.aspx

2 - “Guidance on levels of English”

Ensure that you are aware of your institution's guidance on levels of English that need to be attained before commencement of a doctoral programme. Most institutions require students to sit a standardised test that assesses their reading, writing, speaking and listening skills. Consult your English language support or international office for more information.

There is guidance on English Language requirements in the Admissions Workspace:

http://workspace.nottingham.ac.uk/display/RecAndAd/English+Language

or the Admissions website:
http://www.nottingham.ac.uk/academicservices/qualitymanual/admissions/minimum-english-language-entry-requirements.aspx

The Centre for English Language Education (CELE) operates at all of our International Campuses. Your School or Division may already hold this information.

UK http://www.nottingham.ac.uk/cele/
Malaysia http://www.nottingham.edu.my/Cele/EnglishLanguageSupport.aspx
3. Approaching Supervision
Menu Items

- Welcome
- Unit introduction
- The pedagogical approach to doctoral supervision
- Supervisor styles
- Aligning supervisory styles with candidate needs
- Expectations, roles and responsibilities 1
- Expectations, roles and responsibilities 2
- Diversity and inclusivity in supervision
- Unit review
- References
- Resource bank
3.1. Aligning Supervisory Styles with Candidate Needs

1 - “Institutional monitoring requirements”

Ensure that you, and your candidate(s) are aware of institutional monitoring requirements, and that you are able to help candidates meet them.

It is in no-body’s interest for a candidate’s work to drag out beyond the anticipated period of registration. Data is required by The University of Nottingham Quality and Standards Committee and Individual Schools to monitor such things as submission rates. Reporting processes vary across Schools and Divisions, but there are commonalities across the University of Nottingham based on the Quality Manual – see the sections on Progression, and Monitoring.

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx

The roll-out of Project Transform in the UK at postgraduate level, and the use of My Nottingham, should lead to greater visibility of record keeping processes and requirements for you and your students.
3.2. Expectations, Roles and Responsibilities

1 - “Candidate and student responsibilities”

Visit your institution’s regulations and policies website and download the relevant regulations pertaining to candidate and supervisor’s expectations, supervisor’s roles and responsibilities.

As always the Quality Manual is the first point of reference:

The specific roles and responsibilities of the student can be found here
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/responsibilities-of-the-student.aspx

The specific regulations regarding the roles and responsibilities of supervisors can be found here
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/responsibilities-of-the-supervisor.aspx

Supervisors are expected to have a reasonable knowledge and understanding of the regulations of the University’s regulations governing research study and the University, Faculty and departmental procedures governing research study and supervision. They are required to advise their research students on these regulations and procedures or, if they feel a question is outside their knowledge, to direct their students to other sources such as Academic Services Division (or Central Administration at UNMC and the Graduate School at UNNC).

If you haven’t done so already you may find it useful to create an informal agreement between you and your research students so that each of you is clear about your roles and responsibilities. The Graduate School recommend the following Expectations Questionnaire to use (or adapt for use) with your research students:
http://workspace.nottingham.ac.uk/display/RISrs/Approaches+to+supervising . This kind of exercise or agreement can help teams clarify roles and expectations, and avoid unhelpful assumptions.
3.3. Diversity and Inclusivity in Supervision

1 - “Policies relating to diversity and inclusivity”

Look on your institution's intranet for guidelines and policies relating to diversity and inclusivity. You may also find it useful to liaise with your international office or other appropriate institutional support structures to assist you in addressing the issues of diversity and inclusivity.

Academic Services Division has advice and guidance for issues around diversity and inclusion for students http://www.nottingham.ac.uk/studentservices/equalityanddiversity/index.aspx

The Graduate School provides specialist support for disabled postgraduate research students http://www.nottingham.ac.uk/graduateschool/support-for-postgraduates/support-for-disabled-students/index.aspx

Human Resources may also able to help you with any particular issues.
http://www.nottingham.ac.uk/hr/index.aspx

For Research Council funded students there may be additional requirements around such things as interruption of studies, maternity leave. Contact your DTP/CDT manager as a first point of information if this is the case

The International Office has a wealth of information and opportunities http://www.nottingham.ac.uk/aglobaluniversity/index.aspx, and the many cultural societies of the Students Union http://www.su.nottingham.ac.uk/societies/find-a-society/international-and-cultural/ may be able to provide information or support to you or your student.

“The University recognises the importance of taking holiday for the health and wellbeing of students engaged in postgraduate research. This should be taken in line with School expectations (for example not taking leave during postgraduate training courses, School research events, seminars etc.), any contractual obligations (for example Research Council terms and conditions), and by arrangement with supervisors. As a guide, postgraduate research students may normally take up to 25 days holiday in each year plus public and University holidays.” Quality Manual. Responsibilities of the Student.
4. Setting Your Candidate on the Right Course

Menu Items

- Welcome
- Unit introduction
- Setting the scene
- The research environment and culture
- Supporting your candidate's skills and career development
- Academic integrity
- Advising on research specifics
- Working with candidates to project manage their candidature
- Foundations for good feedback
- Unit review
- References
- Resource Bank
4.1. Setting the Scene

1 - “University policies and codes of practice”

Take some time to locate:
- University policies relating to doctoral supervision
- Codes of Practice or other documents setting out supervisor expectations.

Make sure you have copies of the relevant forms and requirements as you work through this unit, as these are topics of discussion.

The University policy and regulations are detailed in the Quality Manual:
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx. The responsibility for the enactment of policy is devolved to Schools and Faculties. Most Schools will therefore produce local handbooks for research students, which are based on the Quality Manual. Practices and process can vary across Schools and it is important therefore that you understand local practices by communicating with the Academic and Administrative Staff who are responsible for research students in your School or Division.

The University has a Code of Research Conduct and Research Ethics that applies to all research carried out at the University of Nottingham. As a research supervisor, the Code of Conduct can be a helpful starting point for discussions with your supervisees:
http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+ of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services
http://www.nottingham.ac.uk/fabs/rgs/home.aspx

Make sure you have copies of the relevant forms and requirements as you work through this unit, as these are topics of discussion.

2 - “Institutional support for candidates and supervisors”

Take some time to locate web pages or other sources of information about institutional/local support for both candidates and supervisors.

In the UK there is an array of sources of support for students in particular, and if students belong to a DTP/CDT then some of that support may be external to the University. Schools organise events and activities for students and supervisors, most as part of a Faculty-based programme common to all students in a Faculty, but the Graduate School is one of the main providers of support to research students and supervisors.

The Graduate School sends a monthly news Bulletin to all registered Postgraduate Students. Please contact the Graduate School: +44 (0) 115 84 68400 or email: graduateschool@nottingham.ac.uk if you wish to be added to the circulation list as supervisors do not automatically receive this.

All Schools hold induction events for research students (sometimes more than one). Most Schools invite the Graduate School along to outline the nature and extent of the support available to students. However there are other sources of support: The Careers Service, Student Services and Professional Development, to name a few. All short courses for staff
and students are advertised on Central Short Courses regardless of the provider
www.nottingham.ac.uk/csc. Do contact your School or department Postgraduate Student
Advisor (sometimes locally know as Research Student Director) and DTP/CDT manager to
understand the particular requirements that may be relevant for your student
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/responsibilities-of-the-postgraduate-student-adviser.aspx. Research Training and
Development Managers at the Graduate School may also help you in understanding
Institutional and wider contexts:
http://www.nottingham.ac.uk/graduateschool/contacts/graduateschoolstaff/index.aspx

Check the Research Supervisor workspace and the Research Supervisor website for news
and details of up-coming events and links to webinar and seminar materials for Research
Supervisors.
http://workspace.nottingham.ac.uk/display/RISrs/Welcome
http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx

Online materials and courses (such as this one) are available for staff and students in all of
our International Campuses and support for staff and students is provided at our Graduate
Schools, and other professional services at our International Campuses:
Malaysia http://www.nottingham.edu.my/Departments/index.aspxResource bank
4.2. Supporting your Candidate's Skills and Career Development

1 - "Institutional Training Documents and/or guidelines"

Take some time to locate institutional training documents and/or guidelines and requirements for supervisors and their candidates.

The Careers and Employability Service provide a comprehensive package of careers and employability support for research students:
http://www.nottingham.ac.uk/careers/research/careermanagement/phdstudents/index.aspx

With the acknowledgement that many research students will not pursue academic careers, some Faculties have worked with the Graduate School to incorporated careers talks and events into their Faculty Training Programmes, or as part of Graduate Centre events;

e.g. Medicine and Health Sciences
http://www.nottingham.ac.uk/graduateschool/graduatecentres/medicineandhealthsciences/traininganddevelopment/index.aspx

and Faculty of Arts
http://www.nottingham.ac.uk/graduateschool/graduatecentres/socialescienceandarts/traininganddevelopment/index.aspx

Other Schools take advantage of support from the dedicated Senior Careers Advisor, Clare Jones, to run in-School sessions for Research Students and Early Career Staff:
http://www.nottingham.ac.uk/careers/team/clare.m.jones

DTPs are increasingly incorporating placements into the requirements for their studentships, but all research students at the University of Nottingham can take advantage of the opportunity to engage in an appropriate paid placement.
http://www.nottingham.ac.uk/graduateschool/placements-and-internships/index.aspx . As a supervisor you may quite rightly worry about your student taking on too much, or being distracted by a placement or funded scheme, such as BESTS (See the Graduate School). However these short well managed opportunities can be enormously beneficial for students and their approach to their research – not to mention their future employment prospects. See this study on the impact of placements and internships on PhD candidates, from a supervisors perspective: http://www.asetonline.org/wp-content/uploads/2015/11/Sheffield-Report.pdf
4.3. Academic Integrity
1 - “Institutional policies”

Make sure that you know what your responsibilities are as a supervisor in these areas, and share these resources with your candidates so that they know what their own responsibilities are. Academic integrity issues are covered in greater depth in the Epigeum Research Integrity programme. Find out whether your institution provides access to this programme. Take time to investigate your institution’s policies on:

- Intellectual property
  http://workspace.nottingham.ac.uk/pages/viewpage.action?title=Intellectual+Property&spaceKey=BEIS

- Ethics approvals
  The University has a Code of Research Conduct and Research Ethics that applies to all research carried out at the University of Nottingham. As a research supervisor, the Code of Conduct can be a helpful starting point for discussions with your supervisees:
  http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services
  http://www.nottingham.ac.uk/fabs/rgs/home.aspx

  Schools and or Faculties have nominated Ethics Officers. Find out who yours is currently as it is a frequently changing role. You may be approached to take on the role yourself at some point. Lists of Ethics Officers and up to date policies are maintained on Workspace
  http://workspace.nottingham.ac.uk/display/ResEth

  Training courses on understanding the Ethics Approval Process is covered for staff and students on Graduate School courses: www.nottingham.ac.uk/csc

  Responsibilities of supervisor
  http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreedeprogrammes/responsibilities-of-the-supervisor.aspx

  Responsibilities of student
  http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreedeprogrammes/responsibilities-of-the-student.aspx

- Fieldwork insurance:
  The University of Nottingham Safety Office publish policy and guidance for the safe conduct of field work. http://www.nottingham.ac.uk/safety/index.aspx

- Research integrity:
  Research integrity has a growing profile at the University of Nottingham, with the development of the Concordat to Support Research Integrity by Universities UK.
  http://www.nottingham.ac.uk/research/research-integrity.aspx
The Epigeum Research Integrity programme is available through Moodle from mid-2016. Check Central Short Courses to register: www.nottingham.ac.uk/cs

- Authorship
- Plagiarism:

The Teaching and learning webpages have some interesting videos for staff on Academic Integrity and plagiarism:
http://www.nottingham.ac.uk/teaching/assessmentfeedback/integrity/index.aspx

Deliberate plagiarism is covered by the regulations on Academic Misconduct in the University of Nottingham Quality Manual:
http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/academic-misconduct.aspx

Issues concerning authorship and intellectual property (IP) are covered by the University of Nottingham Code of Research Conduct and Research Ethics:
http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services
http://www.nottingham.ac.uk/fabs/rgs/home.aspx. It is expected that researchers will pay due regard to the current codes of conduct of their professional bodies and learned societies rather than rely on their prior experience of habit and practice in their discipline.

It is expected that issues around authorship (and IP) are covered in School Inductions for research students:
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/induction-and-training.aspx

- Different types of theses, e.g. monograph, by compilation/publications, artefact and exegesis:

The University of Nottingham regulations are, what some may view as, ‘traditional’ when it comes to different forms of thesis. The current regulations and exceptions can be found here:
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/phd-and-mphil-regulations.aspx. However, regulations sometimes do not reflect practice and regulations do come up for review regularly, so if you are unsure you should consult your School colleagues and the Academic Services Division:
http://www.nottingham.ac.uk/academicservices/departmentalorganisation/index.aspx

2. “Institutional policies on authorship”
Check your institutional and departmental requirements regarding authorship.

Issues concerning authorship and intellectual property (IP) are covered by the University of Nottingham Code of Research Conduct and Research Ethics:
http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services
http://www.nottingham.ac.uk/fabs/rgs/home.aspx. It is expected that researchers will pay
due regard to the current codes of conduct of their professional bodies and learned
societies rather than rely on their prior experience of habit and practice in their discipline.
4.4. Advising on Research Specifics

1 - “Guidelines on submitting a thesis by publication”

It might be timely to double-check your institutional guidelines to see if they allow, encourage or actively discourage the compilation style of thesis and the requirements relating to the issues identified on this screen. Is this the approach you want to encourage with your candidate?

Given the very discipline-specific nature of thesis format check within your discipline to determine the general practice regarding the issues raised.

At the time of writing, Thesis by Publication was an option only available to staff under the current regulations of University of Nottingham, but is likely to change as the compilation/portfolio approach becomes more popular with some Schools, especially in disciplines where the opportunity to publish during the course of a PhD is normal. If you are unsure you should consult at School level first and seek advice can from Academic Services for a steer, as the regulations can appear to be vague or difficult to interpret at times, and regulations sometimes lag behind practice. Advising a student to use a format that is not currently allowed-for in the regulations is not one to be taken lightly or in isolation. Seek advice. Information will be found on the Academic Services Division website:

http://www.nottingham.ac.uk/academicservices/index.aspx

Thesis regulations are here:

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index-page-research-degree-regulations.aspx
4.5. Working with Candidates to Project Manage their Research

1 - “Support for candidates who are not progressing”

What support is offered by your institution for candidates who are not progressing (and their supervisors)?

The annual review is in place to monitor progress. Events mostly take place at School or Faculty level to support staff in understanding or developing School processes for Annual Review and Upgrade. The University of Nottingham regulations on the Annual Review of students are in the Quality Manual.
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/annual-review-of-research-students.aspx

The Research Supervisor webpage gives detail of support and upcoming events, such as Supervisors Anonymous, which aims to a space for Supervisors to share concerns and share practice away from their academic school:
http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx

The Research Supervisor also hold links to webinars and materials from past events, covering topics Top tips for research supervisors, helping students detox their writing to Helping students who are struggling:
http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=RISrs&title=Welcom e

Doing a PhD is difficult and much of the support that is available to students via the Graduate School, Information services, Professional Development, and Student services is designed to help them in understanding and dealing with challenges early (intellectual and pastoral), rather than waiting for crisis point. Such as Planning your research, Understanding your research degree (Online), and the nature of the doctorate and the supervision process.
5. Managing Progress

Menu Items

- Welcome
- Unit introduction
- Key areas of support for doctoral candidates
- Assisting with academic problems
- Supporting the development of academic writing
- Supporting production of the thesis
- Giving feedback
- The pastoral role of the supervisor
- Professional support
- Supporting career development
- Unit review
- References
- Resource bank
5.1. Supporting the Development of Academic Writing

1. “Provision for supporting doctoral candidates”

Find out what provision there is in your institution to support doctoral candidates in:

- Acquiring academic writing skills
- Accurately citing and referencing their work
- Understanding what plagiarism is and how to avoid it

There are many sources of help for students with writing, the usual sources of provision and support in the UK are

- Library:
  http://www.nottingham.ac.uk/library/index.aspx
- Graduate School:
  http://www.nottingham.ac.uk/graduateschool/traininganddevelopment/researcher/index.aspx
- Professional Development:
  http://www.nottingham.ac.uk/professionaldevelopment/learningandteaching/virtualwritingcentre/index.aspx

Useful links to help with citing and referencing, and understanding and avoiding plagiarism for all of our campuses is here:
http://www.nottingham.ac.uk/studyingeffectively/studying/index.aspx

With the drive towards Open Access publishing coming from funding bodies as well as society in general, this link from Libraries could be useful to and your students:
http://www.nottingham.ac.uk/library/research/open-access/faqs.aspx

You may also be considering how you can support your student (and this is this is becoming a popular topic in the Research Supervisor Seminar Series:
http://workspace.nottingham.ac.uk/display/RISrs/Research+Supervisor+Seminar+Series), Promoting Enhanced Student Learning (PESL) has a massive set of resources:
http://pesl.nottingham.ac.uk/

If your student has learning needs these resources can help:

- http://www.nottingham.ac.uk/dyslexia/teaching/writing/supportf366/
5.2. Supporting Production of the Thesis

1 - “Proofreading, IT training”

What is your institution's policy on supervisors acting as proofreaders? Does it permit candidates to use professional proofreaders?

Does your institution provide IT training for candidates to help with presentation, for example, in using styles, contents pages and indexing in long documents, and in referencing tools such as EndNote?

This is what the University of Nottingham Quality Manual has to say on the use of proofreaders:

“Note: A proof-reader may be used to ensure that the meaning of the author is not misrepresented due to the quality and standard of English used, unless a School/Department policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammar errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed; doing so may result in a charge of plagiarism.”

http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/academic-misconduct.aspx

More detailed information on the role of a proof-reader can be found from Academic Services here:
http://www.nottingham.ac.uk/academicservices/documents/qmdocuments/role-of-proofreader.doc

and proof-reading tips can be found from Student Services here:
http://www.nottingham.ac.uk/studentservices/documents/proofreadingtips.pdf

The University of Nottingham provides a lot of IT training and support for all students and specifically for postgraduate and research students to help with presentation, for example, in using styles, contents pages and indexing in long documents, and in referencing tools such as EndNote. It can really be quite overwhelming to try and search in multiple locations so going directly to Central Short Courses and typing in the terms suggested above will reveal what is available: http://www.nottingham.ac.uk/csc
5.3. Giving Feedback

1 - “School policy for handing back work”

Does your department or school have a policy for handing back the work of research candidates within a specified time?

The University of Nottingham Quality manual is used by Schools as a reference point for determining time-limits on the return of course-work and exam results to students. http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/feedback-to-students.aspx. For students on taught doctorates or on Research Council funded programmes with assessment modules, the norms are broadly similar. However it is worth checking School or DTP/CDT requirements. For non-formal feedback, (such as often is the case with feedback to doctoral students), 21 days can seem a long-time, especially if progress is dependent on the nature of the feedback. The Graduate School encourages students to communicate with you and reach agreed time-frames with you so that you can plan in time to read large important chapters and give appropriate feedback in a timely fashion. And they can plan to have something else to work on whilst they wait (in an ideal world).
5.4. The Pastoral Role of the Supervisor

1 - “Personal issues, suspension, deferral”

What institutional support is available for research candidates with personal issues in your institution?

What are your institution’s policies and procedures for the suspension/deferral of studies?

University of Nottingham support for research candidates with personal issues will depend on the level of support that the candidate needs; money worries, social isolation, poor time or project management skills, and personal relationship difficulties - are normal concerns. Schools and Central Services provide social space and encourage social support and offer advice, guidance and training in all of these areas, and they are often embedded in Graduate School courses aimed at research students, such Planning your research and Nature of the PhD and the supervision process. University Counselling Service also runs programmes of workshops and groups, and should the candidate be experiencing more serious issues they may be offered Counselling. But before you send your student off on a course or for counselling, the advice from Counselling Services is that very ordinary and simple steps, like listening to a student, or giving them some time to do something they enjoy, can help in managing a problem or preventing stress.

http://www.nottingham.ac.uk/counselling/index.aspx

Helping doctoral students who are struggling https://uni-of-nottingham.adobeconnect.com/_a908729032/p96fsfi0dfd/?launcher=false&fcsContent=true&pbMode=normal (webinar recording)

Student services also has many useful links and information around all issues relating to Equality of access to learning that are just as useful for staff:
http://www.nottingham.ac.uk/studentservices/equalityanddiversity/index.aspx and they have pages and pages devoted to guiding students with finance:

Do look out for future events on these topics on the Research Supervisor webpages
http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx and on Central Short Courses http://www.nottingham.ac.uk/csc, including Supervisors Anonymous, which is designed with supporting you in mind.

Schools and Faculties will have policy on suspension/deferral of studies that is drawn from the Quality Manual. Academic Services Division have a very helpful FAQ section that uses slightly friendlier language than the QM and address University of Nottingham policy on the suspension and deferral of studies and changes in circumstances:

Be aware that some funding bodies (Research Councils, Charities or Foreign Governments) may make the enactment of policy quite troublesome in practice for some students. Do seek advice from your School colleagues; administrative and academic, and from Academic
Services
http://www.nottingham.ac.uk/academicservices/departmentalorganisation/index.aspx. It can be all too tempting to reassure a student in the heat of an emergency or a stressful event, but getting the right advice could prevent academic appeals in future.

Link to Registrar's website: http://www.nottingham.ac.uk/registrar/index.aspx
5.5. Professional Support

1 - “Presentations”
What are the University of Nottingham's guidelines regarding student presentations? Is it stipulated that candidates must give presentations on their work?

Ensure you are aware of the University's guidelines and policies, whether it offers any training, and how you can identify opportunities/prepare your candidate for presenting at events.

There is no specific policy at the University of Nottingham on presentations. Schools and departments will develop their own norms around this fundamental professional skill. The UK Quality Code for Higher Education (Chapter B11) stipulates that Research students (should) have appropriate opportunities for developing research, personal and professional skills.

Presentation skills courses are available to research students through the Graduate School, as well as varied opportunities to present their research to different audiences or in competitive environments, sometime with valuable or prestigious prizes, such as, the annual Research Showcase, U21’s 3 Minute Thesis (3MT) competition, British Festival of Science. Opportunities are communicated directly to students via a monthly Graduate School email (and social media).

The Graduate Schools in UNMC and UNNC offer similar opportunities and occasionally collaborate on global opportunities, such as U21 3MT.

2 - “Employment of research candidates as teachers”
What are the University of Nottingham’s policies and procedures governing the employment of research candidates as teachers? What are its expectations of course leaders in relation to supporting postgraduate teachers and assuring the quality of their teaching?

Your institution may offer a more formal teaching qualification for those undertaking a minimum level of teaching. Often this involves additional training and attendance at classes, and will require the submission of a reflective portfolio for assessment. In the UK some of these courses will have been accredited by the Higher Education Academy and successful completion will lead to Associate of the Higher Education Academy (AHEA) recognition.

Your department may also offer teaching experience through outreach activities (for example, workshops at local schools), which can help develop a range of skills in candidates.

The policy for students who teach can be found in the Quality Manual here http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/policy-on-students-who-teach.aspx

Professional Development offers a number of routes for training and qualification for research students and staff, including the Associate Teacher Programme (ATP) and the PGCHE. Diagram: http://www.nottingham.ac.uk/professionaldevelopment/images-multimedia/teaching/learning-teaching-pd-print-version.jpg
Professional Development have more information here
http://www.nottingham.ac.uk/professionaldevelopment/learningandteaching/index.aspx
5.6. Supporting Career Development

1 - “Support for career development”

What support is available at your institution for candidates in relation to their career development? For example, the international office, graduate school, career service, etc.

The University of Nottingham has undertaken to adopt seven principles as part of The Concordat to support the career development of researchers www.vitae.ac.uk/policy/vitae-concordat-vitae-2011.pdf. Principles 3 and 4 are particularly pertinent here:

3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

4. The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

The Graduate Schools in the UK, Malaysia and China exist to support the professional development of postgraduate researchers, with extensive provision of courses, events and opportunities.

http://www.nottingham.ac.uk/graduateschool/index.aspx

The main careers services for researchers in the UK are based in Portland Building. www/careers/research/index.aspx. Careers Advisors also operate in Faculty teams. There is a specialist Senior Careers Advisor for Researchers, who works closely with the Graduate School to provide career management workshops as part of the Graduate School’s Researcher Development Programme and bespoke support to Schools and DTPs. Individual careers appointments for postgraduate researchers are also available. Careers services are also available at UNMC http://www.nottingham.edu.my/Careers/index.aspx and UNNC http://www.nottingham.edu.cn/en/careers/index.aspx

The International Office provides opportunities for global exchange and can provide insight and advice about opportunities for exchange and some international career opportunities for Home and International students e.g. some post-doctoral fellowships. Being that bit older than undergraduates, research students may find themselves at a life-stage where they need advice or guidance around the needs of their family too, such as the limits on a visa of a spouse’s right to work.

http://www.nottingham.ac.uk/currentstudents/international-students/index.aspx

Research and Fellowship opportunities may also be available individually or as part of a larger project. As a supervisor and academic, you will be aware of our Research and Business services that will occasionally have opportunities of interest to you and your students; fellowships and business partnership opportunities and information about Intellectual Property and Spin-off companies and Continuing Professional Development.
http://www.nottingham.ac.uk/fabs/beis/home.aspx
6. Expectations and Preparing for Examination

Menu Items

• Welcome
• Unit introduction
• Doctoral examination: an overview
• Thesis assessment criteria
• Understanding your institution's thesis regulations
• Selecting examiners
• Finalising and submitting your thesis
• The oral component of examination
• Following examination
• Unit review
• References
• Resource bank
6.1. Thesis Assessment Criteria

1 - “Thesis criteria”
Take time to check the thesis criteria outlined for your institution/discipline/particular type of doctorate being undertaken.

The procedures and policy for assessment for Research Degrees at the University Of Nottingham can be found in the Quality Manual here http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/procedures-for-assessment.aspx

The regulations for different types of research degree and supplementary regulations e.g. European Doctorate, Doctor of Applied Psychology, Doctor of Veterinary Surgery, Doctor of Engineering, can be found here http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index-page-research-degree-regulations.aspx
6.2. Understanding your Institution's Thesis Regulations

1 - “Thesis editing and finalisation”

Find out your institution's policies on thesis editing and the processes and procedures for finalising a thesis.

The Quality Manual outlines the procedures for assessment and provides links to the most important documents for students with regards to the examination of their thesis i.e. Notification of intention to submit and the Submission pack.


They include information on everything from count (normally 80-100K words) and format to where to submit the thesis and who to consult for degree specific information. These detailed documents are updated regularly and there is likely to be some change (however small) from when a candidate checks them initially (perhaps during their first year) and when they come to submit – make sure they are using the latest version. They can also be accessed via the FAQ section of the Academic Services webpages

http://www.nottingham.ac.uk/academicservices/currentstudents/examinations/researchstudent/faqs.aspx

There are local variations in the submission process at UNNC


2 - “Institutional guidelines on compilation or joint authorship”

It might be timely to double-check your institutional guidelines to see if they allow, encourage or discourage the compilation style of thesis and how you need to handle joint authorship. If they do allow it, or even encourage it, what requirements are there and is it the sort of approach you want to encourage with your candidates?

The possibility of Thesis by Publication has been open to research students at the University of Nottingham only recently (when compared with other institutions). With reference to thesis by publication, the Quality Manual states:

In exceptional circumstances, when it may be appropriate for a student who has completed the required registered period of study to submit for the degree by publications ... an application for permission to do so may be made to Academic Services Division who will take forward the case made, with written support from the Head of School or Department, to the University

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/procedures-for-assessment.aspx. The specific guidance document can be found by visiting the page above or visiting here

http://www.nottingham.ac.uk/academicservices/documents/qmdocuments/submissionofpublishedworksguidance.docx.
6.3. Selecting Examiners

1 - “Policies around examiners”
Each institution has its own policies and procedures regarding examiners: some use internals (with different definitions of what this means), others don’t; some require an international examiner, others don’t; and some require three examiners while others require only two. Note that where an oral examination is involved, some countries (for example, the UK) are reviewing the use of international examiners (partly in light of cost).

It is essential that you understand the policies for your own institution.

The regulations for the role and appointment of examiners for research degrees can be found in the Quality Manual here
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/role-and-appointment-of-examiners.aspx

It is worth noting that some doctorates e.g. professional doctorates may have additional or alternative considerations in the appointment of suitable examiners. The Quality Manual link above provides additional links on this topic. If in doubt, contact Academic Services Division for the most up to date advice and additional documentation or forms, in the UK (Central Administration Office at the University of Nottingham Malaysia Campus or Graduate School for the University of Nottingham Ningbo Campus).

2 - “Conflicts of interest”
Check your institution's policy on conflict of interest in relation to doctoral examination.

External examiners are requested, in writing, to consider and declare whether a potential conflict of interest is likely to occur as a result of examining a thesis.
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/role-and-appointment-of-examiners.aspx. Internal examiners and students are similarly invited to consider and declare any potential conflicts of interest during the administrative process with Academic Services. All researchers of the University of Nottingham, would be expected to abide by the University’s Code of Research Conduct.
6.4. Finalising and Submitting the Written Thesis

1 - “Policies on finalising and submitting”

Take some time to check your institution's policies and procedures on finalising and submitting the thesis, including the processes around notice of intention to submit and registration of title.

A University of Nottingham student wishing to submit a thesis for examination must give formal notice to Academic Services Division of the intention to submit. (Central Administration Office at the University of Nottingham Malaysia Campus or Graduate School for the University of Nottingham Ningbo Campus). This kick-starts the procedures for the selection of examiners and necessary approval from Heads of School or Division. Details of processes and forms and submission packs can be found in the Quality Manual under Procedures for assessment http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/procedures-for-assessment.aspx and at Academic Service Division http://www.nottingham.ac.uk/academicservices/currentstudents/examinations/researchstudent/index-research.aspx

Some students can find this simple administrative step quite difficult as it signals a significant marker in their doctoral journey – one that they may not feel ready for, especially as the form may need to be completed some months in advance of their planned submission date. But of course signalling an intention to submit is not the same as actually submitting and you may have to support your student in understanding or dealing with the difference. There is no sanction for having to resubmit an Intention to submit form, but timely communication with administrators in this situation (as with all) is helpful.
6.5. The Oral Component of Examination
1 - “Guidelines on oral examinations”

The policies and procedures of each institution vary. It is therefore critical that supervisors are very clear about these issues so that they can talk the candidate through them prior to the oral.

If you haven't already downloaded your institution's guidelines on oral examinations, now is the time to do so.

Doctoral theses at the University of Nottingham are examined through the submission of a written thesis and a Viva voce examination, which must normally take place at the University of Nottingham, within 3 months of the submission of a thesis. Specific regulations, including alternative formats (such as video conference), can be found here http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/viva-voce-examinations.aspx.

Support for students preparing for their Viva (including online support) can be found through Central Short Courses in the UK and Graduate School Viva survivor resources http://www.nottingham.ac.uk/graduateschool/traininganddevelopment/onlinecourses/viva-survivor.aspx. For additional support for those preparing to examine see updates to the Support for Research Supervisor pages http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx.

Supervisors report finding the Viva survivor materials helpful to them, as well as to their students.
7. Issues in Supervision

- Menu Items
- Welcome
- Unit introduction
- Key challenges facing doctoral candidates and supervisors
- Aligning expectations
- Motivating candidates who are procrastinating
- Responding to candidates with disabilities
- Dealing with plagiarism
- Managing relationships with co-supervisors
- Managing relationships with candidates
- Unit review
- References
- Resource bank
7.1. Responding to Candidates with Disabilities

1 - “Training to support candidates with disabilities”

Is training available to supervisors in your institution to help them support candidates with physical and mental disabilities?

What professional support is provided in your institution for candidates with physical, behavioural and learning disabilities, in addition to mental health issues?

Information that was previously on the Disability Policy Advisory Unit and Academic Support websites is now held on the Disability Support workspace http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=disabsup&title=Home, including information on Disability Liaison Officers, suggested insert for School handbooks and extensive links to support.

The Graduate School provides specialist support for postgraduate students with disabilities, including learning disabilities, and Supervisors can also receive advice: http://www.nottingham.ac.uk/graduateschool/support-for-postgraduates/support-for-disabled-students/index.aspx

The mental health needs of doctoral students is an area of increasing focus. Certainly Counselling Services offer counselling in certain cases, but they also offer groups and workshops for staff and students, as well as advice and information. As you will hear in the webinar Helping doctoral students who are struggling, https://uni-of-nottingham.adobeconnect.com/_a908729032/p96fsfi0dfd/?launcher=false&fcsContent=true&pbMode=normal, sometimes very ordinary and simple steps, like listening to a student, or giving them some time to do something they enjoy, can help in managing or preventing stress.

http://www.nottingham.ac.uk/counselling/index.aspx

Do look out for future events on these topics on the Research Supervisor webpages http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx and on Central Short Courses www.nottingham.ac.uk/csc

Student services also has many useful links and information around all issues relating to Equality of access to learning that are just as useful for staff:

http://www.nottingham.ac.uk/studentservices/equalityanddiversity/index.aspx
7.2. Dealing with Plagiarism

1 - “Awareness of policies on plagiarism”

Ensure that your candidates are aware of your institution’s policies on plagiarism and that they undertake any training in avoiding plagiarism – and/or explore the resources provided by your institution.

Much of the advice and guidance at the University of Nottingham is written for and applies to all students, including your research students. There is information on policy, reading, writing, reporting data, and sources of support across all of our campuses, as well as specific reference to plagiarism:

http://www.nottingham.ac.uk/studyingeffectively/writing/plagiarism/index.aspx

The Graduate School provides help and support to Research Students with many writing courses, such as the Online Introduction to the Literature Review.

http://www.nottingham.ac.uk/graduateschool/traininganddevelopment/researcher/index.aspx

Support for staff is provided by Professional Development

http://www.nottingham.ac.uk/professionaldevelopment/learningandteaching/plagiarism.aspx

Support to Supervisors in helping students with their writing is becoming a popular theme in Research Supervisor Seminar Series. To look at resources from previous sessions and news of up-coming sessions go to the Research Supervisor workspace:

http://workspace.nottingham.ac.uk/display/RISrs/Research+Supervisor+Seminar+Series

or Research Supervisor webpage: http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx.

2 - “Deliberate plagiarism and turnitin”

What are your institution’s policies and procedures for dealing with deliberate plagiarism in research degrees? Does it subscribe to a plagiarism detection system, e.g. Turnitin?

Deliberate plagiarism is covered by the regulations on Academic Misconduct in the University of Nottingham Quality Manual:

http://www.nottingham.ac.uk/academicservices/qualitymanual/assessmentandawards/academic-misconduct.aspx

The Turnitin text matching tool in Moodle (for researchers):

http://moodle.nottingham.ac.uk/enrol/index.php?id=30904
Does your institution have a policy on the authorship of papers?

Issues concerning authorship and intellectual property (IP) are covered by the University of Nottingham Code of Research Conduct and Research Ethics: http://workspace.nottingham.ac.uk/pages/viewpage.action?spaceKey=ResEth&title=Code+of+Research+Conduct+and+Research+Ethics or via Research & Graduate Services http://www.nottingham.ac.uk/fabs/rgs/home.aspx. It is expected that researchers will pay due regard to the current codes of conduct of their professional bodies and learned societies rather than rely on their prior experience of habit and practice in their discipline.

It is expected that issues around authorship (and IP) are covered in School Inductions for research students:

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/induction-and-training.aspx
7.3. Managing Relationships with Co-supervisors

1 - “Procedures for co-supervision”

- What are your institution's policies and procedures for co-supervision?
- Do they include procedures for mediating between co-supervisors?
- In some institutions, candidates may have to go before a Supervisory Board several times a year to discuss their progress. The Supervisory Board may replace the formal supervisory team, or be in addition to it. Check the arrangements regarding Supervisory Boards at your institution.

The regulations of the University of Nottingham insist that all research students are guided by ‘a team’ with ‘at least two supervisors’ and it is the Head of School’s responsibility to ensure adequacy of supervision.
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/appointment-of-supervisor.aspx

Co-supervision and the benefits and challenges for supervisors is a growing area of discussion amongst supervisors. It is also an area where support for this particular topic is subsumed under larger headings and activities – such as Contemporary issues in research supervision. However as this is an area with an increasing profile, keep an eye on support pages for upcoming activities in this area.

- Research Supervisor webpages: http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx
- Central Short Courses: www.nottingham.ac.uk/csc

Have you seen our videos in this package on this topic?
7.4. Managing Relationships with Candidates
1 - “Policies for mediation, student complaints”

Take some time to find out what the policies and procedures are in your institution/faculty/department for mediation, student complaints, and changing supervisors.

Whilst your School Postgraduate Administrators and Postgraduate Student Advisors (and DTP/CDT Managers where relevant) will be your first point of contact as they will have a sound grasp of these kinds of procedures, Academic Services Division (part of the Registrar’s Department) are responsible for many of the administrative functions of the University. http://www.nottingham.ac.uk/academicservices/index.aspx

The point of reference for all regulation is, as always, the Quality Manual http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx

The Graduate School Research Supervisor Seminar Series often focuses on practical advice on managing relationships. You can find Lecture Capture and Webinar material from past events and details of upcoming seminars on workspace: http://workspace.nottingham.ac.uk/display/RISrs/Research+Supervisor+Seminar+Series

or via Research Supervisors webpage:

http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx
8. Continuing your Supervisory Development

Menu Items

- Welcome
- Unit introduction
- Your supervisory development: overview
- Reflective practice and performance assessment
- Working with a supervisory team or mentor
- Broadening your horizons: being a doctoral examiner
- Unit review
- References
- Resource bank
8.1. Your Supervisory Development: Overview

1 - “Institutional resources for supervisory development”

In thinking about how you can develop and continually improve as a supervisor, it would be a good idea to check your institutional resources for supervisory development – particularly if there are any events or workshops that you can attend.

The Graduate School hosts workshops, talks and seminars, and online resources that are specifically aimed at Research Supervisors. Whilst some are aimed at inexperienced supervisors, the aim is to be responsive to the needs of supervisors at all stages of experience:  http://www.nottingham.ac.uk/graduateschool/research-supervisors/index.aspx

Research Supervision often comes under the broader heading of Teaching and Learning. The Teaching and Learning Directorate of the University of Nottingham has many programmes, events, awards and activities under which research supervision may be covered http://www.nottingham.ac.uk/tld/awards/index.aspx

Have you seen the video in this package, where Professor Pat Thomson, of the School of Education talks about her approach to her development as a supervisor?

The University of Nottingham subscribes to external content to assist staff in managing their development; the Vitae RDF Planner, but there is also non-subscription information that you may find helpful: https://www.vitae.ac.uk/researchers-professional-development
8.2. Reflective Practice and Performance Assessment

1. “Guidance and awards”

- Your institution will have guidance for supervisors and a description of the expectations of supervisors of doctoral candidates. This information will be a useful reference point against which you can reflect on your abilities as a supervisor.

- In a number of institutions, awards are given to excellent supervisors of doctoral candidates. Consulting the criteria for these awards can provide further insight into the approaches and successful strategies of supervisors recognised for their achievements.

The main point of reference for guidance for supervisors at the University of Nottingham is the Quality Manual:
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/index.aspx

As a supervisor you may wish to consider your Supervisory practice as part of your Personal Development and Performance Review (PDPR); a process which operates for all staff at the University of Nottingham UK and some staff at our China and Malaysia Campuses.
http://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/pdpr/annual-pdpr-process.aspx

If you are involved in leadership and management of others you can find more resources and information on conducting PDPR from Professional Development
http://www.nottingham.ac.uk/professionaldevelopment/leadershipmanagement/pdpr.aspx

The University has a number of annual awards that recognise research supervisors, such as:

- The Dearing Award for Excellence in Teaching and Learning, approved by the Teaching and Learning Board of the University

- Staff Oscars – Best Research Supervisor category, organised by the Education Network of the Students Union

http://www.nottingham.ac.uk/tld/awards/index.aspx

More broadly the Teaching and Learning Directorate organise the Nottingham Recognition Scheme, which can lead to recognition as a Fellow of the Higher Education Academy HEA:
http://www.nottingham.ac.uk/tld/nrs/index.aspx
8.3. Working with a Supervisory Team or Mentor

1 - “Roles and responsibilities of supervisory teams”
You may find it useful to refer to any institutional or departmental documentation that sets out the roles and responsibilities of supervisory teams. This may also include the roles of different members of supervisory teams – in particular, it will highlight the requirements of the principal supervisor and differentiate between additional supervisors, including external supervisors (where appropriate).

Heads of Schools are responsible for arranging for research students in their School to receive appropriate and continuous supervision during the student's period of registered study. The Quality Manual gives guidance on the appointment of supervisors, including eligibility, advice on Supervisory Teams, and the appointment of non-University staff as supervisors in appropriate cases:

http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/appointment-of-supervisor.aspx

2 - “Institutional procedures for mentoring and supporting staff”
Make sure you are familiar with your institutional procedures for mentoring and supporting staff.

There are a number of Schemes and processes for being involved in staff mentoring at the University of Nottingham, such as WINSET’s MentorSET scheme for women in Science, Technology, Engineering, Mathematics and Medicine: http://www.nottingham.ac.uk/winset

Professional Development have courses and resources on mentoring, http://www.nottingham.ac.uk/professionaldevelopment/professionaldevelopment/mentoring/index.aspx

More senior staff may consider acting as a mentor as evidence of providing a leadership role in the professional development of others. Whilst not directly associated with research supervision, The University’s teaching and Learning Directorate has Peer Observation College: http://www.nottingham.ac.uk/tld/poc/index.aspx
8.4. Broadening your Horizons: Being a Doctoral Examiner

1 - “Criteria and requirements of the doctorate”

Your institution will have guidance notes for the criteria and requirements of the doctorate, and the roles and responsibilities of doctoral examiners. These are an excellent starting point to see if you meet the criteria.

• An example from the University of Sheffield is available here: www.shef.ac.uk/polopoly_fs/1.147571!/file/GuidanceNotesforExaminers_revised_Sep13.pdf

• An example from The University of New South Wales is available here: http://research.unsw.edu.au/sites/all/files/related_files/regular_page_content/notesforexaminers.pdf

Academic Services Division is a division of the Registrars department and is responsible for many the student administrative functions of the University, including thesis submission and examination: http://www.nottingham.ac.uk/academicservices/currentstudents/examinations/researchstudent/index.aspx

The Quality Manual has specific guidance for the assessment of Research Students, from which Schools will develop local guidance
http://www.nottingham.ac.uk/academicservices/qualitymanual/researchdegreeprogrammes/assessment-index.aspx . Your School PGR Administrators and Postgraduate Student Advisor (Schools may use a different title, such as Research Student Director) are excellent points of reference for ensuring that you are following your School or Divisions procedures.

The Graduate School runs a course for examining a doctoral thesis:
https://training.nottingham.ac.uk/cbs-notts/Guests/GuestCourse.aspx?CourseRef=GSTEDT

There is also a stock of over 60 videos of Viva FAQs to senior academic staff from the University of Nottingham on our YouTube and iTunesU channels:
10. Conclusion: Practice Scenarios and Full Programme Resources

Menu Items

- Practice scenario activities
- Supervising Doctoral Studies resource bank
- Programme evaluation for Supervising Doctoral Studies