

Training of Postgraduate Research Supervisors (Internal and External): Their Roles

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Aims of this power point presentation

- The main aim is to discuss the different ways in training potential supervisors for postgraduate research supervision leading to awards of PhD, MPhil, MD, MRes and MSc (taught) with emphasis to research governance from start to examination and subsequently award.
- They need to know the rules and regulations involving research training and their academic roles and duties as supervisors
- A lot of information can be obtained from Google in terms of training for both internal and external supervisors.
- Internal supervisors are who **on-campus** at UG and Tain. External supervisors are those who are not at UG, but else where in Guyana or abroad (**Off-Campus**).
- A potential supervisor must hold at least a PhD with a number of high impact journal publications, at least 5-6 for a start, especially for a Doctoral supervision and be highly qualified in the area of the research project.
- A person with the MPhil, MD or possibly the MRes or MSc may supervise the MSc taught research project but have a keen research interest in the research and supported by a few research papers. **Roles are generally the same for all supervisors**

Research Governance Training Programmes

- Recruitment, Qualifications and Interviews for Candidate Admission
- Enrolment, Literature Review and Registration of Research For Candidate
- Participate in induction/regular training programmes
- Looking after interests of students (computers, office spaces, academic and some personal matters-tutoring, complaints, problems and issues)
- Training in a range of managerial skills and interpersonal and cultural competences, relationship building (student/supervisor)
- Training on matters relating to annual progression, transfer, examination arrangements, suspension and extension
- Specific training on holding research day, away- day, monthly meetings, signing of documents, complaints, ethical issues and appeals, advise Head of School/ Department on any issues
- How to help students to develop beyond thesis: CV preparation, Interview techniques, academic references, finding a job etc

Training of Internal and External Supervisors: Their Roles

- All internal and external supervisors must also obtain training on the following:-
- Health and Safety and COSHH (Control of substances that are hazardous to health of people). Poisons, radioactive substances, radiation etc
- Literature review and research questions, hypothesis, aims and objectives
- Preparing a poster and power point presentations
- Writing a research grant application and a scientific abstract, a paper and a review
- Collecting data and statistical analysis of data for presentation
- Preparing and writing up a thesis
- References presentation
- Mock examinations
- Training in experimental design and the use of equipment in each series of experiments

Who should do the training for the Roles? Or How do supervisors obtain the relevant experience?

- Many newly qualified academic staff with MSc, MPhil, MD and PhD would have obtained some of the training during the course of their post graduate studies via their own supervisors and their postgraduate schools/ Institutions
- Many postgraduate students in their senior year(s) usually act as mentors for their junior colleagues during postgraduate research training. Training passes on from one to another via experience
- Schools should encourage newly qualified academic staff to join the supervisory team as a third supervisor if he or she is qualified in the area
- Onus is on the Postgraduate Research School to provide the training using local academic experts or invited experts in the specific areas of research governance on a regular basis
- Those young/inexperienced academic staff members who participate in all the training programmes can now act as a fully qualified second supervisor

Summary of Training

- Training of a research supervisor to supervise postgraduate students successfully for their target award in a higher educational Institution is essential because it helps the Institution to stay away from the court room or from students suing the Institution for neglect. This is a major problem globally
- A successful outcome/award is good for the student, the supervisory team, the School/Department and the University. A bad outcome is bad for everyone
- Globally now, most higher Educational Institutions and Governments recognise the importance of the training processes for postgraduate research supervisors and as such, design formal training programmes /Course for their newly qualified academic staff to gain the experience in becoming excellent supervisors
- Experience is the greatest teacher on earth

Roles of the main research supervisor for candidate

- The supervisor of a PhD or related degree candidate **is required to provide academic guidance and practical support from the inception of the project to the submission and even the final correction of the thesis.** The supervision of PhD candidates or similar is a specialised and demanding activity
- Once the supervisor(s) signs the registration document, then he or she is obligated to see the project through (successfully). There can also be possible hiccups with supervisor, student and Institution.

Roles of the main supervisor for candidate

- Department or School should play a role in the appointment(s) of the main supervisor
- Every candidate must have a principal/main supervisor or Director of Study (DOS) and supported by a second supervisor with both of them working in the same subject area.
- The Director of study must have previous supervisory experience, at least two completions even as a second supervisor.
- Second supervisor must provide academic support and to take care of events if the DOS is ill, leaves the institution or on sabbatical leave or conflict of interest

Roles of School and Head of School

- The ultimate responsibility lies with the Head of School or Department once he or she signs the admission form for student to undertake a research degree in the School
- Some departments also operate a postgraduate committee within a department or school which is charged with the responsibility of providing academic and practical support to PhD candidates.
- Both supervisors must hold a PhD or MD degree and have a good research track record

Roles of School and Head of School

- A person with the MRes should not supervise a PhD, MPhil or MD student
- A good supervisory relationship is the essence of a successful PhD programme.
- There should be an open, honest and professional interaction between students and supervisors, based on mutual respect, trust and good-will.

General comments

- Good supervision relies on open communication between the supervisors and the candidates
- At the outset of the research project, it is important that all parties are clear about their expectations of each other. The student-supervisor agreement is in the registration document at the start of the study. It carries signatures of HOD, DOS, Second Supervisor(s) and Students
- Students and supervisors must be prepared to talk candidly about other issues affecting the candidate's ability to make progress with the PhD.
- Best to avoid any conflict of interest between student and supervisor. For example, supervisor supervising a family member

General Comments

- 'Supervisory staff should avoid entering into, an intimate personal relationship with a student at the University, particularly a student for whom they have responsibility for.'
- Failure by a staff member to disclose a conflict of interest may be considered a disciplinary matter by the University.

Responsibilities of supervisors and candidates

- Frequency of meetings with some documented as evidence
- Annual progression reports to be provided by the student for progression, but supervisors can request monthly reports
- The nature, promptness and limits of feedback on written work
- Involvement in presenting seminars on the research while in progress
- Financial support, if any, to be available to the student once the tenure of any scholarship has ended. Self-supporting students get no help but they can use their self supporting bench fee to support visits to meetings and other labs.
- Target dates for various stages of the research. This is normally outlined in the registration document
- Principles for establishing authorship of any resulting publications
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Roles of the Primary Supervisor or DOS

- The role of the primary supervisor or Director of Study (DOS) is to provide academic advice and practical support.
- He or she is the main point of contact for the student and the administration.
- The primary supervisor is responsible for meeting all the responsibilities and will convene meetings with co-supervisors and advisers.
- The primary supervisor should also ensure that the Head of Department is informed where disagreements between supervisors and/or advisers may be compromising the progress of the project.
- All problems related to the research activities and progress of student to final award lie with the DOS
- If two departments are involved, one should take the primary role, as arranged by the two Heads of Departments.

Role of the Co- or Second Supervisor

- A co- or second supervisor provides academic advice and practical support, as well as taking part in review meetings and providing input for reports and recommendations.
- The role of co-supervisors will vary from project to project.
- The precise responsibilities of co-supervisors should be determined in each case in consultation with the candidate and the primary supervisor.
- These may also be formalised in a written agreement, if this is felt to be appropriate.
- The co-supervisor is responsible for the full supervision of the student in the absent of the DOS

Role of the Adviser

- An adviser is not a supervisor as such.
- He or she is someone who may provide specialist help, either regularly or irregularly.
- Typical of the advice offered by advisers are the following: professional expertise; linguistic information; statistical support; and laboratory techniques.
- Advisers should be named only where they are providing substantial support.
- An adviser may not need to hold a PhD or supervisory experience

Responsibilities of the Head of Department

- To maintain an environment within the Department which is conducive to a research culture: Facilities available
- To check that the candidate's previous level of academic attainment and experience are appropriate for admission to the programme
- To guarantee that adequate funding and technical assistance are available to support the project
- To ensure that the supervisory arrangements are satisfactory to both student and supervisor(s)
- To check that the research interests and expertise of the supervisor(s) are suited to the candidate's needs and to the demands of the project

Responsibilities of the Head of Department

- To support the primary supervisor by arranging co-supervision and/or an advisory committee
- To identify cases where it is desirable to change the supervisory arrangements for academic or personal reasons
- To administer the reporting process and make recommendations as necessary
- To determine that supervisors are not over-committed, and to check this annually
- To deal with complaints, appeals and problems promptly

Other responsibilities of the Main Supervisor (DOS)

- As outlined earlier, that the main supervisor of a PhD candidate is to provide academic guidance and practical support from the inception of the project to the submission of the thesis since the supervision of PhD candidates is a specialised and demanding activity
- However, it is expected that the more experienced DOS should provide mentoring support for the new supervisor.
- New supervisors are required to attend training sessions organised by the Higher Education Development Centre.
- All supervisors are encouraged to participate in occasional seminars dealing with PhD matters organised by the postgraduate Research School
- All supervisors are bound by the University's Ethical Behaviour policy as well as by the specific obligation
- No harm in getting new potential supervisor to join the team

Collegiality or Cooperative Relationship

- The Main supervisor should:
- Assist in integrating the candidate into the academic and social life of the department
- Provide a collaborative research environment and encourage open communication
- Ensure that meetings with co-supervisors and/or departmental advisory committees operate in a constructive manner
- Be sensitive to cultural, political or gender issues relating to the research topic or the candidate

Academic advice

- The main supervisor should:
- Hold regular formal supervision meetings - at least once a month in normal circumstances - at which the candidate is guaranteed uninterrupted individual attention
- Be available, within reason, at other times to provide assistance when particular difficulties arise
- Encourage the candidate to adopt an independent approach to research and learning
- Ensure that the candidate is involved in setting the timetable for the research and reviewing progress of the research and its timetable. Candidate is leading the research

Academic Advice: Supervisor should :-

- Ensure that student attends all training courses to support PhD:
- Health and Safety, COSHH, writing skills, literature reviews, ethics, statistics, preparing power points and posters, writing grants, research papers, a thesis etc
- Provide full, prompt, honest and informative feedback to the candidate on work in progress
- Remain conversant with the issues and the literature relating to the candidate's research
- Provide reliable and well-informed guidance in all matters of sound research practice
- **Accept that, in some aspects of the topic at least, the candidate's level of knowledge might eventually exceed that of the supervisor**

Practical support

- The main supervisor should:
- Ensure that the candidate is properly forewarned if the supervisor is to be absent from the University for more than a brief period (for the purposes of academic leave, for example)
- Arrange, through the Head of Department, for adequate alternative supervision (Second Supervisor) during any period of absence, either by assigning another staff member to take over supervision or by setting up other means of communication (by e-mail, for example)
- Be prepared to give advice on sources of financial support, such as bridging grants, or direct the candidate to those who can provide such advice

Professional support

- The main supervisor should:
- Encourage the candidate to become an active member of the professional community, national and international
- Ensure that the candidate contributes to research seminars within the department
- Encourage the candidate to attend relevant conferences within the country or region and overseas and offer guidance in the preparation of conference presentations
- Identify research work by the candidate suitable for publication in refereed journals or other academic publications and assist in the preparation of articles for submission
- Make clear from the outset how issues relating to joint publication of work arising from the candidate's thesis are to be handled
- Not expect the candidate to work in the capacity of 'technician' or 'secretary' to the supervisor

Pastoral Support

- Generally, responsibility for pastoral care rests with the supervisors.
- DOS and other supervisors have a moral obligation to see the student through for the target award.
- Supervisors must be academically friendly and provide moral and pastoral support to student
- Supervisors are personal tutor to the research students
- Gaining feedback on your personal development, such as skills that you should develop
- Constant advice on further studies.
- Illness that is affecting or might affect your coursework, tests or exams
- Family or personal circumstances that are affecting or might affect your coursework, tests or exams
- Problems with managing your workload, which is starting to cause you anxiety.

Wellbeing Support by DOS and University

- DOS is expected with these:-
- Practical - for example, difficulties with accommodation
- Emotional - family difficulties, homesickness, support through a disciplinary process
- Wellbeing-related - concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- Safety-related - concerns about security, harassment or crime
- Funding

Summary of my experience as a supervisor

- FAMILIARIZATION OF THE DEPARTMENT/
LABORATORY/UCLAN/LIBRARY
- GIVE STUDENTS A LABORATORY HANDBOOK EXPLAINING GOOD AND BAD PRACTICES IN RESEARCH. START TO WORK GRADUALLY IN THE LAB.
- HOW TO DO LITERATURE SEARCH, READ AND WRITE A PAPER AND DESIGN EXPERIMENTS
- FIRST 4-6 WEEKS IN LABORATORY TO FAMILIARISE THE STUDENTS WITH EQUIPMENT, HEALTH, COSHH, ETHICS AND SAFETY PROCEDURES, WHERE TO FIND WHAT IN THE LAB AND GENERAL INTRODUCTION TO THE DEPARTMENT - INCLUDING STAFF AND OTHER STUDENTS.

Summary of my experience as a Supervisor

- WITHIN FIRST **3 MONTHS** - STUDENTS MUST UNDERTAKE A THOROUGH LITERATURE SEARCH OF THE PROPOSED AREA OF RESEARCH. (The report may be modified for a review paper for publication)
- THEY MUST WRITE UP A 20-30 PAGE REPORT - BACKGROUND, HYPOTHESIS, AIMS, OBJECTIVES. PLAN OF INVESTIGATION AND RELEVANT REFERENCES AND WHAT TRAINING TO BE DONE.
- REPORT IS ABBREVIATED TO FORM REGISTRATION DOCUMENT. NO ONE CAN DO EXPERIMENTAL WORK UNTIL THEY HAVE DONE THE REGISTRATION AND OBTAINING ETHICAL CLEARANCE TO DO THE RESEARCH

Summary of my experience as a Supervisor

- STUDENTS MUST HAVE THE FOLLOWING:-
- GOOD UNDERSTANDING IN THE SUBJECT AREA
- THEY MUST LEAD THE EXPERIMENTATION
- THEY MUST BE ABLE TO WRITE IN A SCIENTIFIC MANNER
- THEY MUST BE ABLE TO WORK INDEPENDENTLY
- THEY MUST BE ABLE TO USE, REPAIR AND BUILD THE EQUIPMENT IF POSSIBLE

My experience as Research supervisor

- AS DOS, I SEE STUDENTS EVERY DAY TO TALK ABOUT THE EXPERIMENTS.
- I MEET WITH EACH STUDENT FOR ONE HOUR EACH WEEK TO DISCUSS THE WORK/PROBLEMS/ISSUES.
- WE HOLD GROUP MEETINGS ONCE A MONTH.
- I PREFER TO GIVE THE STUDENTS A CERTAIN AMOUNT OF FREEDOM - OVER SUPERVISION CAN BE DANGEROUS - STUDENTS FEEL INTIMIDATED AND UNCOMFORTABLE
- YOU MUST GET STUDENT TO COMPLETE THE SECTION ON PROGRESS FILE REGARDING OFFICIAL MEETINGS. DO THIS OFFICIALLY AT LEAST 6 TIMES PER YEAR

What qualities does a good supervisor should possess?

- Best to be certain that the individual is capable in supervising the student
- By not intending to leave the institution permanently or go on sabbatical during your PhD
- Of a similar personality and working style to you
- Reliable and approachable, with a strong track record of supervising PhD students
- Someone you are inspired by and proud to associate with as a supervisor
- Sufficiently interested in and enthusiastic about your project to commit three or four years of their guidance, support and encouragement
- Up-to-date in their knowledge of the latest findings and publications within your field, and has strong connections within academia.

MANAGING RESEARCH STUDENTS: PITFALLS AND PROBLEMS: (ONLY MY PERSONAL OPINION AS DOS)

- BY

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SOME PROBLEMS/PITFALLS

- SOME STUDENTS FEEL THAT THEY ARE DOING YOUR RESEARCH. TELL THEM THAT THEY ARE DOING THEIR OWN RESEARCH OR OUR RESEARCH. THEY MUST REALISE THAT THEY ARE DOING THE RESEARCH WORK FOR THEIR MSc, MPhil, MD OR PhD OR FOR THEIR CAREER DEVELOPMENT.
- STUDENTS MUST ALWAYS FEEL INVOLVED. IF NOT THEY WILL FORM A CLIQUE AND THEY WILL START TO CRITICISE YOU VERY QUIETLY. THIS MUST NEVER HAPPEN. STUDENTS MUST ALWAYS BE INVOLVED AND OCCUPIED.
- REMEMBER THAT “AN IDLE BRAIN IS A DEVIL’S WORKSHOP”.

IT IS ALWAYS GOOD TO WORK WITH THE STUDENTS.
YOU SHOULD SET THE EXAMPLE BY ARRIVING IN THE
OFFICE/LABORATORY EARLY.

YOU MUST ALWAYS BE THERE TO HELP.

ONCE THE STUDENTS ARE NEGLECTED THEY BECOME
UNINVOLVED, COMPLACENT AND LACKADAISICAL.

GET THE STUDENTS TO WORK LATE IF IT INVOLVES LONG
EXPERIMENTS AND THEY ARE GOING ON WELL AND THEY
ARE EXPENSIVE TO RUN

TAKE THE NEXT DAY OFF, WORKING AT HOME TO
ANALYSE THE DATA

SOME STUDENTS ARE EITHER BAD, LAZY, UNGRATEFUL,
TOO CONFIDENT AND BRIGHT, SELFISH AND
MOREOVER, THEY SOMETIMES FEEL THAT THEY ARE THE
SUPERVISORS AND YOU ARE ONE OF THE STUDENTS.

THEY ALSO FEEL THAT THEY KNOW MORE THAN YOU
AND ON NUMEROUS OCCASIONS THEY WANT TO DO
THINGS THEIR OWN WAY.

Time keeping is very important. It is better to work 9.00 am to 5. 00 pm and be organised. I do not expect students to work 7 days per week.

Supervisors should not expect students to work 7 days per week. Spending extra times are necessary on some occasions – important experiments.

Reading, experiments and writing should go hand in hand. You have 5 days per week to prioritise these.

Analyse data every day or week rather than at the end of the month. You may be doing the wrong experiments

Part time jobs during working hours can slow down progress, completion and submission.

I HAVE TO USE MY COMMON SENSE, INITIATIVE AND EXPERIENCE TO COPE WITH THESE STUDENTS (I HAD TWO - THREE STUDENTS LIKE THESE).

I SOMETIMES GIVE IN BUT I KNOW THAT THE STUDENTS WILL MAKE MISTAKES. ONCE THEY REALISED THAT THEY WERE WRONG, THEN THEY WILL START TO RESPECT YOU. THIS IS NORMALLY DONE AT A COST (WASTAGE OF RESOURCES).

ON SEVERAL OCCASIONS STUDENTS ARE INFLUENCED BY SENIOR FRIENDS AND OTHER STAFF MEMBERS. THIS CAN BE A BIT AWKWARD WHEN YOU ARE SUPERVISING A STUDENT AND AN ACADEMIC STAFF MEMBER IS INTERFERING/INFLUENCING THE STUDENT DIFFERENTLY.

WRITING SCIENTIFIC PAPERS AND THESIS

- Students wait last moment and rush to do these.
- They do not read over their work before giving you to read. Get them to read over work before submission.
- They have numerous typographical mistakes, incorrect references and labelling of diagrams, and the order of presentation is not in a logical order/manner. In many cases they leave out references. Get them to learn reference manager and use it accordingly to journal
- Students rush to submit the paper or thesis. They do not want to pay extra tuition fees. This may result in failure or resubmission which is not good for the School or supervisory team
- Some students submit papers or the thesis without showing their supervisors. This is a very bad practice and should never occur. If thesis is involved, you should inform senior colleagues and GRS.

Try to motivate them in research and in whatever you want them to do .

Get them to be involved and more confident and enthusiastic in research and the training processes.

Encourage them that related studies/induction/Certificate on research skills/methods are as important as the PhD thesis. These are integral part of the training programme. Students should be examined on related studies.

Join them in the pub for a drink. Invite them home for a meal. Get them to speak their mind. As supervisor you need to know what is going on.

Management Issues

- Management must provide students with dedicated office space with desks, chairs, computers, printers, photocopying facilities etc
- Management and DOS should encourage and support students to visit other laboratories to work and to attend national and international scientific meetings, workshops, training courses, research activities etc, regularly.
- Some financial support should be available for students. They can also apply for grants from Professional Societies.

Research Supervisors

- Some DOS and supervisors do not have enough experience and have no clues as what to do in situations. In this case contact your RDT or seek help from senior colleagues
- Some supervisors are not responsible and probably not capable and confident enough to supervise students. Better to start as a second supervisor.
- Once you sign the registration documents etc as supervisor, you are committed to the student.
- Supervisors must get involved in meetings, research seminars, research day, training sessions, RDT meetings etc
- Some supervisors do not read properly the research work, papers, forms, thesis etc given to them by their students. This is an element of bad practice

Part time students

- Their first priority is their work, then postgraduate research-Overseas (off Campus) and UK-Based
- Be careful when you take on part time students. Interview them and get a clear commitment to the research work (written if possible).
- Many of them do not meet deadlines.
- Supervisors have tremendous problems in communicating with them
- They miss out on related studies. You have to sort this out since they must participate in related training and induction courses
- Same is true for students who are doing PhD by publication

Part Time Students

- Language is a major for many foreign students. They need language and scientific training.
- They some times do not understand how much work they have to do for the PhD. Explain the enormity of the programme at the inception.
- Encourage them to visit UCLAN to do some research work annually.
- Make sure you visit them at their work place at least twice annually.
- Charge students annual administrative fee to cover one or two visits.

Research Governance- personal opinion

- Some students abuse the direct PhD registration, suspension and extension processes. In relation to suspension, they use it for their own gain (eg not to pay extra fees).
- Suspension is there for genuine reasons:- illness, family /personal problems, laboratory / building problems or other major issues.
- In relation to extension, some students prolong the time so that they can stay on for a long time.
- Direct PhD is there for a person with MPhil or MSc plus several years of research experience.
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Research Governance- personal opinion

- Some students waste a lot of time by working too slowly. They do not seem to be responsible enough. Some students come up with silly excuses in order to delay the work.
- In contrast, some students are excellent and they push you to the limit. I like to supervise these students because of their dedication to the work, enthusiasm and industrious nature. They can also write extremely well and this is a bonus.
- Some students do extra part time work to earn a salary and thus neglect the research

Annual progression

- Annual progression is a nuisance for some students and supervisors. This is when they are assessed and quality assured.
- Many supervisors only complete forms with students at the time of annual progression.
- Progression of off- campus students is a major problem. Difficult to get hold of them.
- Many fail progression in July due to lack of progress.
- Failure at annual progression can lead to withdrawal from the course.

Student selection at Admission

- At the interview make sure that you select the right student to work with you.
- You need some one who is bright, enthusiastic, holds a first class honours degree (and MSc if possible), competent, capable and who can express himself or herself well both orally and in writing. Give them some thing to write before the appointment. Both Supervisors and RDT should interview the student
- Select a student who can think and work independently and not a technician who you have to tell what to do.
- Select a student who has a technical mind and who can set up and repair the equipment if necessary.

At the end of the doctoral training programme, student should demonstrate

- Capability in making a contribution to understanding of a new intellectual field or area and knowledge
- Understanding of professional and employable skills for personal and general development
- An ability to work independently, continually and enthusiastically to enhance their career and profession
- Students should make ongoing and independent contribution to a legitimate area of intellectual endeavour. They should help to develop and change the field for the benefit of mankind

Problems with some supervisors

- They fail to support their students at times
- They some times do not read the registration document, transfer report or the thesis.
- They fail to appoint examiners on time.
- They question several aspects of governance issues- Why students have to register or transfer?
- They do the research for the students, analyse the data and write up most parts of the thesis. This is very annoying for some students. Students have paid to obtain the training and not to observe the training

Direct PhD registration

- Try to avoid direct (2 years) PhD registration even if a student has the MPhil.
- In my opinion, most (if not all) students cannot complete the work and thesis on time. It is also hard work for the supervisory team. The student submits a weak thesis.
- Many students have no experience of statistical data analysis.
- Examiners are unable to read tables and figures
- Students fail to discuss their work critically.
- Many get resubmission

SOME ROLES OF RESEARCH DEGREE TUTORS (RDT)

- Main role is to look after all issues of research governance in his or her School-
- Recruitment, interviewing students, processing applications/ATAS completion (admission), check enrolment, participate in induction/training programmes, looking after interests of students (computers, Office spaces, academic and some personal matters-tutoring, complaints, problems and issues), registration, annual progression, transfer, examination arrangements, suspension, extension, Member of Research Degree Sub-committee, annual RDT report, training, research day, away day, monthly meetings, signing of documents, advise Head of School on any issues etc

Other Issues Relating to Research Governance

- **Suspension- ill or major personal or other problems**
- **Extension- when you run out of time**
- **Change of Supervisory team**
- **Change of registration**
- **Examination arrangement**
- **Annual progression and students' File/Completion of file.**
- **Governance issues at annual progression meeting**
- **Ethical Problems**
- **Health and Safety**

END

- QUESTIONS AND ANSWERS
OR DISCUSSION

Responsibilities of the Research Candidate

- PhD candidates have a number of responsibilities including:-
- They should accept that the degree requires them to work towards intellectual independence within a supportive supervisory environment.
- They must demonstrate a high level of commitment and personal initiative.
- They must be prepared to "drive" the research project and to raise matters of concern promptly, without waiting for others to do so for them.

Responsibilities of the Research Candidate

- They should not go out of tangent since they can waste money and valuable time
- They should expect to take the lead in most matters pertaining to the project, adhering to the principle that theirs is the main responsibility for the conduct and progress of the research.
- They should also ensure that they have acquainted themselves with the regulations and procedures governing the PhD programme, to which end they are strongly encouraged to attend the orientation sessions etc run by the University.

Specific responsibilities of PhD candidates

- To commit adequate time and effort to the project
- To display initiative in identifying and resolving problems relating to the research
- To manage their work efficiently so as not to place unreasonable demands on supervisors
- To be well organised and capable of setting and meeting deadlines for various phases of the research

Specific responsibilities of PhD candidates

- To acquire any new skills required as part of the project
- To maintain frequent and regular contact with the supervisors
- To seek and accept in good faith advice from supervisors and advisory panels
- To fulfil tasks required by the supervisors as part of the project
- To produce self-review documents as part of the reporting process

Specific responsibilities of research candidates

- To meet the normal scholarly and professional standards required by their discipline
- To start writing their thesis as early as is practicable
- To ensure that all written work is of a high standard of expression and organization
- To present seminars where appropriate and participate in the academic, professional and social life of the department
- To attend and present papers at conferences and publish sections of the work where appropriate under the guidance of their supervisors

Advice to Research candidates/students

- It is essential that candidates accept that, just as it is a requirement of supervisors to provide advice and criticism, it is necessary for them to listen when such advice and criticism are offered.
- Ideally, this should take the form of a constructive dialogue, but there will, inevitably, be times when this is the source of some tension.
- In cases where such dialogue is proving difficult or impossible, this must be addressed as soon as possible with the help of the HOS.

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END

- Questions and Answers