Graduate Resource Book

Personal and Professional Development for Postgraduate Researchers

The Faculty of Engineering and Physical Sciences

Graduate Development

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September 2010 Edition
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INTRODUCTION

Welcome from the Associate Dean, Graduate Education

Welcome to the Faculty of Engineering and Physical Sciences at The University of Manchester. With a worldwide reputation for high quality research and teaching, we are committed to fostering a culture and postgraduate experience that ensures you excel in personal, social and intellectual qualities. Our goal is to encourage you to reach your full potential at every stage of your research degree and to provide a solid foundation for your future career success.

A research degree is a challenging and rewarding experience combining core research skills and knowledge and the opportunity to develop a much wider range of personal and professional skills. As a postgraduate researcher you will be expected to take responsibility for your research degree – from defining your subject area, to planning your workload, mastering the techniques required to conduct your research, developing your relationship with your Supervisor, and effectively communicating your research expertise to others. This is your chance to contribute to scientific advances that excite and challenge you, and to develop the skills, attributes and competencies of a professional researcher.

To help you meet this objective, Graduate Development, within the Faculty of Engineering and Physical Sciences, offers you a range of support, training and development opportunities that you can choose to engage with as and when you need to. Built around individual personal development plans, skills audits and self-reflection, our face-to-face and online training enables you to gain and enhance those skills that best meet your development needs.

You will find your Graduate Resource Book to be a useful reference tool, providing help and advice about the steps to completing your degree, personal development planning, training opportunities, and support information. In particular eProg, the University’s progression system, will enable you to manage your progression through your degree. You can maintain an up-to-date record of your achievements, for example attendance at training courses, conferences and seminars, and record your progress review meetings with your Supervisor and Advisor. This body of evidence will form part of your academic record.

I encourage you to take advantage of the excellent range of opportunities open to you at Manchester. I wish you success as you embark on your research degree and look ahead to your future career.

Professor Jim Miles
Associate Dean, Graduate Education
Introduction to the Graduate Resource Book

The Graduate Resource Book is a valuable source of reference information and advice, designed to help you consider and plan the optimal path to completing your research degree successfully, achieving your personal goals, and enhancing your opportunities for employability in your chosen career.

Doing a research degree requires a special set of skills for identifying a problem, investigating what is currently known about the problem and then looking for a unique solution to that problem. No matter what discipline you are studying there are generic approaches to any research project.

The Graduate Resource Book will assist you to think about the ways in which you can acquire and enhance a range of transferable skills, alongside your specialist research knowledge. The Graduate Resource Book is used in parallel with the online tools for assessing your skills, personal development planning and reflective learning.

Who is the Graduate Resource Book For?

The Graduate Resource Book is for postgraduate research students studying full-time or part-time for the degrees of PhD, EngD, MPhil, MEnt, or MSc by Research.

It is provided to all postgraduate research students at the start of their programme. As such it is a reference point and guidance document for all researchers and is not programme or subject specific. You may find that your School or research programme provides additional information on local requirements via School handbooks, intranet sites, eProg or Blackboard. You may also receive further information through your School or Research Group induction. Where you are not sure of a process, policy or source of information, contact your School Postgraduate Office or the Faculty Graduate Office.

How is the Graduate Resource Book Organised?

Introduction

This section provides information about the key members of staff you will work closely with during your degree. It also introduces you to Graduate Development and the personal and professional development process.

Managing Your Research Degree

This section highlights the important stages of your research degree and provides information to help you complete each milestone associated with your programme.

You will manage your research degree using eProg – the University’s online system for recording, monitoring and reporting on your progression and skills training activity. eProg displays a personalised timeline of your programme (your pathway) along with a progression list of compulsory milestones, associated with online forms, and skills training. It is your responsibility to complete and submit these online forms to your Supervisor for comment.

Personal Development Planning

This section provides guidance on the principles of Personal Development Planning. The starting point is the skills audit, which should be completed annually. Initially, this allows you to self-assess the skills you have brought to the start of your degree in comparison to the expected skills you should have when you complete your research degree.

This audit will identify your existing strengths and raise awareness of areas on which to focus your development. You can then determine how you intend to improve those skills, whether independently or with the support of Graduate Development, which provides researcher training and development opportunities.

It is useful to keep records of and reflect upon your progress so that you can periodically evaluate your newly acquired skills and begin to identify the next set of skills you may need to keep on track.

Training and Development Opportunities

This section details the wide range of development opportunities available to you as a postgraduate research student. The Faculty’s Graduate Development workshops are fully described here and you will also find information on other training providers across the University and external resources and opportunities.
University Degree Guidance in Brief
This section includes summaries of the most relevant University regulations and policies that you may need to refer to during your time at Manchester, including the Code of Practice for Postgraduate Research Degrees. All links to the latest versions of this guidance are also provided.

Faculty of Engineering and Physical Sciences Postgraduate Research Structure
Vice President and Dean of the Faculty: Professor Colin Bailey
Associate Dean for Graduate Education: Professor Jim Miles
Associate Dean for Research: Professor Hugh McCann
Project Officer for Graduate Education: Lee Wilkinson

School Postgraduate Directors
The Faculty of Engineering and Physical Sciences has nine Schools and a several Doctoral Training Colleges (DTCs), which host postgraduate research students. Within these there are a number of research groups where you will find a thriving research environment and support for you during your studies.

Key Contacts: Support for Postgraduate Researchers
As a postgraduate research student you are supported by a team who you will guide you through your degree and who are dedicated to nurture, support and develop your future. If you have any queries or concerns at any time during your period of study in Manchester there are a range of people you can approach:

- Your Supervisor(s)
- Your Advisor
- School Postgraduate Director
- School/Research Group Postgraduate Tutor
- School Postgraduate Administrator/Office
- Faculty Graduate Education Office
- Faculty Graduate Development

Your Supervisor(s)
All postgraduate research students are allocated a Supervisor before admission to their research programme. The responsibilities of the Supervisor include: giving guidance about the nature of research and the standard expected; the planning of the research programme; and pointing you towards relevant literature and other sources of information. The relationship with your Supervisor is of central importance and there is an expectation that you will take responsibility for helping to develop and manage an effective working relationship.

You and your Supervisor should establish clear and explicit expectations of each other to minimise the risks and problems of misunderstanding, personality clashes, inadequate supervision and unsatisfactory work. Due to the increasingly interdisciplinary nature of our research you may find that you have Supervisors from different Schools or faculties. Where more than one Supervisor will have input into your PhD, it is important that you are aware of their respective roles and responsibilities from the outset.

Your Advisor
All postgraduate research students are allocated a member of staff who will act as an Advisor. The Advisor is responsible for providing pastoral and academic support. The role of the Advisor is not meant in any way to replace the relationship between you and your Supervisor. However, where you need to discuss matters, whether academic or otherwise with another person, your Advisor will be available. Such discussions can be in the absence of your Supervisor, outside the framework of formal meetings, and confidential. Though unlikely, your Advisor should also be your first point of contact if the relationship with your Supervisor breaks down.
The School/Research Group Postgraduate Tutor
The School/Research Group PGR Tutor is responsible for the broader provision of the research degree programme and is responsible for providing the best possible environment for your degree. They can offer many different types of help to diverse problems and can be approached about any issue. (Not available in all Schools.)

The School Postgraduate Director
The School Postgraduate Director is responsible for leading the local postgraduate management team in all areas of graduate education including student applications, studentships, appointing advisors, monitoring student progress and approval of examiners. School Postgraduate Directors sit on Faculty committees for graduate education and the research degrees panel.

The School Postgraduate Administrator/Office
Each School has Postgraduate Administrator/Office that has a local administrative role. They deal with postgraduate admissions, registrations and monitor progress. They may remind students of when milestones are due but are also a great source of information and help.

Faculty Graduate Education Office
The Faculty Graduate Education Office co-ordinates postgraduate education activities and is an invaluable point of contact for all issues regarding graduate education. Within the office there is a wealth of knowledge regarding the whole PhD process (e.g. registration, training opportunities, interruptions, extensions, thesis submission and the examination process).

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http://www.graduateeducation.eps.manchester.ac.uk

Peer Mentoring
Many Schools run peer mentoring schemes which are designed to provide a support network for postgraduate students. The first year of your degree can be a difficult time. Peer mentoring is a simple, informal way for you to get extra help and advice about studying for a research degree in Manchester from those who have been through it.

The schemes generally links first year research students (mentees) with more established second or third year research students (mentors). The mentors offer help and advice on settling into Manchester and a range of issues related to undertaking postgraduate study.

To find out more about peer mentoring contact your Postgraduate Administrator who will be able to inform you if the scheme is running in your School. (Not available in all Schools)

Faculty Graduate Development
Graduate Development offers a host of training and development opportunities and resources to postgraduate researchers. As a training team we aim to be an extension of your supervisory team and are available to provide advice and guidance on a range of research issues.

The Graduate Development website provides a host of resources and information, including:

- Details about the comprehensive training and workshop programme.
- News, events and opportunities for personal and professional development.
- Links to resources and services at the University and external support sites including social research networks.
- Access to the online Personal Development Planning tools (skills audit, records for reflection)
- Access to the research skills online training courses.
University-wide Support
In addition to your immediate support team, the University provides a range of graduate student support services including the:

- Careers Service
- Counselling Service
- Disability Support Office
- International Society
- International Students Advice
- Student Guidance Service: A confidential service offering students the opportunity to discuss any matters affecting academic progress.
- Student Occupational Health
- Student Services Centre: Offers advice to students on general funding opportunities, council tax, distributes grant cheques from funding bodies and is the point of call for swipe card and library access.
- Students’ Union Advice and Information Centre
- University Language Support: Support for English language and academic writing.

You will find the most comprehensive information on student support services within the Crucial Guide: [http://www.studentnet.manchester.ac.uk/crucial-guide/](http://www.studentnet.manchester.ac.uk/crucial-guide/)
Alternatively you can contact the Student’s Union If you would prefer not to talk with University staff: [http://www.umsu.manchester.ac.uk/](http://www.umsu.manchester.ac.uk/)

Committees

School Postgraduate Committees
All Schools have a Postgraduate Committee (or equivalent) to manage their research degree programmes. Committee roles include the approval of research projects for students, helping in the selection of new students, assigning advisors and monitoring student progress and training. The Postgraduate Director chairs the Committee and other members may include senior and early career researchers, student representatives and School administrators.

Faculty Research Degrees Panel
The Panel considers all matters relating to the examination of postgraduate research degrees, including examiners reports, recommendations, procedural issues and only they can ratify results. The Panel also consider requests from students for changes to their degree programmes, including interruptions, extensions, etc.

Faculty Skills Training Steering Group
The function of the Skills Training Steering Group is to develop the strategic direction of skills training for postgraduate research students and research staff in the Faculty of Engineering & Physical Sciences. It looks to ensure that the provision of graduate and researcher development training fulfils School, Faculty and University requirements, as well as external bodies including industry, Research Councils and the QAA. The
group is represented by academic champions, postgraduate research students and research staff from across the Schools.

**Student Representation**

All Schools within the Faculty have student representation and feedback schemes in place. The schemes may differ in the level of formality and activity depending on the size and culture of the School. A well organised student representation scheme can have many advantages for postgraduate research students in dealing with issues of isolation and improving communication with both the school and other students.

Each School within the Faculty has a number of student representatives. These cover the range of disciplines and cohorts of students within the Faculty. At a School level a student representative will attend the School Postgraduate Committee (or equivalent) and at a Faculty level student representatives are involved in the Skills Training Steering Group. Issues raised through these forums will addressed at the Faculty Postgraduate Committee. Students interested in acting as a student representative for their School should approach their School Postgraduate Administrator for information on the nomination process and cycle.
MANAGING YOUR RESEARCH DEGREE

What is a Research Degree?

Given the criteria of doing original research, which no one else has ever done, no two research degrees are ever the same. Disciplines and supervisors vary in their approach to research and everyone who undertakes a research degree comes to it with different backgrounds, experiences, motivations and goals. However, there are some key stages that are common to everyone which provide a useful starting point for approaching your research degree, even though your experience may ultimately differ from these.

There are two main processes, which embody the changes you undergo during a postgraduate research degree. The first is around the degree of responsibility you have for your own learning. The second is around the professional development of yourself in relation to your discipline and your supervisor from an apprentice to an expert.

In a research degree, you have the responsibilities of deciding what information is going to be relevant to your research project and of managing your own learning. This is very different from the undergraduate experience of having information selected for you, for which you then need to prove understanding. Of course, you will get guidance from your supervisor as to which areas of literature you should be looking at, or maybe even a few specific papers, but you must search for the bulk of your own literature.

You also must decide how best to manage your time, completing tasks to deadlines and planning what comes next. Once again, you will have support and role models from other researchers, but only you will know your project well enough to make these decisions.

The aim is keep all lines of communication open and to keep asking questions of your supervisor and your research network. You will be better off if you mention when you are having problems or concerns before it is too late to remedy them.

The second process of becoming an expert in your field comes from your:

"ability to make a significant and original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes."[1]

Doing a research degree is a chance to excel as a researcher and become better known in your field. However, be realistic, it does not have to be your life’s masterpiece – nobody has ever won a Nobel Prize with their PhD research alone. It is an opportunity to use and improve upon those skills that can be transferred into your future career, whether as an academic researcher or elsewhere.

You will find that there is no exact definition of what level of research is required to meet the standards for your research degree. It will vary by discipline and is ultimately the decision of your thesis examiners as experts in the field. You must strive to convince them that your original research contribution meets their quality standards.

Key Stages in Your Degree

You have come to the University of Manchester to get a research degree. Being a research postgraduate means that you are expected to work independently, driving your research project forward to produce an important, original contribution to knowledge. When you complete this project and submit your future thesis, independent examiners will determine whether you have achieved the standards expected in your field. On the examiners’ recommendation, The University of Manchester will award you your degree. This is the core procedure of getting a research degree.

But, as you might expect, there is a lot more to it than this. This is a complex task that, if you are doing a doctorate, may take up to four years of your life. Any project of this complexity needs regular monitoring to be sure it is staying on track. The overall goals from the Ordinances and Regulations for the PhD Degree[2] of “originality” and “substantial contribution to knowledge” are defined differently for different academic disciplines and different types of research. Your project may have to adapt initial objectives in order to submit within the given time and still match these quality goals.

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You will also have your own personal goals during this time and you find that doing a research degree opens up new opportunities for pursuing other professional interests, expanding your experiences and skills. Going to conferences and publishing papers aren’t required by the University for you to get your degree, but the broader your experience, the greater chance of success in your chosen career when competing against others with the same degree.

The Faculty of Engineering and Physical Sciences system of planning helps you to manage and integrate your own personal and professional goals with the progression monitoring required by the University, setting realistic objectives and reflecting on your progress. This process, in itself, is a critical skill for a professional researcher. You are the one who will be the ultimate beneficiary of a clear understanding of the aims and objectives of your research, including being able to communicate well-defined areas of originality and the ways in which your research contributes to the existing body of knowledge in your field. Only you can maintain the drive and determination to succeed at this. Your Supervisor, School, Faculty and University will support you all of the way, but you need to initiate the process and seek out that support.

So what are the key stages in this process, specifically here at the University of Manchester in the Faculty of Engineering and Physical Sciences and how can you manage these using the online progression system – eProg (see page 26)? This process has been designed to support your progress through your research degree. However, it is not the filling in of a form that is important: it is the process of reflecting upon and communicating your current state of progress to your Supervisor and the University, and ultimately to help your own understanding in where you need to go next.

**Starting Out**

When you register for your degree, you will have selected a School and a research programme. You may be quite familiar with the specifics of your research project if you proposed it to your supervisor based on your own interests. Alternatively, you may have selected the project from a proposal funded by your supervisor. Or you may only have a general area of inquiry, which requires further exploration. These different scenarios will affect the starting point of knowledge about your project.

Doing a research degree requires a special set of skills related to identifying a problem, investigating what is currently known about the problem and then looking for a unique and original solution to that problem. There are generic aspects to doing any research regardless of what discipline you are studying.

You will already have experiences of research if you have completed a Masters dissertation, and these will form the basis of your existing expertise. You may also want to explore different aspects of research training through your own readings or activities. This topic is explored in the Faculty’s Introduction to Research workshop, which will provide you with a good starting point.

**Things to Think About or Do**

- Take some time to think about why you want to get a research degree. You may have many reasons and being clear about these will help you stay focused and positive as undertake your journey to completion.

- Get to grips with the University’s procedures and standards for gaining a research degree, familiarise yourself with the *Code of Practice for Postgraduate Research Degrees*.

- Get to know your Supervisor. Help to develop this professional relationship from the start by discussing responsibilities and expectations. Discuss the frequency and nature of your meetings and look at the reporting and recording mechanisms will you wish to put in place to ensure that you maintain good communication during your degree.

- Familiarise yourself with the Student Portal, this brings all your online services together in one place. [http://www.studentnet.manchester.ac.uk/](http://www.studentnet.manchester.ac.uk/)

- Familiarise yourself with eProg (see page 26), the online progression system for your research programme [http://www.manchester.ac./uk/eprog](http://www.manchester.ac.uk/eprog)

**At One Month**

Your first month will involve getting settled into your workspace and learning what resources are available to you. You will also begin to formulate your objectives and plans for your research project and will have an opportunity to meet formally with your Supervisor.
To help support you at this time, you will complete Form 1: Initial Research Project Planning using eProg. The amount of existing knowledge about your research project will vary according to whether you are the proposer of your own project or your Supervisor initiated the project via a grant proposal for research funds and you joined out of interest. You may have much work to do to understand the overall aims of your project.

This form gives you the opportunity to clearly and concisely state your current understanding of the research project. Presenting this to your Supervisor is a useful exercise for you and enables them to understand whether you are on the right track and what level of guidance you might need. Remember that this process is driven by you. Your Supervisor will be busy and may have additional responsibilities for other postgraduate researchers. This form can get you off to the right start and improve your ability to guide the early stages of your project.

When completing Form 1: Initial Research Project Planning consider the following:

- **Project Objectives:** What is your project setting out to achieve? What is your core research question? What would you have to do in order to answer it? List some clear objectives you want the project to pursue.

- **Areas of Initial Investigation:** What is the broad field you are researching? You will need this background information for a thorough literature review. List the major keywords you will use for your literature searches. This will help you find the key papers in your field to gain a firm background in the theory, past research and standard methodologies in this area.

- **Areas of Concern:** Be sure to clearly state anything for which you feel you need additional information. You may be unable to find sufficient relevant literature. You may feel the project scope is too narrow…or too broad. This is your place to state these initial concerns.

In addition to these formal progress reviews, you will be interacting with your supervisor on a more informal basis through meetings and discussions, perhaps even daily. It can be useful to keep records of these meetings for reference to the advice you receive.

During the first month much of your work will involve familiarising yourself with the background knowledge in your field. Literature searching and collecting references in an organised way will help you to build a strong base of knowledge that will be needed later on to understand the implications of your research to your field. A useful tool for this process, which should be used from the start, is some form of bibliographic software. Endnote is the supported software for Microsoft Word and BibTeX is for use with LaTeX word processing software. These tools will greatly improve your efficiency in storing and retrieving the vast amounts of bibliographic information you will be compiling throughout your degree.

**Things to Think About or Do**

- Do understand the aims of your research project and how does your project fit into the broader research field?

- Are there any techniques you may need to learn to conduct your research? Do you need any specialist equipment training?

- What do you need to know about logistics (such as mail, security, and access) and health and safety in your School?

- Who is a part of your research support network? Have you met key technical staff, other researchers in your department, your Postgraduate Administrator and your Advisor?

- Who is in your wider support network? Do you know about the availability and provision of library, IT, career services and support? Do you know about the provision of student support services?

- Attend the Introduction to Research workshop. This will give you a better understanding of what to expect in studying a research degree, personal development planning and an opportunity to network with researchers from across the Faculty.

- Meet with your Supervisor and complete Form 1 Initial Research Project Planning using eProg.

**At Three Months**

At three months, you will have developed a clearer understanding of your project and the theory, methodology, and skills in which you will need to develop expertise. You will also have had the opportunity to talk to your peers, researchers at more advanced stages in their research programme, your Supervisor and other members of staff. With this collected knowledge and experience you should have developed a greater understanding of what lies ahead.
This is the time to perform your first self-assessed skills audit (see page 34). The University of Manchester recommends you to self-assess your existing skills at least once per year. This process allows you to proclaim your strengths and define your existing skills. But a research degree is also an excellent time to develop new skills. The skills audit may help you identify areas where you need to develop further to complete your project or to achieve your career goals.

Once you complete a skills audit you are ready to complete Form 2: Initial Personal Development Plan using eProg. A large part of the ideas on this form should come from your own personal goals for what you want to get out of your research degree. These may be based on your future career plans or simply on your personal interests. This will start a cyclical process of assessing yourself, identifying any gaps, planning how to fill those gaps, and finally taking some action. The cycle starts again when you assess your newly acquired competencies. This can be a very powerful tool for thinking and reflecting about your own development.

This form gives you the opportunity to clearly and concisely state your initial plans for your personal and professional development. Presenting this to your supervisor is a useful exercise for you and allows them to understand whether you are on the right track and what level of guidance you might need. Your supervisor may be concerned with is time management: do you have the time to pursue personal goals without compromising your commitment to completing your research project? Professional development may help you to achieve your project objectives on time as well as achieving personal development.

When completing Form 2: Initial Personal Development Plan consider the following:

- **Areas of Strength:** These are the areas in which you ranked yourself proficient in the skills audit. Example evidence of these strengths can help you begin to build up an evidence base for your skills. Acknowledgement of these strengths allows you to focus on areas in need of development.

- **Academic & Research Project Objectives:** These are the specific objectives you have for your research project which have been identified from your skills audit. They could be objectives you hope to complete in three months or they could be longer term objectives to be met in time for inclusion in your end-of-year report.

- **Personal and Professional Development Plans:** Identify any personal and professional goals you may have. These may include joining a professional society, developing your demonstration skills to help with undergraduate classes in your School, or work in public engagement bringing your knowledge of your discipline to a wider public. All of these may improve your ability to get a job through showing a broader range of skills above and beyond those required for your discipline specialty.

**Things to Think About or Do**

- Complete an audit of your skills. Consider how you can demonstrate your competency in a range of research, personal effectiveness, and career management skills.

- Meet with your Supervisor and complete Form 2 Initial Personal and Professional Development Plan using eProg.

**At Six Months**

At six months you will have a good collection of relevant literature and, if doing laboratory work, may even have set up your experimental equipment. The on-going process of quarterly reviews with your Supervisor will help you to stay on track and will get you thinking and planning for what needs to be done next.

Your writing will be more important as you write up your literature reviews. If done well, these may be used directly in your end-of-year report. You need to demonstrate the ability to interpret scientific papers, extract the main topics and develop critical skills to judge published results in relation to your research hypothesis. One of the primary skills is that of “paraphrasing”; being able to relate the results of important literature in your own words. One of the critical aspects of being a good researcher is avoiding plagiarism, or direct copying of others’ ideas and claiming them as your own.

The skill of literature review is directly related to your writing skills. You need to become an expert in relaying your ideas (and those of others) in clear language that follows the principles of academic writing. It is important that you always think about writing your thesis: it is not something you can leave until your final year.

As you develop your own ideas about the literature you are reviewing or about your own research results, you may begin to give presentations. The ability to present your research to others is an important skill. Take every opportunity to do so and consider what level of information you will present along with who you will be presenting to.
At this stage you are ready to complete Form 3: Quarterly Research and Personal Development Progress using eProg. This form is to be used every three months to enable you to review your progress and your plans for your project. The form gives you an opportunity to review your progress over the previous three months and, most importantly, to revisit your project plan in the light of your recent work. You will have developed a new understanding of your project and your plans may have to change. There is no fixed guideline as what should be discussed in this form; it is a planning tool to help keep you on track.

When completing Form 3: Quarterly Research and Personal Development Progress consider the following:

- **Progress Report on Objectives from Previous Reports:** These should refer to the specific objectives you have identified in previous meetings. In the first instance (i.e. at six months), these may be items discussed from either concerns you mentioned in Form 1: Initial Research Progress Meeting or Form 3: Initial Personal and Professional Development Plan. They could be objectives you committed to completing before the present meeting or they may have later deadlines.

- **Academic & Research Project Objectives:** These objectives should be related to practical and theoretical elements of your research project. What are the specific areas on which you intend to focus your activities?

- **Personal & Professional Development Plans:** These are your personal and professional plans, above and beyond your specific research project objectives. Academic & Research Project Objectives and Personal & Professional Development Plans are intended to help distinguish those things that you must achieve to complete your project and those which arise from goals related to your own development. The division is arbitrary in the sense that improved personal development will inevitably contribute to a better research project.

Things to Think About or Do

- Do you know how to avoid plagiarism? Take a look at the University “Policy on Plagiarism or Academic Malpractice” (see page 66).

- How information literate are you? Are you confident in the knowledge and use of online databases? Do you use reference management software like Endnote to save PDFs or online articles to your computer? Are you familiar with the current awareness services that will keep you up to date with the latest research in your field?

- Meet with your Supervisor and complete Form 3 Quarterly Research and Personal Development Progress using eProg.

At Nine Months: MSc Research, MPhil or PhD?

Nine months into your degree involves reviewing how far you’ve come in developing your research project and assuring yourself you are on track for completing your first year. It is also a time for decisions. You may have initially registered onto either an MPhil or a PhD degree. In either case, you have two options available to you:

- Graduate with an MPhil.
- Transfer into the second year of a PhD programme.

This decision may be based on your original intentions. You may have always been clear about wanting to obtain an MPhil or you may have started on a PhD track and still feel confident that was the best choice. In some cases, you may have been initially registered as an MPhil, but always fully intended to convert that into a PhD. However, there may be situations where you initially registered for a PhD, but have found out it may not be the right option for you. The research project may not be substantial enough to form the basis for PhD-quality research. You may prefer to focus on writing an MPhil thesis and not carry on into the second year of a PhD. At this stage you should review your progress and decide which way you want to go.

This is an important decision at this point because the writing required for these two options are very different.

- An MPhil thesis will present the original results from your research.
- The transfer report into the second year of a PhD must do two things: report on your work from your first year, but also propose the research you intend to pursue for the further two years of your PhD.
Having considered your options you are ready to complete Form 4: First Year Research Progression Advice using eProg. This form gives you an opportunity to clearly state your intentions of what you are planning to next and for you to receive advice from your Supervisor.

Be aware that even if you have registered directly onto a PhD degree, you will still need to show at the end of your first year that you have the capability to achieve a PhD and that your research has the potential to produce original results to a PhD standard. The examiners of your first year report have the option of recommending that you do not pursue a PhD, but instead submit an MPhil thesis, so this is a crucial time to be clear about your progress-to-date and your plans for the future.

When completing Form 3: Quarterly Research and Personal Development Progress consider the following:

- **Your proposal**: This is where you need to tick the box, which represents your intentions of whether “To move into the 2nd year of a PhD programme” or “To Graduate with an MPhil”.

- **Supervisor advice for progression**: This is where your Supervisor provides their advice on your plans for progression.

**Things to Think About or Do**

- How has your understanding of the aims of your research project changed from your initial understanding and can you clearly describe how your project fits into the broader research field?
- Have you acquired any techniques needed to conduct your research? Do you need any further specialist equipment training? Have you completed all relevant health and safety training?
- Have you established your support network in your School and have you build upon your community of research networks?
- Meet with your Supervisor and complete Form 3 Quarterly Research and Personal Development Progress using eProg.
- Meet with your Supervisor and complete Form 4 First Year Research Progression Advice using eProg.

**Completing Your First Year**

The end of the first year is a major milestone for all research degrees. The nature and duration of the degree you are doing will determine how you will complete your first year:

- Writing and submitting Your MSc by Research Dissertation
- Writing and submitting Your MPhil Thesis
- Writing and submitting your End of First Year PhD Report

**Writing and Submitting Your MSc by Research Dissertation**

Guidance for the dissertation of the MSc by Research degree can be found in the degree regulations at: [http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/reg-mscbyres.pdf](http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/reg-mscbyres.pdf)

The degree is granted in recognition of the successful completion of “an approved programme of training and research which combines advanced study, research methodology and a substantial research project, or series of research projects.

The guidance for the format of your dissertation can be found at: [http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/q-presmscbyresmentdiss.pdf](http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/q-presmscbyresmentdiss.pdf)

Be aware there may be additional details of what is required for your MSc by Research dissertation in your programme handbook.

The awards for this MSc can be ranked as Pass, Merit, or Distinction.

**Writing and Submitting Your MPhil Thesis**

An MPhil thesis is intended to show that you have gained substantial training in the methods of research. Unlike a PhD thesis where the work is required to be entirely original, an MPhil thesis will probably contain work that contains some replication of others' work.
The regulations for the MPhil can be found at:
http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/reg-mphil.pdf

The guidance for submitting your MPhil thesis is similar to the process for submitting a PhD thesis, described below, except that an MPhil thesis must be no longer than 60,000 words.

The Examiners will make one of the following recommendations for an MPhil:

- Award the degree of MPhil with no corrections.
- Award the degree of MPhil subject to minor corrections
- Invite to revise and resubmit (on only one occasion) for the degree of MPhil with possible further oral examination.
- Reject, not permitting resubmission.

Your End of First Year Report
If you wish to be considered for progression into the second year of a PhD, you will need to submit a report at the end of your first year. This report has a number of different names, such as End of First Year PhD Report, Transfer Report and Progression Report. There are two major goals you must achieve with this report:

- Your achievements in your first year will have to be well documented to show that you have developed the necessary research skills and have a good knowledge of the background literature associated with your research project.
- You must clearly propose the nature and extent of two further years of research so that it is clear that your research project has sufficient scope to meet the standards of PhD-level research.

There is no set format for this report. Some Supervisors even suggest it may be unwise to look at previous reports from other projects because that might suggest they could be used as a template for your own report. You goal is to accurately and honestly report on your progress and clearly outline your future plans.

You will also have a viva where you can present and discuss your findings to your examiners. This will also form a part of your end-of-year assessment. Most importantly, you will receive valuable feedback from independent examiners as to how well you have done so far and suggestions for areas of improvement. This advice should taken and incorporated into your planning for your second year.

Your End Of First Year Report and viva will be assessed using Form 5: First Year PhD Progression Decision. This is an important milestone, which will have major effects on your progression. This form is primarily for the independent assessors (or examiners) of your End of First Year Report who must summarise their opinions of your research progress and give a recommendation as to your future status.

Having an understanding of the kinds of things the assessors will be expecting will help ensure that you write a report and present a viva that clearly demonstrates your knowledge and findings to date along with your future plans for undertaking and completing the research to a PhD degree standard. Note that this is not guidance for the assessors.

When writing your End Of First Year Report and completing Form 5: First Year PhD Progression Decision using eProg consider the following:

- **Assessment of Report:** This is for the examiners to address the writing of the transfer report itself. Common items they may look for are:
  - Is the work clearly written and presented in a satisfactory manner. Does it demonstrate adequate ability in report-writing and in the use of English, in an academic context? Does it show evidence that the candidate will be able to write a satisfactory thesis?
  - Is there a satisfactory discussion of the purpose of the investigation, its significance, and of any relevant previous work?
  - Does the report contain an adequate critical discussion of the relevant literature and evidence of ability in literature searching?
  - Does the report give satisfactory evidence of methods of research that can normally be gained by a student in one year's work?
• Does the research show evidence of the specific research skills required in the area concerned and in research management and related skills?
• Does the report show an adequate ability to use the facilities required to progress in the research?
• Has the candidate carried out the work in a satisfactory manner?

**Assessment of Interview:** The examiners must address your performance at the required interview / viva where you can discuss your research. Common considerations given to your interview may be:
• Did you provide a sufficiently robust oral presentation of your research?
• Did you provide a satisfactory formal presentation of your research?
• Did you display a satisfactory level of competence in English?
• Did you show conviction in the potential of your research plan to satisfy the requirements for PhD?
• Are you able to answer questions about topics related to your work?
• Do you have a good general knowledge of the subject area?

**Assessment of Planning:** This is for the examiners to address the planning aspects of your research project. Planning aspects of your research may be evident in both your report and your interview. Some things they may consider are:
• Does your review of your first year show evidence of an ability to plan a project intended to lead to a PhD thesis (including resource allocation)?
• Does your report and interview adequately outline the plans for two further years of research work?
• Is the project addressing a substantial research question, and is the plan likely to lead to a meaningful conclusion?

Note that there is no formal guidance for the examiners of transfer reports, but some idea of this guidance may be gained from looking at the guidance for examiners of the final thesis (both MPhil and PhD)
[http://www.campus.manchester.ac.uk/researchoffice/graduate/code/submissionandexamination](http://www.campus.manchester.ac.uk/researchoffice/graduate/code/submissionandexamination)

You may also receive additional information about specific assessment processes in your School directly from your School and you must follow that advice fully.

The Examiners will make one of the following recommendations:
• **Proceed directly into the 2nd year of your PhD.** This option will show you have met all of the obligations for your research.
• **Proceed to PhD subject to review after ____ months by Internal Assessor(s) and the PGR Director.** This option means that your performance in your report and interview were not up to full PhD standards, but that you will be given a specific amount of time to correct those standards. You will be informed about the remedial actions you will need to take to pass this review.
• **Not to register for Year 2 of PhD but submit for MPhil instead.** This option means that your work has been below PhD standards and the examiners do not think you will be able to achieve those standards in time to complete a PhD project. You would then have to re-write your transfer report to meet the requirements for an MPhil.

**Things to Think About or Do**
• Have you considered your project in a clear, concise and critical way and addressed the merits of different approaches? ³
• Have you developed a clear understanding of the context of your project and the strategy you will adopt?
• Have you become familiar with literature search methods, of the relevant literature and have you updated your notes?

³ Questions adapted from Dr D Cooper, Log book developer, Royal Society of Chemists.
• Are you aware of the necessary skills and techniques required to complete your project?
• Do you produce regular, precise and informative summaries of your research for your Supervisor and do you keep records of your work?
• Do you conduct regular skills audits and keep a record of your personal and professional activities?
• Do you plan and control your time effectively and is your project on schedule?
• If you are writing and submitting an MSc by Research dissertation or MPhil thesis, familiarise yourself with the University regulations and guidance.
• If you are transferring to the second year, familiarise yourself with the kinds of things the assessors will be expecting from your End of First Year Report and associated viva along with any specific assessment processes in your School.
• Complete Part A of Form 5: First Year PhD Progression Decision using eProg.

During Your Second Year
At the start of your second year, you should undertake another skills audit. You will have clear ideas of the future directions of your research from writing your End of First Year Report, as well as from the report feedback from your examiners. You may also have developed new interests related to your future employability during your first year, which you want to continue to explore.

The quarterly review process continues throughout your second year to help you keep on track with your research progress and planning. You may receive less direct guidance from your supervisor as you become more independent, but this varies for different projects.

On-going Skills Development
As you develop significant research results, it will be good to share these (and to promote yourself) at seminars and conferences. Developing good presentation practice through training workshops can give you an opportunity to present in a safe environment of your peers before going to a national or international conference. Or you may want to develop your skills in communicating your research to a more general audience through public engagement. You may also want to begin thinking about career issues and what you will be doing after your degree: some companies may begin their recruitment process one year before they are ready to hire.

You might also identify training needs, which may be met by the training and development opportunities described on page 43.

Your End of Second Year Report
As with the end of your first year, you must submit an End of Second Year Report and attend a viva to progress to the third year of the PhD degree programme.

There are two major goals you must achieve with this report:
• Your achievements in your first two years should be well documented to show that your research has continued to progress.
• You must clearly propose the nature and extent of one more year of research so that it is clear that your research project has sufficient scope to meet the standards of PhD level research.

Your End of Second Year Report and viva will be assessed using Form 6: End of Second Year PhD Progression. This is very similar to Form 5: First Year PhD Progression Decision and is primarily for the independent assessors (or examiners) of your report who must summarise their opinions of your research progress and give a recommendation as to your future status.

When writing your End Of Second Year Report and completing Form 6: End of Second Year PhD Progression using eProg consider the guidance given on page 19.

Remember this guidance gives suggestions as to the kinds of information the assessors are likely to be looking for in your report. This is not guidance for the assessors.

The Examiners will make one of the following recommendations:
• Proceed directly into the 3rd year of your PhD. This option will show you have met all of the obligations for your research.
• **Proceed to 3rd year of PhD subject to review after ____ months by Internal Assessor(s) and the PGR Director.** This option means that your performance in your report and interview were not up to full PhD standards, but that you will be given a specific amount of time to correct those standards. You will be informed about the remedial actions you will need to take to pass this review.

• **Not to register for Year 3 of PhD but submit for MPhil instead.** This option means that your work has been below PhD standards and the examiners do not think you will be able to achieve those standards in time to complete a PhD project. You would then have to re-write your transfer report to meet the requirements for an MPhil.

### Things to Think About or Do

- Do you play a major role in deciding the direction of your project and are you effectively managing your time and your project?  
- Do you engage in discussions with research colleagues and give and receive constructive feedback.
- Have you or are you planning to present your work at School seminars or conferences?
- Have you assisted new postgraduate students in your School or delivered demonstrator teaching?
- Have you established how much theoretical and practical work is needed to support the main aims of your thesis?
- Have you mapped out the structure of your thesis and drafted sections?
- Have you considered the next stage of your career?
- If you plan to submit your alternative format thesis you must notify your Supervisor and School Postgraduate Administrator before the end of your second year (see page 24).
- If you are transferring to the third year, familiarise yourself with the kinds of things the assessors will be expecting from your End of First Second Report and associated viva along with any specific assessment processes in your School.
- Meet with your Supervisor and complete **Form 3 Quarterly Research and Personal Development Progress using eProg.**
- **Complete Part A of Form 6: End of Second Year PhD Progression using eProg.**

### During Your Third (Final) Year

At the start of your third year you should complete another skills audit to be sure you are considering all aspects of your development. The deadlines for completing your tasks may appear to be approaching quickly so it is crucial that you are taking full responsibility for managing both your time and your project successfully. This makes the quarterly review process even more important. For example, if you haven’t yet had any experience of grant writing, you may want to explore this process through workshops, working with your Supervisor on proposals for future work, or even applying for your own grant to cover the costs of travel to conferences.

You will become clearer about what needs to be done to produce the final product of your thesis. In fact, the more difficult process can often be clarifying your focus and knowing what to leave out. You can begin to see what your core, original results, which will meet the requirements of an original contribution to knowledge, will be.

A common problem is knowing when to stop collecting data in order to have enough time to complete and write up your findings. This can be difficult because you know that if you just had an extra three months, you could improve the project. You can always include additional ideas as suggestions for future work. Although it is your ultimate responsibility to decide when to submit your thesis, your Supervisor will have had experience of the level of quality the examiners will expect and will advise you when your work is ready for examination.

### Things to Think About or Do

- Meet with your Supervisor and complete **Form 3 Quarterly Research and Personal Development Progress using eProg.** At this stage you may discuss whether you are ready to submit your thesis.
Completing Your PhD
You will have had meetings with your Supervisor to discuss the progress, contents and structure of your thesis. You will need to be clear what will be the best way for this process to proceed. Will you submit entire chapters in sequence, or will you provide a full outline of the entire thesis and expand the chapters as you go?

Submitting Your Thesis
As you approach the time when you know your thesis will be ready to submit, you need to follow these few guidelines to avoid any undue delay in the examination of your thesis:

- You should aim to submit your thesis by the end of the normal registration period for your programme of study. (See also Do You Need a Submission Pending Period on page 23.)
- The start of the submission process is giving formal notice of your intention to submit and getting examiners in place. By the time you come to this stage your research programme it is likely that this process will be embedded into eProg; however at present you must visit the Faculty Graduate Education Office and complete a Notice of Submission form. This form will start the process of discussing examiner nominations with your supervisory team and also whether to make your thesis open access in eScholar. You need to complete a Notice of Submission form no less than six weeks before your intended submission date.
- When writing your thesis you must follow closely the written regulations The Presentation of Theses Policy. These regulations will be given to you when you are issued with your Notice of Submission form. The number of words in your must not exceed 80,000.

Do You Need a Submission Pending Period?
If a delay in submitting your thesis cannot be avoided, the regulations allow for the submission of a thesis up to 12 months after completion of the prescribed period of the research programme. Submission pending cannot be used for further research and is a writing-up period only.

The normal duration of your research degree may be three, three and a half, or four years (see Tables 1-3, starting on page 28). For three and three and a half year degrees there is the potential of extending the time for your thesis submission to four years from the start of the programme. For part-time degrees (Table 1 and 2), you are only allowed a submission pending period of 12 months. This process requires approval from an independent assessor and may not always be granted.

Your research project should have been planned to complete within the normal degree period. However, you may have had delays in your research. If these delays were significant, and happened due to circumstances beyond your control, you may have applied for an “interruption” to your degree. This process is described in the Policy on Circumstances Leading to Changes to Postgraduate Research Study. However, you may simply have run into delays due to a broadening of your research objectives or exploration of research avenues that proved not be suitable for inclusion in your thesis. This could mean you have used most of your degree period in research and have not left enough time to write up your thesis. In this case, you may apply for a Submission Pending Period of 12 months for a three year degree (or six months for a three and a half year degree).

If you apply for a Submission Pending Period you will need to pay a fee. If you take the full 12 months (for a three year degree), but submit within 6 months, you will be eligible for a partial refund of this fee.

You may not continue any laboratory research during Submission Pending. If your research is not complete you may be able to apply for permission to extend your programme, although this would only be granted for exceptional circumstances outside your control.

To apply for a submission pending period you must complete Form 7: Thesis Submission Pending Application using eProg. You will also need to provide a project plan for completing the thesis.

When completing Form 7: Thesis Submission Pending Application using eProg, consider the following:

- Expected Thesis Title & Submission Date: Indicate the title of your thesis and when you intend to submit it.

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5 http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/g-pres-theses-pgr.pdf
6 http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/p-change-to-prog-pgr.pdf
Thesis Submission Plan: In addition to this form, you will need to submit a project plan for the time from now until anticipated submission, a short description of the work that is complete, the work that remains to be done and how you will complete that work (no more than one side of A4).

Applications for extensions beyond the Submission Pending Period will only be considered in exceptional circumstances and your Supervisor must make a detailed case for extensions.

Reporting on Thesis Progress

If you are granted a Submission Pending Period you will need to provide formal quarterly progress reports to your Supervisor. This will help keep you focused on your progress in writing your thesis. It presents a basic scenario to help you look back at where you have come since the last thesis progress form, evaluate what needs to be done next, and finally consider out how you will carry on track to submit your thesis with the four year time limit.

To report on progress you will need to complete Form 8: Quarterly Thesis Progress using eProg. This is a multi-form is designed to be used repeatedly throughout your submission pending period, in the first instance, at three months after the start of this period and quarterly thereafter. This is the last progress monitoring form. After this, you will be submitting your Notice of Submission and subsequently handing in your thesis for examination.

When completing Form 8: Quarterly Thesis Progress using eProg, consider the following:

- **Progress Report on Objectives from Previous Reports**: These should refer to the specific objectives you have identified in previous meetings. In the first instance (i.e. at six months), these may be items discussed from either concerns mentioned in your Initial Research Progress Meeting (Form 1) or from your Initial Personal and Professional Development Plan (Form 3). They could be objectives you committed to completing before the present meeting or they may have later deadlines.

- **What Parts of the Thesis Have Been Completed**: This section allows you to review where you are currently at with your thesis. Has everything you’ve written been submitted for review by your Supervisor?

- **What Is the Plan for Completing Your Thesis**: This section is for you to state which sections of your thesis you plan to write next. You should present a clear timeline for these so that your Supervisor has advance notice when there will be additional parts to review.

Alternative Format Theses

If you have been able to, or intend to, publish research results from your project, you may want to consider submitting an Alternative Format Thesis. In this format, the thesis chapters may be composed of actual published material in the structure of published papers. This may result in some redundancy of some information (e.g. methodology), so this format has a 90,000 word limit. You must write two additional chapters: an opening that describes the objectives and background of all of the published chapters together, and a closing which summaries how all of the published results come together as an entire project. The Faculty Graduate Education Office can provide additional guidance.

Be aware that you must announce your intent to submit an alternative format thesis before the end of your second year.

If you do not choose this option, you may also insert copies of any published paper(s) into the back of your traditional thesis. This will allow examiners to see that your work has been peer-reviewed and will help assure them of its quality.

Electronic Submission of Your Thesis

You will need to submit an electronic copy of your thesis into Manchester eScholar (institutional repository of publications for the University) prior to examination. You will be able to do this via the student portal once you have given notice of submission to the Faculty Graduate Education Office. After submitting a PDF of your thesis into eScholar, you will be required to print, bind and submit your thesis as a hard copy for examination.

Following examination, you will be required to submit the final corrected version of your thesis electronically and then print, bind and submit your thesis as a hard copy to the Faculty Graduate Education Office.

[http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/g-pres-theses-pgr.pdf](http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/g-pres-theses-pgr.pdf)
When you come to submit the final corrected version of your thesis electronically you will be prompted to make a decision as to whether to make your thesis open access or not. We recommend that you discuss this decision in conjunction with your Supervisor.

For further information including how to create a PDF, how to make complete a practice submission and FAQs, see:
https://www.escholar.manchester.ac.uk/

**Thesis Binding**
You have the option of submitting your thesis in soft or hard binding. If soft binding is chosen, the thesis must be hard-bound after examination and before the degree result can be published. Be aware that a delay in having the thesis hard-bound could mean missing the deadline for graduation. Full details on binding requirements are available on completion of your Notice of Submission in the Faculty Graduate Education Office.

**Examination**
Once you have informed the Faculty Graduate Education Office that you intend to submit your thesis, your Supervisor is asked to nominate examiners. You may need to disclose, in discussion with your Supervisor, any information that could significantly affect the suitability of the proposed examiner(s). This may concern a significant input from the examiner(s) into the project or a significant personal, financial or professional relationship you may have had, or continue to have, with them.

When the examiners are confirmed the Graduate Education Office will send your thesis to the internal and external examiner for examination and a date will be set for the oral examination (viva) where you will need to be able to defend your research. A viva is mandatory for all PhD and EngD degrees. Apart from yourself and the examiners, others who may attend if they wish (but not take part) are your Supervisor, other academic staff and other current PhD students.

The examiners submit their reports to the Faculty Graduate Education Office together with their recommendation for the award of the degree. The examiners’ recommendation is based on both the thesis and on the performance in the viva.

Dependent on the outcome of the examination you may pass with minor corrections or be referred for resubmission within a set timescale. Resubmission may involve a further involve further research, another viva or a major rewrite of sections of the thesis. You will receive support from your Supervisor when making corrections or preparing for a resubmission. More specifically the examiners will make one of the following recommendations for a PhD:

- **Award**
  - A (i) no corrections
  - A (ii) subject to minor corrections (four weeks to complete)

- **Refer**
  - B (i) permitting submission of a revised thesis without further research and without further oral examination (six months to complete)
  - B (ii) permitting submission of a revised thesis without further research but with a further oral examination (six months to complete)
  - B (iii) permitting submission of a revised thesis with further research and with a further oral examination (12 months to complete)

- **Reject**
  - C (i) but award the degree of MPhil
  - C (ii) award the degree of MPhil subject to minor corrections (four weeks to complete)
  - C (iii) advising that the thesis be submitted, after revision, for examination for the degree of Master (six months to complete)
  - C (iv) not permitting resubmission

Things to Think About or Do
- Familiarise yourself with the submission regulations, processes and timeframes.
- Get prepared for the viva – familiarise yourself with the research undertaken by your examiner, sit in on a colleagues viva, find out what types of questions you may be asked and practice how you will respond.
Graduation
Once you have received confirmation that you have been awarded the degree, this signals that you are eligible to attend the ceremony to receive your certificate. There are two graduation ceremonies held each year:

- July Graduation: Typically two weeks in early July (recommended submission by 1st April)
- December Graduation: Typically two/three days in mid December (recommended submission by 30th September)

For a current timetable of Graduation dates visit the Student Services Centre website: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/graduation/

Managing Your Progression Using eProg

eProg is the University wide progression system for postgraduate researchers. eProg provides an online platform for academic staff, administrative staff and you to record and track key progression milestones throughout the your research programme from the point of registration to examination. eProg provides access to compulsory milestones and on-line forms that you will be required to complete throughout your research programme. You will need to be familiar with how to access these and know how to complete or download any on-line forms.

eProg also hosts an extensive skills training catalogue, where you can view and book training activities hosted across the University.

The following stakeholders can view your student record in eProg:

- Your Supervisory team
- Your School Postgraduate Director
- Your School Postgraduate Administrator
- The Faculty Graduate Office

Accessing eProg

You can access eProg through the student portal https://www.portal.manchester.ac.uk or you can login directly at http://www.manchester.ac.uk/eprog. In both cases you will need to use your University central username and password.

My eProg

My eProg provides quick access to your personalised eProg information.

From here you can see:

- My Details – Key information about the you (e.g. email address, location etc)
- My Pathway – Visual interactive timeline of key milestones
- My Progression – List of all milestones and deadlines for completion
- My Skills Training – Displays details of skills training courses.

My Pathway – Visual Timeline

My Pathway contains a personalised a visual representation of the year(s) of the programme and where key milestones are due. If the Faculty approves an extension or interruption to your programme then the milestones will be moved to reflect the revised due dates for completion. The timeline will also change to show the new due dates for forms.

My Progression – milestone information and deadlines

My Progression shows your progression record. Each milestone, taught unit and skills training event (if applicable) has a deadline and a completion status. Milestones have a unit code which links through a Profile, which provides and overview, guidance and further information about the milestone. It may also contain links to processes, online resources or links to relevant University websites and intranets.
Online forms: Some milestones also incorporate an electronic form. For example the Initial Project Planning Meeting milestone links to Form 1: Initial Research Project Planning. Each online form will have instructions for completion. In the majority of cases the form is split into two sections. PART A will be for completion by you, normally prior to the meeting, and PART B will be for your supervisory team comments after your meeting.

Forms will ask for summaries of progress to date, reflection on activities and achievements and plans for the future. In some instances, the milestone will require submission of a report to the supervisory team prior to your meeting. This report may be uploaded to the form itself or submitted as a paper copy to your supervisory team. Your comments in these forms will form the basis for discussion at formal progress meetings. Agreed action points and feedback from your supervisory team will also be recorded.

Save as you go: As with any web based system the connection to eProg will timeout dependent on your browser settings. It is best to assume that a connection will be lost after 20 minutes so you when completing the forms you should get in the habit of ‘saving as you go’.

Submission of forms and completion of milestones: While students and Supervisors can write up sections of the online forms only members of the supervisory team can submit the form. It is this submission of the form which completes the progress milestone. In some instances forms also have additional authorisation requirements. Where additional authorisation is required the form can be submitted but the milestone will not be completed until the authorisation steps have occurred. Once a form has been submitted it becomes read only.

Colour coding of milestones: You will find that milestones within your eProg progression record may be colour coded to show their status. There is also a traffic light symbol that indicates the status of a form or milestone.

- Green milestones milestone completed
- Amber milestones form started and saved but not yet submitted
- Red milestones milestone overdue, not started or submitted by the deadline date

Your School Postgraduate Administrator may send you emails prompting you about upcoming or overdue milestones but it is your responsibility to ensure you plan your work and meetings with Supervisors to meet these deadlines. It is helpful if you can update administrators where you experience delays in getting a form completed.

Progression Timelines

The following timelines show the progression path of milestones for the following degree programmes:

1] a three-year PhD
2] a three and one half year PhD
3] a four year PhD
4] a one year degrees of MPhil
5] a one year MSc by Research.

Progression monitoring is based around a minimum interval between major planning milestones of three months (i.e. quarterly). This monitoring may occur at more frequent intervals. These milestones should be above and beyond the much more frequent process of checking up on the procedural aspects of your research project with your Supervisor. The longer time period allows for sufficient progress, which can form the basis for reflection and review that must underpin adaptations and changes to your research project plan.

For many of the milestones there is an associate form, which is completed and submitted via eProg. All forms are planning tools for you to formally state your current understanding, objectives and plans for your research project for every quarterly period. Ideally, the simple process of completing the forms will help you reflect on where you are and identify next steps. They also provide an opportunity for your Supervisor to provide any formal or informal comments on your progress and plans.

Note that the following progression timelines have been defined by the Faculty. Your School may include additional milestones, which you will see when you login to eProg to view your personal pathway.
Table 1. Progression timeline for three year PhD (full- and part-time)

This timeline shows the progression path of milestones for postgraduate researchers undertaking a three-year full-time PhD (on the left) and the corresponding timings for a part-time, six-year PhD (on the right). The degree start is based on four normal registration dates (September / January / April / July), not on the date you arrived at the University. All planning forms should be initiated by you and submitted to your Supervisor for comment.

<table>
<thead>
<tr>
<th>3 Yr PhD Year Month</th>
<th>Student Form</th>
<th>Responsibilities Purpose of Milestone</th>
<th>Skills audit</th>
<th>Supervisor Comments</th>
<th>Independent Assessor</th>
<th>Part Year</th>
<th>Time Month</th>
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<tbody>
<tr>
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<td>Initial Research Project Planning</td>
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<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Attend EPS Speed Research Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Initial Personal &amp; Professional Development Plan</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>First Year Research Progress Advice</td>
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</table>

1. Progression monitoring for part-time students may occur more frequently than noted (e.g. quarterly).
2. The Thesis Submission Pending period is one year for both full and part-time students and may be granted on application.
Table 2. Progression timeline for three and one-half year PhD

This timeline shows the progression path of milestones for postgraduate researchers undertaking a three- and one-half year full-time degree, for example, some NERC-funded degrees. There is no part-time option for these degrees. The degree start is based on four typical registration dates (September / January / April / July), not on the date you arrived at the University. All planning forms should be initiated by you and submitted to your Supervisor for comment.

<table>
<thead>
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<th>3½ Year</th>
<th>PhD Month</th>
<th>Student Form</th>
<th>Responsibilities</th>
<th>Purpose of Milestone</th>
<th>Skills audit</th>
<th>Supervisor Comments</th>
<th>Independent Assessor</th>
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</tr>
<tr>
<td></td>
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<td>Attend EPS Speed Research Degree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td>Initial Personal &amp; Professional Development Plan</td>
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<td>33</td>
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<td>Quarterly Research &amp; Personal Development Progress</td>
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</table>

³ The Thesis Submission Pending period is six months and may be granted on application.
Table 3. Progression timeline for four year PhD

This timeline shows the progression path of milestones for postgraduate researchers undertaking a four year full-time degree, for example, the four year Doctoral Training College programmes. There is no part-time option for these degrees. The degree start is based on four typical registration dates (September / January / April / July), not on the date you arrived at the University. There is no submission pending period for these degrees. All planning forms should be initiated by you and submitted to your Supervisor for comment.

<table>
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<th>4 Yr PhD Year Month</th>
<th>Student Form</th>
<th>Responsibilities Purpose of Milestone</th>
<th>Skills audit</th>
<th>Supervisor Comments</th>
<th>Independent Assessor</th>
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<tr>
<td>1</td>
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<td>Initial Research Project Planning</td>
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</tr>
<tr>
<td></td>
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<td>Attend EPS Speed Research Degree</td>
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<tr>
<td>3</td>
<td>2</td>
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<td>9</td>
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<td>12</td>
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<td>First Year PhD Progression Decision</td>
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<td>YES</td>
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<td>15</td>
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<td>18</td>
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<td>24</td>
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<td>27</td>
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<td>33</td>
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<td></td>
</tr>
<tr>
<td>36</td>
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<td>REPEAT Second Year PhD Progression Decision</td>
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<td></td>
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<td>39</td>
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<tr>
<td>45</td>
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<td>Final Year Quarterly Thesis Progress</td>
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<td>Last Date for Thesis Submission</td>
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<td></td>
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</tr>
</tbody>
</table>
Table 4. Progression timelines for a one year MPhil

This timeline shows the progression path of milestones for postgraduate researchers undertaking a one year MPhil, both full-time (left) and part-time (right). The degree start is based on four typical registration dates (September / January / April / July), not on the date you arrived at the University.

<table>
<thead>
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<th>1 Yr MPhil Year Month</th>
<th>Student Form</th>
<th>Purpose of Milestone</th>
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<th>Supervisor Comments</th>
<th>Independent Assessor</th>
<th>Part Year</th>
<th>Time* Month</th>
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<td>1</td>
<td></td>
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<tr>
<td>3</td>
<td>2</td>
<td>Attend EPS Speed Research Degree Initial Personal &amp; Professional Development Plan</td>
<td>YES YES</td>
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<td>Quarterly Research &amp; Personal Development Progress</td>
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<td>First Year Research Progression Advice</td>
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<td>Final Year Quarterly Thesis Progress</td>
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</tbody>
</table>

* Progression monitoring for part-time students may occur more frequently than noted (e.g. quarterly).

* The Thesis Submission Pending period is one year for both full and part-time students and may be granted on application.
Table 5. Progression timelines for a one year MSc by Research

This timeline shows the progression path of milestones for postgraduate researchers undertaking a one year MSc by Research both full-time (left) and part-time (right). The degree start is based on four typical registration dates (September / January / April / July), not on the date you arrived at the University.

<table>
<thead>
<tr>
<th>1 Yr MPhil Year</th>
<th>Month</th>
<th>Student Form</th>
<th>Responsibilities</th>
<th>Purpose of Milestone</th>
<th>Skills audit</th>
<th>Supervisor Comments</th>
<th>Independent Assessor</th>
<th>Part Year</th>
<th>Time Month</th>
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<td>Second Year</td>
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</tr>
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<td></td>
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<td></td>
<td>Extension Period</td>
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</table>

Attendance and progress are monitored at key milestones. Students must demonstrate satisfactory progress in their research to continue with the programme. The Independent Assessor provides guidance and support throughout the research period.
What is Personal Development Planning?

A research degree is about more than academic research. During your programme you will develop and acquire skills and knowledge that complement your academic work. These skills are the key to a strong CV and are what employers are looking for in potential employees.

The University supports postgraduate development of their skills by ensuring that you are able to self-assess your own development requirements, that there are suitable training and development opportunities, and that you are encouraged to recognise your personal achievement. The process used to facilitate this is called Personal Development Planning (PDP).

The QAA defines Personal Development Planning as "a structured and supported process undertaken by the learner to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development."8

This definition is supported by the University’s policy and guidance for PDP, which is set out in the Progress and Review of Postgraduate Research Students Policy9 and in the Code of Practice for Postgraduate Research Degrees.10

Aims and Benefits

Personal Development Planning aims to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. It relates to your development as a whole person and helps you to:

- become a more effective, independent and confident self-directed learner
- understand how you are learning and relate that learning to a wider context
- improve your general skills for study and career management
- articulate personal goals and evaluate progress towards your achievements
- consider the value of learning throughout life.

A Continuous Process

Personal Development Planning is an active and continuous process of self-appraisal, review and planning of personal and professional development. It is a process not a single document or product. Over the course of your research PDP builds into a portfolio for you to reflect on and use as a source of reference. Every research degree is different and you will have different development needs and personal goals as you progress through your degree. PDP at the University should be the beginning of a life-long process of self-reflection and action in which you identify and set goals that make you the control-centre of your own development.

The following diagram illustrates the continuous review process of PDP. It provides the guiding principle for your development and directly supports how you will manage the progression of your research degree enabling you to set realistic professional and personal objectives and reflect on your achievements.

---

9 http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/p-progressreview.pdf
10 http://www.campus.manchester.ac.uk/researchoffice/graduate/code/
Having looked at the key stages in your research degree, the progression monitoring timelines, and the official forms for recording your progression you should now consider how you will engage with the PDP process. Remember this is a process of continual review, so having completed an initial round of identifying your skills and planning and performing your development activity, you are then ready to reflect and review your experiences and re-assess your skills. This will help you to see your achievements and identify new skills so that you can move towards your future career and/or personal aspirations.

To help you with this process, the Faculty provides a number of tools to help you assess your skills, plan your development, and record and reflect upon your research and personal progress.

**Things to Think About or Do**

- Do I have a long-term career plan? If so, what skills will I need to succeed? How can I acquire those skills during my PhD?

### Assessing your Skills and Competencies

In addition to holding specialised knowledge a person with a PhD should be able to demonstrate a diverse range skills and competencies that are appropriate for a wide range of careers. These include an ability to demonstrate personal effectiveness, communication, networking, teamworking and career management skills.

However to plan your development activities, you need to first assess your current skills and the competency levels of any given skill. This is process is known as a skills audit. The Faculty provides a skills audit tool, which enables you to compare your current level of competence with targets for the level of competence expected of an experienced researcher. An experienced researcher is one who understands all the elements of completing a successful degree, who has developed their personal potential and who is fully able to apply the skills gained in any future career whether in academia, government or industry.

The skills audit helps raise your awareness about the skills that you have (many of which you will bring from prior learning) and the skills that you need so that you can focus your training and development. For example you may be an experienced industrial researcher returning to study for a PhD and you are likely to have more highly developed skills in general than a recent graduate.

The skills audit therefore allows you to recognise the existing strengths you bring to your research and to identify development requirements that are specific to you.

You can use the Faculty tools for conducting a skills audit, which is based on the Researcher Development Framework and Researcher Development Statement described on page 35. The skills audit is organised into the following domains:
- **Knowledge and intellectual abilities**: The knowledge, intellectual abilities and techniques to do research.
- **Personal effectiveness**: The personal qualities and approach needed to do research.
- **Research governance and organisation**: The knowledge of standards, requirements and professionalism to do research.
- **Engagement, influence and impact**: The knowledge and skills to work with others and ensure the wider impact of research.

For each skill or attribute listed in the skills audit a characteristic descriptor is given indicating the level of competency, and possible evidence, expected of an experienced researcher in that area. You can therefore assess yourself against this descriptor and gain an indication of how far you need to develop a specific skill or indeed find out that you are already sufficiently skilled in a particular area.

Although we recommend that you complete a new skills audit annually to help with your progression, you can complete a skills audit at anytime during your research degree.

### The Researcher Development Framework and Researcher Development Statement

The Researcher Development Framework (RDF) is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It describes the knowledge, skills, behaviours and personal qualities of researchers and encourages them to aspire to excellence through achieving higher levels of development.

The Researcher Development Statement is derived from the RDF and is presented here for simplicity. The RDS is structured in four domains, which encompass what researchers need to know to do research, how to be effective in their approach to research, when working with others, and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

11 [http://www.vitae.ac.uk/rdf](http://www.vitae.ac.uk/rdf)


13 The Research Council UK supports the Statement and expects it to be used by research organisations when planning support and development opportunities for researchers. [http://www.rcuk.ac.uk/news/100804_2.htm](http://www.rcuk.ac.uk/news/100804_2.htm)
## Domain A: Knowledge and intellectual abilities

This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge base</strong></td>
<td>Knowledge of: The area of research, the advances within it and its relationships with other research areas The methods and experimental techniques appropriate for research design Sources of information, bibliographic software and other information technologies Literacy and numeracy skills and language abilities appropriate for research</td>
</tr>
<tr>
<td>1. Subject knowledge</td>
<td>Behaviour: Makes original contributions to knowledge Identifies, applies and develops methods and experimental techniques appropriate for research projects Conducts effective and comprehensive information searches Records, manages and handles information/data using appropriate bibliographic software and other information technologies</td>
</tr>
<tr>
<td>2. Research methods – theoretical knowledge</td>
<td></td>
</tr>
<tr>
<td>3. Research methods – practical application</td>
<td></td>
</tr>
<tr>
<td>4. Information seeking</td>
<td></td>
</tr>
<tr>
<td>5. Information literacy and management</td>
<td></td>
</tr>
<tr>
<td>6. Languages</td>
<td></td>
</tr>
<tr>
<td>7. Academic literacy and numeracy</td>
<td></td>
</tr>
<tr>
<td><strong>2. Cognitive abilities</strong></td>
<td>Behaviour: Analyses and evaluates findings using appropriate methods Thinks originally, independently and critically; develops theoretical concepts Critically synthesises information from diverse sources Evaluates progress, impact and outcomes of research Recognises and validates problems; formulates and applies solutions to a range of research problems</td>
</tr>
<tr>
<td>1. Analysing</td>
<td></td>
</tr>
<tr>
<td>2. Synthesising</td>
<td></td>
</tr>
<tr>
<td>3. Critical thinking</td>
<td></td>
</tr>
<tr>
<td>4. Evaluating</td>
<td></td>
</tr>
<tr>
<td>5. Problem solving</td>
<td></td>
</tr>
<tr>
<td><strong>3. Creativity</strong></td>
<td>Behaviour: Develops new ways of working; has novel ideas and realises their potential Identifies new trends; creates new opportunities Develops convincing and persuasive arguments to defend research Takes intellectual risks; challenges the status quo</td>
</tr>
<tr>
<td>1. Inquiring mind</td>
<td></td>
</tr>
<tr>
<td>2. Intellectual insight</td>
<td></td>
</tr>
<tr>
<td>3. Innovation</td>
<td></td>
</tr>
<tr>
<td>4. Argument construction</td>
<td></td>
</tr>
<tr>
<td>5. Intellectual risk</td>
<td></td>
</tr>
<tr>
<td><strong>Domain B: Personal effectiveness</strong></td>
<td>This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Personal qualities</strong></td>
<td>Attitude: Approaches research with enthusiasm, passion and confidence Is resilient and perseveres in the face of obstacles Is self-reflective; seeks ways to improve performance and strives for research excellence Is pro-active, independent, self-reliant and takes responsibility for self and others Shows integrity</td>
</tr>
<tr>
<td>1. Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>2. Perseverance</td>
<td></td>
</tr>
<tr>
<td>3. Integrity</td>
<td></td>
</tr>
<tr>
<td>4. Self-confidence</td>
<td></td>
</tr>
<tr>
<td>5. Self-reflection</td>
<td></td>
</tr>
<tr>
<td>6. Responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>2. Self-management</strong></td>
<td>Behaviour: Anticipates and responds to directions and trends in research Plans, prioritises and conducts research in proactive way Delivers research projects and results on time and effectively Develops awareness of, and helps to achieve, work-life balance for self and colleagues</td>
</tr>
<tr>
<td>1. Preparation and prioritisation</td>
<td></td>
</tr>
<tr>
<td>2. Commitment to research</td>
<td></td>
</tr>
<tr>
<td>3. Time management</td>
<td></td>
</tr>
<tr>
<td>4. Responsiveness to change</td>
<td></td>
</tr>
<tr>
<td>5. Work-life balance</td>
<td></td>
</tr>
<tr>
<td><strong>3. Professional and career development</strong></td>
<td>Knowledge of: Career and employment opportunities inside and outside academia</td>
</tr>
<tr>
<td>1. Career management</td>
<td>Behaviour:</td>
</tr>
<tr>
<td>2. Continuing professional development</td>
<td></td>
</tr>
</tbody>
</table>
### Domain C: Research governance and organisation

This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Summary</th>
</tr>
</thead>
</table>
| 1. Professional conduct | Knowledge of:  
1. Health and safety  
2. Ethics, principles and sustainability  
3. Legal requirements  
4. IPR and copyright  
5. Respect and confidentiality  
6. Attribution and co-authorship  
7. Appropriate practice |
| 2. Research management | Knowledge of:  
1. Research strategy  
2. Project planning and delivery  
3. Risk management |
| 3. Finance, funding and resources | Knowledge of:  
1. Income and funding generation  
2. Financial management  
3. Infrastructure and resources |

**Behaviour:**
- Respects, acknowledges and attributes the contribution of others  
- Seeks to protect, where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings  
- Acts with professional integrity in all aspects of research governance  
- Uses institutional/organisational resources responsibly and appropriately  
- Seeks ways of working in a sustainable manner  
- Respects, upholds and meets professional standards and requirements  

**Attitude:**
- Respects, upholds and meets professional standards and requirements

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### Domain D: Engagement, influence and impact

This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.

<table>
<thead>
<tr>
<th>Sub-domain</th>
<th>Summary</th>
</tr>
</thead>
</table>
| 1. Working with others | Behaviour:  
1. Collegiality  
2. Team working  
3. People management  
4. Supervision  
5. Mentoring  
6. Influence and leadership |

**Behaviour:**
- Actively works in an inclusive, respectful and constructive way with colleagues, stakeholders and research users  
- Recognises and acknowledges the contribution of others and own part in team success  
- Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict

---
| 7. Collaboration | Supervises, mentors and develops the potential of less experienced researchers and colleagues through support and advice. Leads, motivates and influences where appropriate; persuades through listening and convincing discussion. Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research. **Attitude:** Respects the inclusive and collegial manner in which researchers conduct relationships within and beyond academia. Recognises the potential for working in sustained partnerships with a range of stakeholders to generate new ideas, insights and maximise the potential for wider societal and economic impact. Respects individual difference and diversity. |
| 8. Equality and diversity | **Knowledge of:** Appropriate communication and dissemination mechanisms for different audiences. The importance of engaging in the processes of publication and dissemination of research results and impacts. **Behaviour:** Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media. Actively engages in publication and dissemination of research results and impacts. **Knowledge of:** Global, organisational, cultural, economic, and environmental contexts, and the wider impact of research. The social and ethical implications of research, and public attitudes to these issues. The range of mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts. **Behaviour:** Engages with and shares research through research-informed and student-focused teaching. Contributes to increasing public awareness, engagement and understanding of research and associated impacts. Identifies innovative trends, ideas and applications; is enterprising and entrepreneurial within and beyond academia. Works collaboratively with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy; seeks new outlets and promotes the application of research in innovative ways. Appreciates and works with diversity and difference in research and education. **Attitude:** Values the contribution of research to teaching and teaching to research. Recognises the importance of accountability of research with regard to social and economic impacts, internationalisation and global citizenship. |

### Proving Your Competence

Although the PDP process is primarily being suggested as a means for developing new skills, there is also an important component in recognising your existing strengths. These strengths form the basis of how you promote yourself in job interviews and grant proposals. You often need to provide evidence of these strengths.

One recommended way of doing this is shown in Table 6. Proving Your Competency on page 39. It is based upon three simple questions:

- How did you learn the skill?
- How have you had your ability evaluated?
- Do you have any certification of your skill level?

You should ask these questions of those skills in which you consider yourself competent. Some skills simply require you to personally gain knowledge, which you will then evidence in your thesis. You don’t need a
qualification in academic writing you just need to write a good thesis. Other skills may require more formal evaluation and certification, for example teaching skills. You can’t get a teaching job without accredited certification.

This examination of your existing strengths can also reveal some insight into your preferred learning style. What has worked for you in the past? You can then apply this insight into the design of your future development plan.

### Table 6. Proving Your Competency

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>For</th>
<th>Against</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self - taught (Read the Book! Surfed the web)</td>
<td>Flexibility - can be done any time any place and at your own pace. Can provide a ‘depth’ of learning</td>
<td>Possibilities for misinterpretation, no opportunity to ask questions, information may be out of date, incorrect or incomplete. Should obtain a theoretical understanding but perhaps not a practical one</td>
<td>☐</td>
</tr>
<tr>
<td>From trial and error of personal experience</td>
<td>You may make some quick short term achievements. You may become proficient in one aspect of the skill.</td>
<td>It may take you a long time to find the right path. You may never discover the full picture.</td>
<td>☐</td>
</tr>
<tr>
<td>From a mentor</td>
<td>An experienced mentor can save you from the dead ends and can answer your questions</td>
<td>May not tell you everything. Their view may not be objective. They may not be as expert as they think!</td>
<td>☐</td>
</tr>
<tr>
<td>Training Course</td>
<td>Support from tutor and peers, opportunity to ask questions and gain overview of the topic</td>
<td>Again, should obtain a theoretical understanding but perhaps not a practical one.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**How have you evaluated your performance?**

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>For</th>
<th>Against</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Self</td>
<td>It is useful to be objectively self-aware of your ability</td>
<td>It can be difficult to be objective about yourself!</td>
<td>☐</td>
</tr>
<tr>
<td>Your Peer</td>
<td>Can understand what you are trying to achieve within a similar context of thinking</td>
<td>May be difficult to get a truly honest opinion from peers</td>
<td>☐</td>
</tr>
<tr>
<td>Your Tutor</td>
<td>Broad knowledge and experience in a particular area</td>
<td>May hold out-dated views</td>
<td>☐</td>
</tr>
<tr>
<td>Your Student</td>
<td>An excellent test for whether you are competent in something is to try and teach it</td>
<td>It can be difficult to get an honest opinion from a student because of a sense of respect from the student</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Do you have certification of your ability?**

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>For</th>
<th>Against</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal qualifications</td>
<td>It is difficult to argue with a formal qualification from a reputable awarding body</td>
<td>Only certifies your competence at a particular moment in time. You need to demonstrate you have kept your competence up to date; i.e. CPD</td>
<td>☐</td>
</tr>
<tr>
<td>Awards</td>
<td>It is difficult to argue with an award presented to you from a reputable organisation such as a professional body.</td>
<td>The reputation of the awarding body must be a good one or an award is not much use</td>
<td>☐</td>
</tr>
<tr>
<td>Referee</td>
<td>A good reference from someone skilled in the art or someone trained by you is valuable</td>
<td>Useful but not good enough on its own. Needs to be supported by other things such as formal qualifications</td>
<td>☐</td>
</tr>
<tr>
<td>Length of service</td>
<td>If you have been doing something for a number of years with some success you must be doing something right!</td>
<td>You can experience something without learning much about it! If you have not been trained you may not have a broad understanding of the requirements of the competence</td>
<td>☐</td>
</tr>
<tr>
<td>Training workshop</td>
<td>An opportunity to develop your skills in a relaxed environment. Shows your interest in your CPD</td>
<td>Certificate of attendance can be given, but workshops are not assessed. Therefore, you must demonstrate elsewhere that you have learnt from the experience</td>
<td>☐</td>
</tr>
</tbody>
</table>
Developing a Plan

Use the findings of your skills audit to help formulate your initial plans and targets for your research project and your personal and professional development. Consider your highlighted strengths, the evidence that you have to support these, and the areas that you may need to improve upon. Take some time to think about what areas are of priority to you at this stage in your research degree. It may be useful to discuss the outcomes with your Supervisor before producing a plan of action.

You may find that your skills audit recommends that you attend a training workshop to support the development of skills in a specific area. However, before simply signing up to a workshop you should:

- Think about the range of potential activities by which you can learn or develop a particular skill, for example online courses, self-study, seminars, conferences, mentoring, shadowing, or practice.
- Consider the level (ie basic, intermediate or advanced) of training or development that you might need at this stage.
- Identify the type of training that best suits your learning style
- Consider the timeframe for the development activity.
- Consider how will you evaluate your performance?
- How you will provide evidence for having developed the skill?
- Will you need certification of your ability in the new skill? If so how are you going to obtain it?

You can use the Faculty tools for developing a plan or create your own plans using whatever medium best meets your needs.

Recording your Personal and Professional Development

As you undertake and complete the training or development activities that you have identified you should keep records as evidence of your accumulated skills development. For example you may record your attendance or participation in the following:

- Workshops and events run by Graduate Development
- Courses run by a professional body or a national organisation such as Vitae
- Courses run by your school, such as MSc modules or Health and Safety training
- Seminars, symposiums and conferences run by your School, the University or externally
- Outreach or public engagement activities
- Demonstrator or teaching duties
- Voluntary work.

The example of voluntary work shows that personal development planning is not confined entirely to the research process, but is a tool that enables a fully rounded record of individual progress to be developed.

Also think about how you will record any evidence of your learning. Evidence can take a range of forms such as the satisfactory completion of assignments or thesis chapters, feedback from peers or experts or research participants after a seminar, or team activity.

Recording these activities helps you to look back over what you have learned and achieved. It also provides a useful source of information for your CV - employers are always keen to see that you have engaged with the practice of continuous professional development and that you are willing to acquire new skills to meet the demands of your profession.

You can use the Faculty tools for recording your personal development or create your own records using whatever medium best meets your needs. For example some postgraduates maintain a website or e-portfolio to highlight their research activity along with their professional development.
Reviewing and Reflecting

It is essential that Personal Development Planning is an active ongoing process continually subjected to review and reflection throughout the research study period.

You can use the Faculty tools to reflect on your learning experiences or create your own records using whatever medium best meets your needs. There are a range methods to aid your review and reflection process – learning journals and diaries, story telling, dialogue, unsent letters, and video recordings.

The nature of doing a postgraduate research degree is that every research project is different. This very fact can present difficulties in gauging how well you are progressing both personally and in your research project as direct comparison with a colleague may not be appropriate or helpful.

Review and Reflection Questions

The five categories below are not intended to be exhaustive, in fact we encourage you to reflect on anything that falls outside of these areas. Also, you should not feel as if you have to include each area every time you reflect, as different areas will preoccupy you at different times of your degree. However, sometimes just being reminded of all the areas is enough to start you thinking. There is no guidance on how often you should reflect on your progress or how much you write each time! Use whatever you feel happy with – bullet points, sentences, paragraphs or even essays…

Aims and Objectives:

- Are you clear about the aims and objectives of your research?
- If you have already had a review meeting, have your aims and objectives changed since you last met with your Supervisor or Adviser?

Achievements

- Identify what you have achieved since your last formal meeting and comment on how these activities relate to the aims and objectives of your research project.
- Consider taught courses you have attended; literature that you have reviewed; research programmes undertaken; discoveries made; research methods; research written up, reports/abstracts written etc; presentations/seminars given; conferences attended

Meeting your Targets

- Have you met the targets identified at your last formal review meeting?
- Consider your time management; your organisation (keeping records of references, recording your data and visiting the library etc); any factors outside your control which may have impeded your progress; any possible actions that might be taken by your supervisor, the School or the University to reduce the impact of these factors; your working relationship with your Supervisor; your satisfaction with your own progress; your Supervisor’s satisfaction with your progress.

Forward Planning

- What do you hope to achieve in the next 6 months. At what stage you hope to be in 12 months?
- Consider taught courses to attend; literature reviews to undertake; research programmes to undertake; research methods to learn; thesis chapters/reports/abstracts etc to write; presentations to give; seminars and conferences to attend.

Career Plans

- What would you like to do once you have finished your research?
- Consider what your current career plans are; what experience you have gained by participating in the Graduate Development Scheme workshops (and how this will improve your CV!); what steps you have taken to contact potential employers; whether you have investigated the excellent Careers Service.

Additional Reflections

- Consider any thoughts, hopes or doubts relating to your research degree that have not already been covered.
TRAINING AND DEVELOPMENT OPPORTUNITIES

About Graduate Development

Doing a research degree requires a special set of skills for identifying a problem, investigating what is currently known about the problem and then looking for a unique and original solution. No matter what discipline you are studying, there are generic approaches to any research project. For some students the first year contains a substantial amount of learning; it is essential that you identify areas that require development and undertake training to gain the skills required to complete your degree. Because of the great diversity of subjects and sites within the Faculty, all students are encouraged to confirm their local training requirements with their Supervisor at the beginning of their degree. For most researchers health and safety training is compulsory and is generally provided at your local site.

The Faculty of Engineering and Physical Sciences, fully supports the University’s strategy for postgraduate research skills training 14, which encourages full-time postgraduates to receive at least 10 days of dedicated training a year, principally in transferable skills. Graduate Development seeks to deliver a programme which is flexible enough to meet the differing needs of postgraduate researchers (PhD, MPhil and MSc by Research) in a range of disciplines and robust enough to offer development of real and practical value.

With an emphasis on training that adapts to your requirements as you progress through your degree, Graduate Development aims to equip you with skills and competencies that improve your effectiveness in research, help you to develop as research professional, and enhance your career opportunities. Events run through the Graduate Development are also an opportunity to socialise and network with other research students and post-doctoral researchers across the Faculty. The emphasis is on an organic programme of training that adapts to your requirements as you progress through your research project. The training programme is an integral part of the research experience and provides you with the strongest grounding possible to succeed, whether in academia, industry or a medically aligned profession.

However Graduate Development is not just about workshops. Professional and personal development is not a “one-size fits all” – it is based around individual assessment and your unique needs. So while we do provide a comprehensive range of face-to-face workshops and online resources to equip you with practical help and advice for acquiring these skills, we also recognise and encourage the development of skills through a number of different learning mechanisms, including:

- self-direction
- supervisor support and mentoring
- conferences
- seminars and symposia
- elective training courses, formally assessed courses
- informal opportunities
- advanced knowledge in the form of Masters modules
- University-wide career development events.

We also promote opportunities for acquiring basic skills in computing, protecting intellectual property, and attending regulatory health and safety courses.

Beyond the offerings within the University we also sign post a range of opportunities delivered by other institutions, networks and organisations.

14 http://www.campus.manchester.ac.uk/researchoffice/graduate/code/skillstraining/
Finding Out and Registering For Workshops

Before signing up for a workshop, we encourage you to discuss your training needs and your personal development plans with your Supervisor. They may be able to help you to determine the type of training or development opportunity that most appropriately meets your specific requirements.

There are two primary ways of finding out and registering for Graduate Development workshops:

- Login to eProg at http://www.manchester.ac.uk/eprog
- Visit the Graduate Development website at http://www.manchester.ac.uk/esp/grads

eProg

As well as using eProg for managing your progression you can use it to access the skills training catalogue. The catalogue comprises the training opportunities offered across the four faculties as well as some online courses. You can register for workshops offered by other faculties; however in the first instance we recommend that you register for workshops offered by Faculty of Engineering and Physical Sciences. This is because you will find that course content is often tailored to the research disciplines of each Faculty.

- **Accessing Skills Training:** You will access your personal skills training area through the ‘My Skills Training’ link within the ‘My eProg’ page. Here you will see a record of course bookings and attendance.
- **Record of Skills Training Courses:** When you have attended a training course it will appear within your main progression record. You can review this with your supervisory team at progress meetings.
- **Booking on Skills Training Courses:** You can search for and book onto skills training courses by clicking on the Skills Training Index. eProg will automatically filter the courses by your Faculty and you can also search for courses via the calendar of events or by using key words e.g. ‘academic writing’. You can filter the courses by a different Faculty name, mode of attendance or date. Once you have found a course you can click on the ‘profile’ to see more details and information on the number of occurrences, etc. You can then click on the ‘apply’ button to request a place on the course. You will receive an email response regarding your booking and the course and your booking status will be updated within your own skills training area.

Graduate Development Website

In addition to viewing a list of workshops, the website provides you with access to a wealth of resources, advice and guidance, as well as access to information about external development events and opportunities such as funding initiatives, national conferences, competitions and toolkits.

Attending Workshops

As demand for courses is always high it is vital that once you have a confirmed place on a course that you attend promptly and in full. If you are unable to attend then you should contact the relevant training team in advance so that another researcher can take your place.

It is your responsibility to ensure that you are aware of the venue and time of your course and that you regularly check your email in case of changes to arrangements. Reminders and notices will be sent out about upcoming events but you are responsible for organising and planning your work around those events you wish to attend. We also recommend that you let your Supervisor know that you will be away from your office or lab – this is a professional courtesy.

While training is a key part of your research programme and experience at Manchester you should consider which courses you attend at certain points in your degree to ensure that it is relevant for the issues you are facing.
Overview of the Training Workshops

The programme of workshops is continually developing and additional dates for popular workshops will be set over the academic year as determined by demand.

Faculty Induction Event

The induction event welcomes new postgraduate researchers to the Faculty, giving you the necessary information required to begin your research and a chance to meet key personnel within the Faculty.

The event provides you with:

- An understanding of the Faculty postgraduate structure.
- An awareness of the University's training and personal development philosophy.
- An outline of the graduate and researcher training and development programme.
- Links to the support systems available throughout the University.
- An opportunity to meet other new students starting a research degree.

The event takes place at the start of each academic year. If you miss this event you can visit the online induction pages on the Graduate Development website.

Introduction to Research

This workshop aims to give you a greater understanding of what to expect when studying a research degree, the ability to plan the first stages of your research and an awareness of the support services, training opportunities and the ethical requirements of your research. The workshop also provides an excellent opportunity for meeting and working with postgraduates from across the Faculty and offers the chance to establish peer and support networks.

The workshop covers:

- University structure, functions, protocols, processes
- Stages of a PhD (what to expect, regulations, milestones and progression, eProg)
- Academic Integrity (ethics, IP, authorship, plagiarism)
- Supervisor Relationships (expectations, responsibilities, management)
- Project and Time Management (project planning, management, meetings, self and time management)
- Personal Development Planning (skills audit, training and development opportunities, recording and reflecting)
- Research Connections (where do you fit, how do you build a research community, networking)

Introduction to Research – Options

In addition to the core topics covered above you can also choose to attend a number of optional workshops to help get your started in your research:

- Philosophy and History of Research
- Evidencing Your Skills
- Critical Reading
- Introduction to eProg
- Library Researcher Skills Series (Electronic Journal Articles, Endnote, Factiva, Scopus, Web of Science, Avoiding Information Overload)
- Careers Essential Series (It's Never to Early to Think Ahead, Getting a Job, CVs and Applications, Interviews)
- Networking (facilitated informal sessions, led by third year postgraduates exploring a range of topics including literature reviews, motivation, conferences, teaching).
Comments from previous participants

“Helps to develop teamworking and networking skills. Allows one to appreciate time management and organisational skills.”

“He has given me an overview of what needs to be done and how best to go about it over the next three years.”

“Gave a good overview and brief experience of the things involved throughout the research degree.”

Philosophy and History of Research

This workshop will explore what the philosophy and principles of research using popular models and asking what is originality? It will also explore good research practice and get you thinking about how your niche research problem fits in with global issues and reflecting on how you will contribute to the wider body of research knowledge in your discipline and perhaps across disciplines.

Evidencing Your Skills

This workshop explores the skills, attributes and competencies of researchers at different stages of their career paths and looks at techniques and tools for identifying, evidencing and enhancing your own skills. It is particularly useful for planning your personal and professional development and explores your ability to understand what and how you learn.

Critical Reading

Conducting a literature search is a major part of your research project. This workshop explores how to review literature critically and effectively and looks at various techniques that can be used to obtain an optimal amount of information from written material in a time-efficient manner.

Introduction to eProg

This workshop introduces you to eProg – the University-wide system for progression and finding and booking skills training workshops. It will explore how to access and navigate through the system, track and update your progression and completing on-line forms, and booking onto skills training and searching for associated resources.

Academic Writing

This workshop introduces you the principles of effective writing in an academic environment, demonstrates how to communicate research results in a clear and concise manner, and will help you to prepare high-quality research papers, reports, abstracts and PhD theses. The workshop aims to give you a critical understanding of the writing process and writing for research.

The workshop covers:

- The characteristics and conventions of academic writing style, including sentence structure, punctuation, word choice, and grammar.
- The writing process and how you can make the task easier.
- The importance of report structure and getting ideas across to the reader.
- The general requirements for thesis writing.
- Improving writing effectiveness.

Comments from previous participants

“It has set me on a good start at least for my literature review. It is quite comprehensive on PhD writing as well.”

“I think it gives many good points and guidelines about academic writing style for theses and reports.”

“Good introduction to formulate well-written, critical pieces of work. Useful info on required content of 1st year report and thesis.”

Further training and advice is available through the University Language Centre, more information is available at:

http://www.ulc.manchester.ac.uk/english/academicsupport/
Academic Writing Online Clinics
The real time academic writing clinic is an online, cross-faculty resource for postgraduate researchers at the University of Manchester. It is a 'drop in' facility, which allows you to ask any questions you might have regarding academic writing. The forum gives you the chance to explore academic writing issues with other postgraduate researchers from across the university, find out more about the academic writing programme tutorials and tests, and discuss academic writing in general with a writing expert. (Clinics run three times a year.)

Tools for Time Management
This workshop aims to give an introduction to key time management techniques and tools as well as provide hints and tips on dealing with time wasters and procrastination.

This workshop will help you to:
- Analyse where and how time is used
- Identify practical ways to help structure your time and manage your workload more efficiently.
- Choose time management tools that could really make a difference to you.
- Develop personal skills to improve your time management capability.

Comments from previous participants
"It taught me how to stop wasting time."

Creating a Research Map to Success
This workshop aims to improve your project planning skills for your research degree, help figure out your research priorities, and improve work objective setting by looking at practical project management techniques.

This workshop will help you to:
- Apply an effective toolkit for organising your work.
- Use techniques for identifying the components of your work.
- Use techniques for establishing priorities, breaking tasks down into manageable components and setting realistic goals.
- Develop a plan for the next three months of your research.

Comments from previous participants
"It was easy to follow and the presentation was great and insightful. The tools mentioned are simple and easy to use, they do help."
"I loved the step-by-step build up and the brainstorming sessions. The presenter was interesting, bringing relevant life experiences that we can relate to."
"Focusing on my own work rather than just getting generic advice was great."

Successful Research Posters
This workshop will explore the features of good design for research conference posters. You can also bring along drafts of your own poster along for comments and suggestions.

This workshop covers:
- Goals of good scientific poster.
- Keeping the audience in mind.
- Defining key messages.
- Good design and layout practice - balance of text and images/figures.
- Templates and resources.
- Preparing for the conference and tips for networking.

Comments from previous participants
“Good to get to grips with the basic design principles.”
“Good tips and useful advice - giving yourself time to prepare and review before going to print!”

**Effective Presentations Series**

This series of workshops – Back to Basics, Improve your Delivery, Practice and Feedback – aims to prepare you for presenting your research to a range of audiences. They will provide you with an understanding of what makes an effective presentation from design though to implementation and give you experience of presenting and giving and receiving critical feedback.

The workshop series covers:

- An introduction to the purpose of presentations.
- Plan and structure the presentation.
- The effective use of visual aids.
- Knowing and understanding the audience.
- Defining key messages.
- Helpful tips on body language, physical and vocal presence.

Comments from previous participants

“It gave me a chance to test myself in presenting my work in front of an audience who may not be familiar with my discipline”

“Definitely will help me to improve my communication skills and information management”

“Gave me a better understanding of personal preparation, and the importance of body language and position. Also gave me some useful tips for overcoming stress during the presentation.”

**Managing the Relationship with Your Supervisor**

The student-supervisor relationship requires good management by both parties to be successful. This relationship can be the most rewarding and most frustrating aspect of your doctoral training and it is likely that you will experience both aspects at some time. This workshop aims to encourage you to consider and actively manage your relationship with your Supervisor.

In this workshop you will:

- Explore the roles and responsibilities of supervisors and students
- Look at setting and managing expectations
- Explore common problems in the supervisor-student relationship and identify practical solutions
- Review communication barriers and identify ways to reduce or avoid these
- Consider strategies for effectively handling the supervisor-student relationship.

**Networking**

Networking is an increasingly important skill both inside and outside academia. Good networking skills will make it easier to approach senior academics at conferences, identify and make useful contacts and even securing a job. This interactive session will provide an introduction to networking, how to use business cards, increase confidence to approach people and ‘work the room’ and also the chance to practice networking skills in a safe and friendly environment.

Comments from previous participants

“It was really interesting and helped me to feel more confident about myself.”

“Help me get the most out of attending conferences and other networking events”

“It’s a good practical checklist, thought-provoking too. I surely will keep these things in mind during conferences.”
Networks are constantly developing and, often, some of the most useful contacts can be found right on the doorstep. In an academic world where interdisciplinarity and collaboration are key, networking lunches are an ideal opportunity to meet other researchers in your field, and also from other disciplines who may share similar research interests and/or methodologies. Networking lunches are also a good forum for developing networking skills in a friendly and supportive environment, as well as helping to break the isolation that can often come with doctoral study.

GTA/Demonstrator Training
This workshop provides an introduction to teaching, learning and assessment and concentrates on effective teaching in large and small group situations, with an emphasis on the practice of demonstrating for undergraduate students.

The workshop covers:
- Learning and teaching theory – learning styles and preferences, Kolb Learning Cycle.
- Understanding the role of the demonstrator.
- Techniques for facilitating learning in students.
- Safety issues and responsibilities relating to demonstrating.
- Small group assessment methods.

The University’s Academic Standards Code of Practice requires that all graduate students who have teaching responsibilities undertake appropriate training. Before taking on teaching/demonstrator duties within your School, ensure that you have attended this workshop and/or an equivalent course offered by your School.

How to be an Effective Researcher
This two day, non-residential workshop is aimed at postgraduate researchers who are three to twelve months into their doctoral studies. The workshop aims to enhance your effectiveness by building on your understanding, skills and confidence in: communication, planning and time management, problem solving, leadership and assertiveness.

The workshop covers:
- PhD project planning and time management
- Working effectively with others (including supervisors)
- Collaboration
- Culture within research groups, institutions and countries
- Self-awareness and preferences for learning and working.

Critical Thinking
This workshop introduces you to the topic of ‘thinking’ and using our minds. To do research and write a thesis or a paper you need to ‘think’. The quality of your thinking significantly determines the quality of your work. Yet few people say their formal education explicitly taught them thinking, or anything explicitly about how to use their minds. Inherent is the idea that thinking and the language of thinking should be made explicit, as opposed to expecting that “you will pick it up through the process of doing research”.

The workshop covers:
- Models of critical thinking.
- Applying practical ideas to help develop the critical thinking process.
- Different types of thinking and how it all might be useful in your research.

Comments from previous participants
“This will help me to think critically about my thesis in different ways.”
“Definitely useful for reading paper and books in a more productive way.”
"Useful to develop and argue new ideas in my research."

**Publishing Academic Papers**

This workshop will help you to develop an understanding of the process of publishing academic papers, recognise ‘impact factors’ to measure the quality of each journal, and identify appropriate material for your own publications.

This workshop covers:

- An overview of the process of publishing academic papers.
- Understanding the importance of publications in the academia.
- An overview of academic writing: common structures, style and content.
- An overview of the style and format of different journals.
- How to find the best journals in your field.
- Communicating your research and matching your writing to a journal style.

Comments from previous participants

“Very useful especially as we are researchers. We need to update our publishing skills otherwise our ideas will perish.”

“It has given me some insight into how to go about preparing for publication and things to be cautious of when doing so.”

“It has sparked my enthusiasm to get published.”

**Planning the Final Year**

This workshop helps you take stock of your current progress, review what can be achieved within the timescales of a research degree, and identify the key steps in planning and preparing a high-quality PhD thesis and viva.

This workshop covers:

- Self-assessment of your research progress.
- Defining what tasks are left to complete.
- Identifying your final year tasks and forming a plan for completion.
- Understanding of the process of thesis writing and formulating structure and content.
- Information about thesis rules and regulations
- Preparing for the oral examination and typical viva questions.

Comments from previous participants

“Very useful for focusing the mind on the planning of my final year.”

“Helped to understand what is to be done during the final year; what are the most important points to be focussed on, gives a certain degree of confidence.”

“It helps me to consider and also know what I need to consider before I start to write up.”

**Teaching in Higher Education**

This workshop provides an overview of learning and teaching theory and practice in the Higher Education environment. It is particularly aimed at those considering an academic career.

The workshop covers:

- Learning and teaching theory: learning styles, learning preferences, Kolb Learning Cycle
- Programme and module design.
- Assessment methods and their use.
Comments from previous participants

“It explains how courses are designed and the methods people use to learn differently”

“Was clear, concise and practical case studies were enjoyable.”

“Provides an insight into what is involved in teaching.”

Writing up your Thesis

This workshop aims to provide you with an understanding of the principles of clear academic writing, providing strategic approaches for writing up a high quality PhD thesis.

The workshop covers:

- Identifying and analysing the principal features of good academic writing.
- Exploring and discussing the characteristics of good academic writing.
- Reviewing the features of micro and macro levels: good sentence, paragraph and thesis structure.
- Discussing and applying useful strategies for improving clarity and flow.
- Discussing what successful writers do when they write and understanding the strategies that they find useful.
- Exploring the process of writing: looking at your own experiences of writing and the practices and strategies of other experienced writers.
- Obtaining valuable feedback on your own writing sample.

Comments from previous participants

“It was useful because it engaged us in groups and we were able to discuss the given points.”

“The workshop will greatly improve my writing up skills.”

“The course will certainly help me in writing my thesis as I have recently entered the 3rd year of PhD.”

Managing Electronic Thesis Submissions

Doctoral-level students at The University of Manchester are required to submit an electronic version of their examination and final corrected thesis. Students complete their submission via the Manchester e-scholar, this workshop familiarise you with the technology and submission process.

The workshop will help you to:

- Understand the importance of e-submission and how to use e-scholar for thesis submissions.
- Be aware of what you need to consider before making your thesis open or closed access
- Gain tips for creating PDFs and reducing image size.

Viva Survivor

This workshop explores what is involved in the submission process, the reality of the viva and how one can prepare for it.

The workshop will help you to:

- Understand the requirements and regulations for the submission of their thesis
- Generated an overview of your thesis
- Use the discussions of the session to prepare for their viva effectively

Comments from previous participants

“This course is very useful for understanding what a viva will be and making it seem a bit less scary.”

“After doing the course the viva seems less daunting”

Building a Research Funding Portfolio

Writing proposals for grants and funding is an essential part of communicating research to an academic audience and also crucial in making the transition from doctoral to early-career researchers. There are
various options for early career researchers to win funding but which are worthwhile for you to apply to now? What are the benefits to you? How can you maximise your chances of success?

This workshop will:

- Give you an understanding of what funding is available
- Equip you with the right knowledge to set you on track to build your own research funding portfolio.
- Provide you with useful tips, learn the dos and don'ts of applications and get some good general advice.

This workshop is relevant to researchers who wish to build up a stream of funding wins that demonstrate your ability to source and acquire funding which supports and enhances your research capability.

Comments from previous participants

"It was useful to interact with other people in a similar position and receive insights into the funding application process."

'It was really useful to have an overview of the strategy of building a research funding portfolio, also speaking to other researchers outside of your specific area gives you more ideas on what is possible (and confidence that it is possible to get funding)!

Writing Lay Summaries

Lay summaries (also known as general summaries and lay abstracts) are relatively short documents that can make a critical difference in how your research proposal, presentation or paper is reviewed and evaluated. In some cases the summary is your only chance to make a good impression. So it is vital that you write lay summaries that are simple and direct and which make the reader care about your research.

This workshop will step you through the process of writing a lay summary that both gives readers (usually grant reviewers) the big picture, whilst helping them to more easily understand the details of your research.

These workshops also support the annual EPS Lay Summary Writing Competition.

Comments from previous participants

"How to write a lay summary was very entertaining, informative, interacting and interesting"

"I know more about communicating my science to difference audiences now."

Social Media for Researchers Series

The Social Media for Researchers Series introduces researchers to the use of social media in a research context. It explores why it is important for researchers to have an online presence or profile and evaluates the use of various social media tools for networking, collaboration, dissemination and effective information management.

- Introduction to Social Media for Researchers
- Developing a Researcher Profile Through Social Media
- Social Media for Research: Collaboration, Resources & Dissemination
- How to Blog for Researchers
- How to Build a Web Presence
- How to Create Research Presentations for Sharing Online
- How to Twitter for Researchers
- Online Copyright: Using and Reusing Content in Cyberspace
- How to Podcast

Public Engagement for Researchers Series

The Public Engagement for Researcher Series aims to support researchers who wish to engage non-specialist audiences with their research. The workshops explore how public engagement can benefit you, your research and the public with whom your engage and provides offer practical tips and opportunity for engagement.
• Getting Started (what’s it all about, why engage, types, support, networks, resources, funding, scenarios)
• Next Steps (profiling and engaging audiences, learning styles, approaches, case studies, planning, scenarios)
• Putting Ideas into Practice
• The Media and the Message (radio interviews)
• Evaluating Activities and Impact

Career Essentials Series
The Careers Essentials Series – It’s Never Too Early to Think Ahead, Getting a Job, CVs and Applications, Interviews and Intensive – are master classes in career management.

The workshops will help you to:
• Think about your career development and explore your career options.
• Find out how to start your job search, how to use the Internet effectively, and how to find those jobs, which are never advertised.
• Explore how to market your qualifications and experiences effectively and how to match your research skills to a variety of professional opportunities.
• Explore how to approach those tricky interview questions, and why “how you say it” can be as important as “what you say”.
• Careers Intensive: Additionally you can also attend an intensive one-day workshop covering all aspects of CVs, cover letters, applications, assessment and interviews. Find out how employers view PhDs, about professionalism in the workplace, and making the transition from PhD researcher to high performing employee (inside or outside academia). Put your skills to the test and participate in an interactive CV surgery and mock interviews.

Comments from previous participants
“Has prepared me in how to write CVs/covering letters, how to deal with assessment centres, given me contacts for further help.”

“Good information for job hunting prep. A lot of practical advice.”

Pathways: Career Options for PhDs and Research Staff
This two-day University-wide careers event provides you with the opportunity to explore the wide range of career options open to you. Question over 80 participants who completed their PhDs in the last 10 years, or who have expertise in the job market for PhDs and research staff. Get information and advice from schemes and organisations who offer opportunities for researchers, learn how to prioritise your career plans, and attend a range of workshops to help improve your career management skills.

Enterprise for Researchers Series
This series of workshops – Creating Ideas, Starting a Business and Intellectual Property in the Research Context – explores how to become a more enterprising researcher by exploring concepts, building upon ideas, evaluating choice and dealing with risk and change.

The workshop series will help you to:
• Develop your ability to think more creatively and challenge assumptions.
• Raise your awareness of the processes and mechanisms involved in taking a research-based idea forward into the marketplace.
• Understand the requirements for business planning and commercial presentations.
• Understand and identify what type of IP you need to protect your work.

Comments from previous participants
“It helps to develop ideas about having/developing a business and provides me with opportunities for further career paths.”
"I had no idea about business, but I really want to start one in the future. So feel I learned the basics and am preparing now for my future."

Manchester GRADschool

GRADschools are designed to help you reflect upon and develop your skills as a postgraduate researcher and consider how you can apply these skills now and in the future, as well as increase your self-confidence as a researcher. GRADschools use a model of team-based experiential learning, (or learning by doing) through practical-based case studies and intensive self and team reviews.

Themes explored in previous courses include - effective communication, management and leadership, and sustainable development.

This 3 day, non-residential course gives you the opportunity to:

- Develop your personal effectiveness and enhance a host of skills including, project planning, time management, decision-making and team working.
- Explore what makes good communication, understand the needs of differing audiences and practice your communication skills using different mechanisms.
- Share your experiences with other researchers from a range of academic discipline
- Reflect upon your strengths and weaknesses and plan for future personal development opportunities.
- Accept and use positive feedback from others and give constructive feedback to others.

Comments from previous participants

“Good opportunity to meet people from other universities and exchange experiences.”

“The programme was quite a nice surprise to me and exceeded my expectations. I would recommend it to others.”

“Very well organised and very enjoyable. Would strongly recommend this to anyone who needs a few days change to research to learn a bit about themselves!”

As an alternative to the Manchester GRADschool you may choose to attend a national GRADschool, which is run by Vitae, see: [http://www.vitae.ac.uk/](http://www.vitae.ac.uk/)

Northern Enterprise Schools

Northern Enterprise Schools are designed to help you gain experience in developing research ideas for enterprise, commercial awareness and career potential in knowledge transfer and exchange. These intensive, residential courses are based on the GRADschool model. The intensive programme uses interactive exercises based on real-world enterprise scenarios interspersed with focussed team reviews, to enable effective cooperation and open constructive feedback.

The Northern Enterprise Schools are run by a consortium of eight universities (Durham, Lancaster, Leeds, Liverpool, Manchester, Newcastle, Sheffield and York). You can apply to attend any of the Schools run throughout the academic year.

Online Research Skills Courses

Graduate Development currently offers the following online research skills courses in Blackboard – the University's e-learning environment. Upon registration as a research student at Manchester you will have been given access to the Blackboard but to access the online courses you will need use the self-enrolment process.

Academic Writing

This interactive course covers the key requirements of the academic writing style. It includes sentence structure and punctuation, word choice and grammar, critical reading, summarising, paraphrasing and referencing, and rhetorical awareness. At the end of each topic you can test your knowledge.

Endnote

The bibliographic software EndNote is a highly useful tool for recording all of the literature you will review for your research project. This course introduces you to the functionality within Endnote. For example
downloading reference information directly from online databases, using the Microsoft Word plug-in to “Cite While You Write”. The course is delivered through a combination of video tutorials and exercises.

https://blackboard.manchester.ac.uk/

Further Development Opportunities at Manchester

Health and Safety

The University has a legal responsibility to provide a safe and healthy environment for you to study in and has procedures in place to do this. However one of the key people for ensuring your safety during your studies is you! Please play your part in making the University a safe and healthy place to study and work. We have a legal responsibility to maintain records of individuals who undertake certain activities. If you are going to use any of the following, you must register with the appropriate person in your School prior to commencing work. Your Supervisor will know who the people are in your School.

- Biological Substances/Genetic Modification - Biological Safety Officer (BSO)
- Lasers - School Laser Safety Advisor (SLSA)
- Radiation - Radiation Protection Supervisor (RPS)
- Carcinogens/Mutagens/Reproductive Toxins - School Safety Advisor (SSA)

All experimental procedures must undergo a Risk Assessment; prior to starting work ask your supervisor for the relevant information for your research project.

Each School has a health and safety policy stating local health and safety responsibilities and arrangements for compliance with the University Health and Safety Policy and associated Procedures and Guidance. The local safety arrangements are to followed at all times.

Your attention is also drawn to the legal responsibility of all students of The University of Manchester. Under Section 8 of the Health and Safety at Work etc. Act 1974. You must not interfere with or misuse anything, any objects, structures or systems of work, provided by the University of Manchester in the interests of health and safety.

Heath and Safety Contacts

If you have any difficulties locating or contacting any of the people in your School with specific health and safety responsibilities, the University Safety Coordinators for the Faculty can assist.

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<th>Faculty Safety Coordinators</th>
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<tbody>
<tr>
<td><strong>Chemistry</strong></td>
<td>Catherine Davidge</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0161 275 7542</td>
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<tr>
<td>Earth, Atmospheric &amp; Environmental Sciences</td>
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<tr>
<td>Mathematics</td>
<td><a href="mailto:catherine.davidge@manchester.ac.uk">catherine.davidge@manchester.ac.uk</a></td>
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<td>Physics &amp; Astronomy</td>
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<td>Photon Science Institute</td>
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<td>Manchester Interdisciplinary Biocentre</td>
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<tr>
<td>Chemical Engineering &amp; Analytical Science</td>
<td>Andy Pollitt</td>
</tr>
<tr>
<td>Electrical &amp; Electronic Engineering</td>
<td>0161 306 4006</td>
</tr>
<tr>
<td>Mechanical Aerospace &amp; Civil Engineering</td>
<td><a href="mailto:a.pollitt@manchester.ac.uk">a.pollitt@manchester.ac.uk</a></td>
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<td>Materials</td>
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**University Biological Safety Officer**

- All
  - Dr Patrick Seechurn  |
  - 0161 275 0972        |
  - patrick.seechurn@manchester.ac.uk  |

**University Laser Safety Officer**

- All
  - Dr Marc Schmidt (Mondays & Thursdays)  |
  - 0161 306 3826         |
  - m.schmidt@manchester.ac.uk  |

**University Radiological Protection Advisor**

- South Campus
  - Dr Steve Bidey  |
  - 0161 275 6983      |
  - steve.bidey@manchester.ac.uk  |

- North Campus
  - Dr Ewan Blanch  |
  - 0161 306 5819      |
  - e-blanch@manchester.ac.uk  |
You must also complete a Health Questionnaire, which you should have been handed at registration. If you have not received this, please visit the Student Occupational Health website at: http://www.campus.manchester.ac.uk/healthandsafety/studentOH.htm

For more information visit the University Health and Safety website: http://www.campus.manchester.ac.uk/healthandsafety/index.htm

For a list of the Health and Safety training provided by the University’s Staff Training and Development Unit, visit the STDU website: http://www.staffnet.manchester.ac.uk/employment/training/

**John Rylands University Library**

Each School within the Faculty is allocated an Academic Liaison Librarian who can provide subject-specific training and support and will arrange training sessions on particular resources or aspects of information retrieval.

The Library also offers a range of researcher skills training sessions on information and data management, these include: Avoiding Information Overload, Electronic Journal Articles, Endnote, Factiva, Scopus, Web of Science, ZETOC.

http://www.library.manchester.ac.uk/usingthelibrary/Researchers/

http://jrulresearchers.wordpress.com/

**University Language Centre**

The University Language Centre offers English language and academic writing skills support to both home and international students in the form of part-time courses, workshops for specific groups and individual tutorial support. International students are strongly encouraged to undertake an assessment of their English when they first arrive and if required to attend in-sessional language support courses, which aim to rapidly improve English skills.

In addition to English language support, a number of foreign language courses are offered as part of the Language Centre’s Experience for All Programme (LEAP). These courses are available to students from across the University and may be studied on a non-credited basis for a small fee. Currently there are 18 languages, ranging from the main international languages to lesser taught languages offered at various levels.

http://www.ulc.manchester.ac.uk/

**IT Services**

IT Services a number of online training courses including Basic IT skills, ECDL (European Computer Driving Licence), Office 2007 applications and touch typing. The courses are delivered using the Checkpoint Online Learning environment, which allows you to perform a skills analysis, test yourself, obtain progress reports and create certificates.

The Guide to IT Services for Students contains a wealth of information about using the computing facilities at the University of Manchester. The guide along with more information about IT Services support is available at http://www.itervices.manchester.ac.uk/

**Research Computing Services**

Research Computing Services offers a range of courses to researchers to improve your skills in aspects of research computing, including programming, high-end computing, and visualisation.

http://www.manchester.ac.uk/researchcomputing
The Careers Service
As a postgraduate the demands on your time can seem overwhelming. We can make your life easier by offering a range of services designed to help you make your next move.

Personal advice and support for postgraduates:
- 30 minute booked appointments – discuss career options, how to find jobs, applications advice, have a practice interview and more.
- 15 minute drop in quick query consultations – book on the day, particularly helpful for CV and applications advice and feedback.

Information on vacancies and employers
- Hundreds of vacancies, accessible only to University of Manchester students and graduates. You can browse our website or register to receive vacancy e-mails tailored to your requirements.
- Eight major recruitment fairs and specialist information events including Pathways.
- Autumn employer presentation programme, including attendance from major science, engineering and technology employers, plus big names in finance, consultancy and many other sectors.

Careers information and support for postgraduates
- Our website provides up to date information, advice, vacancies and details of forthcoming events, including a section just for postgraduates. [http://www.manchester.ac.uk/careers](http://www.manchester.ac.uk/careers)
- Up to the minute career news, comment, vacancy and deadline alerts written just for University of Manchester Postgraduates at our regularly updated postgrad careers blog. [http://manchesterpgcareers.wordpress.com](http://manchesterpgcareers.wordpress.com)
- Careers Resource Centre at Crawford House, Booth Street East (opposite the Aquatics Centre), with free access to Careers Information Specialists, PCs and an extensive collection of reference and takeaway information to help you research and plan your career, including information on employers and jobs; research careers; working overseas; application and interview techniques and more.

Skills training and support for your career
- Careers talks, workshops and Careers Intensive master class, specifically for postgraduates in Faculty of Engineering and Physical Sciences.
- The Manchester Gold mentoring programme aims to match you with someone who is currently doing your dream job, so they can share their professional experiences, tips and advice with you. [http://www.manchester.ac.uk/careers/mentoring](http://www.manchester.ac.uk/careers/mentoring)
- The Manchester Leadership Programme (MLP) for Researchers offers a unique combination of academic study and volunteering. MLP students learn the importance of leadership that promotes social, economic and environmental sustainability. [http://www.mlp.manchester.ac.uk/](http://www.mlp.manchester.ac.uk/)

Commercialisation and IP
We are committed to increase opportunities for you to benefit from the commercialisation and application of your knowledge, expertise and intellectual property. To help you the University has two primary service providers:

Manchester Enterprise Centre (MEC)
The Manchester Enterprise Centre aims to empower researchers to exploit their knowledge and ideas by providing a range of enterprise and business programmes, workshops, and University-wide events on areas including business creation, creating ideas, networking. It also provides a mentoring programme for young entrepreneurs and runs the venture competitions, which provide a platform for all University entrepreneurs to shine. In its first three years of business MEC helped to develop more than 25 businesses and has since created a wealth of web resources to encourage researchers to start their own businesses and technology transfer projects. [http://www.msec.manchester.ac.uk/](http://www.msec.manchester.ac.uk/)
University of Manchester Intellectual Property Limited (UMIP)
UMIP works with researchers, entrepreneurs, business people, professional advisers and investors to support intellectual property development and commercialisation activities within the University. UMIP runs a series of seminars every year and has developed a set of practical IP-related guides for researchers.

The IP Awareness Resource aims to increase the awareness of IP and demonstrate the benefits of its commercialising research. Featuring a series of video clips by professionals and academic colleagues on IP and its commercialisation, the resource will give you a valuable insight into the types of IP which can be used to protect novel ideas/inventions and how, for example, IP can be commercialised via spin-out or licence with the help of UMIP.

http://www.umip.com/
http://www.ipresource.manchester.ac.uk/

Further Development Opportunities Elsewhere
There are number of national organisations, networks and initiatives, which aim to provide development opportunities and resources for postgraduate researchers. The Graduate Development website sign posts opportunities as they arise, but it is worth noting the following.

Vitae
Vitae champions the professional and personal development of both doctoral researchers and research staff in higher education institutions and research institutions.

As a postgraduate researcher Vitae provides a wealth of resources, advice, information, access to discussion groups and national courses and activities to help you develop your research career. For example:

- **Events** such as National GRADSchools, The Effective Researcher, Careers in Focus, and Annual Postgraduate Conferences provide you with a wealth of training, development and networking opportunities.

- **Publications** such as “What Do PhDs Do” details the destinations of recent PhD graduates, “The Balanced Researcher” explores how to manage your PhD in real-life terms, “The Creative Researcher” examines creativity and how to harness it for your research and “The Engaging Researcher” looks at how you can share your research with people outside of academia through public engagement activities. Vitae also produces useful “PGR Tips” each month and the online GRADBritain magazine – if you write an article and it gets published you could win £50.

- **Resources** such as web pages for postgraduates include some helpful advice on managing a research project – everything from project and time management, rights and responsibilities, to networking and troubleshooting problems. For those of you nearing completion, there’s also some advice on completing the PhD. From there you can also keep up-to-date with news and events for researchers.

As well as providing useful information for researchers, Vitae works on behalf of early career researchers to influence policy and practice at local and national level. It also provides guidance for supervisors and PIs and is currently building an evidence base for the impact of researcher development on the outcome of doctoral research degrees.

http://www.vitae.ac.uk/

Graduate Junction and Postgraduate Toolbox
Graduate Junction is an online community for postgraduates from all subject areas, which enables you to find peers working on similar projects and to share advice and tips regarding broader issues related to postgraduate study.

Join more than 15,000 postgraduates already participating in Graduate Junction to:

- Find and connect with other postgraduates and build research interest groups
- Share and discuss hints and tips on postgraduate life in our discussion forums
- Enter the Online Research Poster competition and win prizes

http://www.GraduateJunction.net
Graduate Junction’s sister website is Postgraduate Toolbox offering:

- Postgraduate advice centres, articles and latest news
- Free fortnightly eNewsletter with advice and tips from academics and other postgrads
- A careers case study and resource centre
- A dedicated postgraduate bookstore
- The hilarious ‘GradSchool’ cartoon strip by Jon Tollvery
- More competitions and prizes…

http://www.PostgraduateToolbox.net

National Postgraduate Committee

The National Postgraduate Committee (NCP) aims to promote the interests of postgraduates studying in the UK, while remaining non-aligned. The NCP holds an annual conference and publishes various guidelines and codes of practice.

http://www.npc.org.uk/

Public Engagement Initiatives

The University of Manchester works in partnership with various organizations and social enterprises to bring about public engagement opportunities for researchers.

Widening Participation

Widening Participation organises a programme of events throughout the year for local schools children who would not normally think of going to university. As a Student Ambassador you can get involved in a wide range of Faculty Science Technology Engineering and Maths (STEM) and University activities (summer schools, open days, working in schools), with students of all ages.

http://www.sraid.manchester.ac.uk/widening-participation/

The Manchester Beacon

The Manchester Beacon is one of six beacons across the UK which seek to engage researchers, community groups and local businesses in the design and delivery of activities that use engagement to break down the barriers between universities and local people. The Beacon also aims to foster a culture of public engagement within academia, help raise awareness of ‘engaging researchers’ and support researchers through initiatives, funding, training and opportunity.

http://www.manchesterbeacon.org/

STEMNET

STEMNET creates opportunities to inspire young people in Science, Technology, Engineering and Mathematics (STEM). Volunteering as a STEM Ambassador is your chance to promote your skills to young learners, actively encourage them to enjoy STEM subjects, and inform them about the unique career opportunities that are available to them. By volunteering as an Ambassador, you could be opening up life-changing opportunities for many young people in your area. Anyone who has a desire to inspire children and young people in STEM subjects can become an Ambassador. The main qualities that all Ambassadors share are enthusiasm and commitment, along with a passion for what they do.

http://www.stemnet.org.uk/

Researchers In Residence

Researchers in Residence is a scheme, funded by Research Councils UK (RCUK) and the Wellcome Trust, which arranges placements for postgraduate researchers and research staff from any discipline in secondary schools across the UK. This gives you the chance to develop a programme of activities that makes your subject and research relevant and exciting for schoolchildren. The scheme offers you the benefits of improving your communication and presentation skills, an experience of teaching and increases public engagement in your research.

http://www.researchersinresidence.ac.uk/rir/
Professional Institutes and Other Bodies

Professional bodies can offer you access to a wealth of information, new developments, policies, resources, networks and opportunities relevant to your research field. In some cases professional bodies offer industry-recognised qualifications, provide benchmarks for professional competencies or membership may be necessary to practice a profession.

The following list of professional bodies (with a science, technology, or management focus) is not exhaustive, but will provide you with a good starting point for finding the organisation that best meets your professional development needs.

**The British Computer Society (BCS)** is the leading body for those working in IT and aims to promote the study and practice of computing and to advance knowledge of and education in IT for the benefit of the public. With a worldwide membership, BCS is the qualifying body for Chartered IT Professionals (CITP).

[http://www.bcs.org/](http://www.bcs.org/)

**Chartered Institute of Architectural Technologists** is the professional institute representing professionals working and studying in the field of Architectural Technology in the UK and overseas. CIAT is internationally recognised as the qualifying body for Chartered Architectural Technologists (MCIAT) and professionally qualified Architectural Technicians (TCIAT).


**Chartered Institute of Bankers in Scotland (CIOBS)** aims to develop and maintain the highest industry wide standards in the financial services sector. It provides quality financial services qualifications and has relationships with the main powers and influencers in the banking industry.


**The Chartered Institution of Building Services Engineers (CIBSE)** promotes the career of building services engineers by accrediting courses of study in further and higher education, by approving workbased training programmes and providing routes to full professional Registration, including Chartered Engineer, Incorporated Engineer and Engineering Technician. Once qualified, CIBSE offers a range of services, focussed on maintaining and enhancing professional career excellence.


**Chartered Institute of Environmental Health (CIEH)** is a professional, awarding and campaigning body at the forefront of environmental and public health and safety. It sets standards and accredits qualifications for the education of members and other environmental health practitioners. CIEH provides information, evidence and policy advice to local and national government and environmental and public health practitioners in the public and private sectors.


**Chartered Institute of Library and Information Professionals (CILIP)** is the leading professional body for librarians, information specialists and knowledge managers. CILIP speaks out on behalf of the profession to the media, government and decision makers, and provides practical support for members throughout their entire careers, helping them with their academic education, professional qualifications, job hunting and continuing professional development.

[http://www.cilip.org.uk/](http://www.cilip.org.uk/)

**Chartered Institute of Personnel and Development (CIPD)** is the professional body for those involved in the management and development of people.

[http://www.cipd.co.uk/](http://www.cipd.co.uk/)

**Chartered Institution of Water and Environmental Management (CIWEM)** is the chartered professional institution, charity, learned society and qualifying body for an integrated approach to water and environmental management and sustainable development.

Chartered Management Institute is the only chartered professional body that is dedicated to management and leadership. Committed to raising the performance of business by championing management, they do this through supporting and advising individuals and organisations, or through engaging policy makers and key influencers in government and the management profession.

http://www.managers.org.uk/

The Chartered Quality Institute is the only chartered professional body dedicated entirely to quality. They offer training and qualifications and promote the benefits of quality throughout the UK and international marketplace, governments and other authorities. They are active and vocal advocates of quality, developing and disseminating quality knowledge and practices and through competent quality professionals.

http://www.thecqi.org/

Chartered Society of Designers (CSD) is the world’s largest chartered body of professional designers and is unique in representing designers in all disciplines. CSD promotes concern for the sound principles of design in all areas in which design considerations apply, furthers design practice and encourages the study of design techniques for the benefit of the community. It seeks to secure and promote a professional body of designers and regulate and control their practice for the benefit of industry and the public.

http://www.csd.org.uk/

Energy Institute (EI) is the leading chartered professional membership body for those working in energy. Providing an independent focal point and a powerful voice to engage business and industry, government, academia and the public, EI promotes the safe, environmentally responsible and efficient supply and use of energy. Offering learning and networking opportunities to support career development, EI provides a home to all those working in energy, and a scientific and technical reservoir of knowledge for industry.

http://www.energyinst.org.uk/

Engineering Council UK (ECUK) maintains internationally recognised standards of competence and commitment for the engineering profession, and to license competent institutions to champion the standards.

http://www.engc.org.uk/

Geological Society of London is the UK society for geoscience, providing a wide range of professional and scientific support to a national membership. As well as boasting one of the most important geological libraries in the world, the Geological Society is a global leader in earth science publishing and is renowned for its cutting edge science meetings. It provides a forum for earth scientists from a broad spectrum of disciplines and environments to exchange ideas, and is an important communicator of geoscience to government, media, those in education and the broader public.

http://www.geolsoc.org.uk/

Institution of Analysts and Programmers (IAP) is Britain’s leading professional organisation for people who work in the development, installation and testing of business systems and computer software. People join principally for the prestige and privilege of associating with some of the leading professionals in this sector of the industry. Membership of the Institution is an endorsement of your professional competence by your peers in the industry.

http://www.iap.org.uk/

Institute of Biology (IOB) promotes the biological sciences, to foster the public understanding of the life sciences generally, serves the needs of our members, enhances the status of the biology profession, and represents its members and the biology profession as a whole to government and other bodies in the UK and abroad.

http://www.iob.org/

The Institution of British Engineers (IBE) is dedicated to the promotion of the engineering profession.

http://www.britishengineers.com

Institute of Chartered Foresters is a chartered body for forestry and arboricultural professionals in the UK. Its members practice in every branch of forestry and arboriculture relating to forests, woodlands and trees. It provide services including support and promotion of the work of foresters and arboriculturists; information and guidance to the public and industry; and training and educational advice to students and professionals looking to build upon their experience. It also regulates the standards of entry to the profession and offer examinations for professional qualifications.

http://www.charteredforesters.org/
The Institution of Chemical Engineers (IChemE) is an international professional membership organization for people who have an interest in and relevant experience in chemical engineering. IChemE is the hub for chemical, biochemical and process engineering professionals worldwide. IChemE promotes competence and a commitment to sustainable development, advances the discipline for the benefit of society and supports the professional development of members.

http://cms.icheme.org/

Institution of Civil Engineers (ICE) is a charity that promotes and progresses civil engineering. It is a qualifying body, a centre for the exchange of specialist knowledge, and a provider of resources to encourage innovation and excellence in the profession, worldwide.

http://www.ice.org.uk/

The Institution of Engineering Designers (IED) is the UK’s most prestigious professional body for designers operating in the many fields of engineering design - product design, architecture, the marine, automotive and aircraft industries. It is licensed by the Engineering Council UK to assess candidates for inclusion on ECUK’s Register of Professional Engineers and Technicians and accredits courses for their training. Once members have achieved the appropriate academic and competence standards they are rewarded with Chartered Engineer, Incorporated Engineer or Engineering Technician status.

http://www.ied.org.uk/

The Institution of Engineering and Technology (IET) is one of the world’s leading professional societies for the engineering and technology community. IET has an international membership and offices in Europe, North America and Asia-Pacific. IET provides a global knowledge network to facilitate the exchange of ideas and promote the positive role of science, engineering and technology in the world.

http://www.theiet.org/

The Institute of Healthcare Engineering & Estate Management (IHEEM) is the relevant learned society and professional body licensed by the Engineering Council for all those working in healthcare engineering, estates and facilities management. Membership is applicable to architects, builders, engineers, estate managers, surveyors, medical engineers and other related professionals. IHEEM promotes the art and science of Healthcare Engineering and Estate Management and advances research, education and training.

http://www.iheem.org.uk/

Institute of Leadership & Management (ILM) is the UK’s premier management organisation. ILM partners with individuals and employers across the world to improve leadership and management performance through a flexible range of learning and development solutions.

http://www.i-l-m.com/

The London Mathematical Society (LMS) was founded for the promotion and extension of mathematical knowledge. It is the major British learned society for Mathematics, with a nationwide membership and several hundred overseas members.

http://www.lms.ac.uk/

Institute of Marine Engineering, Science and Technology (IMarEST) is an international professional membership body and learned society for all marine professionals, working to promote the development of marine engineering, science and technology, providing opportunities for the exchange of ideas and practices and upholding the status and knowledge of marine professionals.

http://www.imarest.org

The Institute of Materials, Minerals and Mining (IoM3) is a UK engineering institution whose activities encompass the whole materials cycle, from exploration and extraction, through characterisation, processing, forming, finishing and application, to product recycling and land reuse. It promotes and develops all aspects of materials science and engineering, geology, mining and associated technologies, mineral and petroleum engineering and extraction metallurgy, and is a leading authority in the materials and mining community.

http://www.iom3.org/

Institute of Mathematics and its Applications (IMA) supports the advancement of mathematical knowledge and its applications and enhances mathematical culture in the UK and elsewhere, for the public good. It is also the professional and learned society for qualified and practising mathematicians.

http://www.ima.org.uk/
The Institute of Measurement and Control is Britain’s foremost professional body for the Automation Industry – providing members with routes to Engineering Council registration as Chartered and Incorporated Engineers, and Engineering Technicians.

http://www.instmc.org.uk/

Institution of Mechanical Engineers (IMechE) is the leading body for professional mechanical engineers with a worldwide membership. IMechE is the UK’s qualifying body for Chartered and Incorporated mechanical engineers. Members work in research, design, development, manufacturing, installation, commissioning, contracting, consulting and teaching, in fields as diverse as lubrication, satellite launching, surgical implants and in power stations.

http://www.mxawards.org

The Institution of Nuclear Engineers is a learned society and the only qualifying body concerned solely with the advancement of nuclear engineering technology and its allied fields. The Institution acts as consultant to government, professional and statutory bodies in the formulation of decisions affecting the nuclear industry and is recognised as the representative of the profession. The Institution is able to register suitably qualified nuclear engineers as Chartered or Incorporated Engineers and registers Engineering Technicians.

http://www.inuce.org.uk

The Institution of Physics (IoP) is a scientific membership organisation devoted to increasing the understanding and application of physics. It has an extensive worldwide membership and is a leading communicator of physics with all audiences from specialists through government to the general public. Its publishing company, IOP Publishing, is a world leader in scientific publishing and the electronic dissemination of physics.

http://www.iop.org/

Society of Operations Engineers (SOE) is a leading membership organisation for engineers in the transport, plant and engineer surveying industries. Whether you’re starting, progressing or finishing your career the SOE can assist you in gaining professional recognition and career development.

http://www.soe.org.uk/

Institution of Structural Engineers (IStructE) is the world’s largest professional body dedicated to structural engineering. It is committed to excellence in structural engineering and expects the same standards from its members. Members are qualified by rigorous exams that test professional competence in structural engineering design; as a result members are recognised worldwide for their technical and professional expertise. It is a leading source of expertise on all structural engineering and public safety issues in the built environment.

http://www.istructe.org/

Royal Academy of Engineering (RAEng) is Britain’s national academy for engineering, bringing together the country’s most eminent engineers from all disciplines to promote excellence in the science, art and practice of engineering. Its strategic priorities are to enhance the UK’s engineering capabilities; to celebrate excellence and inspire the next generation; and to lead debate by guiding informed thinking and influencing public policy.

http://www.raeng.org.uk/

Royal Aeronautical Society (RAeS) is a multidisciplinary professional institution dedicated to the entire global aerospace community. RAeS aims to support and maintain the highest professional standards in all aerospace disciplines; to provide a unique source of specialist information and a local forum for the exchange of ideas; and to exert influence in the interests of aerospace in both the public and industrial arenas.

http://www.raes.org.uk/

Royal Astronomical Society (RAS) is the UK’s leading professional body for astronomy and astrophysics, geophysics, solar and solar-terrestrial physics, and planetary sciences. RAS organises scientific meetings, publishes research and review journals. The Society also awards grants and prizes, maintains an extensive library, supports educational activities and lobbies government.

http://www.ras.org.uk/
Royal Geographical Society (RGS-IBG) is the learned society and professional body for geography. It aims to advance geographic research nationally and globally to improve understanding of our connected world, support teaching and education through formal learning, fieldwork and expeditions, promote the relevance of geography and foster the recognition and understanding of geography to policy.

http://www.rgs.org/

Royal Institute of British Architects (RIBA) is the UK body for architecture and the architectural profession, providing support for members worldwide in the form of training, technical services, publications and events, and set standards for the education of architects, both in the UK and overseas. RIBA works with government to improve the design quality of public buildings, new homes and new communities.

http://www.architecture.com/

Royal Meteorological Society (RMS) is made up of enthusiasts, practitioners, students and scientists from across the world and is based in the UK. Membership is open to anyone with an interest in meteorology or related sciences. Associate fellows may be any age and do not require any specific expertise in meteorology. Fellows normally require a formal qualification in a subject related to meteorology plus five years experience and must be nominated by two other fellows.

http://www.rmets.org/

Royal Society of Chemistry (RSC) is the largest organisation in Europe for advancing the chemical sciences. Supported by a worldwide network of members and an international publishing business, its activities span education, conferences, science policy and the promotion of chemistry to the public. It is the professional body for chemistry in the UK, with the ability to award the status of Chartered Chemist (CChem) to suitably qualified candidates.

http://www.rsc.org/

Royal Statistical Society (RSS) is an international membership organisation with members in over 50 countries worldwide, promoting public understanding of statistics and provide professional support to users of statistics and statisticians.

http://www.rss.org.uk

The Science Council is a membership organisation representing the learned societies and professional institutions across the breadth of science in the UK. Its purpose is to provide a collective voice for science and scientists and to maintain standards across all the scientific disciplines.

http://www.scienc council.org/
UNIVERSITY DEGREE GUIDANCE IN BRIEF

If you are unsure about any of the guidance described in this section, contact:

Graduate Education
Faculty of Engineering and Physical Science
Room C4, Sackville Street Building
+44 (0)161 306 9191
eps-sub@manchester.ac.uk
http://www.graduateeducation.eps.manchester.ac.uk

Ordinances and Regulations

Each student registered on a Postgraduate Research Degree including M.Phil, EngD, EntD, MSc by Research and M.Ent is subject to the Ordinances and Regulations set out by the University at the time of the initial registration. The Ordinances and Regulations set out the regulatory framework by which these programmes of study are governed and the general context of a student's academic career at the University.

Within the Ordinance and Regulations there are sections on

- Admission to the programme
- Duration of the degree
- Submission pending period
- Skills development
- Progression
- Study away from the University
- Change of institution during the PhD Degree
- Interruption of a programme of study
- Changes to the nature of the Degree
- Thesis submission
- Registration and Fees
- Content and Length of Thesis
- Examination

http://www.campus.manchester.ac.uk/researchoffice/graduate/ordinancesandregulations

Code of Practice for Postgraduate Research Degrees

It is your responsibility to familiarise yourself with the regulations governing your research degree. One of the most critical sources of guidance is the Code of Practice for Postgraduate Research Degrees, which constitutes the central reference document for policies, procedures and good practice at the University of Manchester.

The Code of Practice for Postgraduate Research Degrees sets out the University's procedure for managing and coordinating postgraduate research degree programmes. It defines the minimum requirements to safeguard high standards of postgraduate research degree activity. It sets out the responsibilities of the University, faculties, schools and supervisors so that you know what you can expect from the University. In return, it details the responsibilities of research students so that you know what the University expects of you.

The Code of Practice for Postgraduate Research Degrees includes the following sections:

- Research Environment
- Application and Admissions
- Registration and Induction
- Skills Training
Supervision
- Progress and Review
- Personal Development Planning
- Changes to Degrees
- Submission and Examination
- Quality Assurance
- Collaboration.

You may find that you refer to these sections at different stages of your programme.

Note that students will abide under the University’s ordinance and regulations which applied at the time of entry to their programme of study; however, changes to University and Faculty policy and guidance will apply to all students and with immediate effect.

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/

Supervision for Postgraduate Research Degrees
The nature of different disciplines means that supervisory practice will inevitably take a variety of forms in some of its details across the University. Supervision in laboratory-based subjects, for example, requires different practices from supervision in other areas. Nonetheless, there are essential responsibilities of doctoral supervision that must be adhered to across the University. These responsibilities, including those of the student, are contained in the Policy for Supervision for Postgraduate Research Degree. This policy relates to all research degrees across the University, not just doctoral programmes, and also includes collaborative research degrees.

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/supervision

Academic Malpractice
Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally.

Plagiarism
Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. The consequences for a student who is found to have committed plagiarism or any other form of academic malpractice can be severe. You should make every effort to ensure that the work you submit for assessment is always your own, written in your own words and presented with appropriate referencing. The University has a subscription to a plagiarism detection service, which is routinely used by staff to check their student’s work. The declaration that you submit will also certify that you understand that your work may be requested in an electronic format for submitting through the plagiarism detection software.

Procedures for Dealing with Plagiarism: Any suspected incidence of plagiarism or academic malpractice involving postgraduate research students will automatically be referred to the University Research Governance Officer. The result of examination of PhD or MPhil theses will be withheld until all relevant investigations have been concluded.

www.campus.manchester.ac.uk/medialibrary/tlao/plagiarism-guidance-for-students.pdf

If you are in any doubt at all then you must seek guidance from your Supervisor.

Intellectual Property
The University of Manchester regards the creation of intellectual property as one of its major objectives; complementary to the core objectives of knowledge creation, scholarship and learning. The University has a duty to develop policies and support services, which create the best possible environment for intellectual property to be created and to be transferred into practical use. Refer to Section 3.10 Students for more information.


If you are in any doubt at all then you must seek guidance from your Supervisor.
Guidance for the Presentation of Theses
The University provides a guidance document for the presentation of the thesis at the end of your degree. This includes a section on submission in an alternative format. Please note that failure to follow the instructions in this guidance may result in the Graduate Education Office rejecting the thesis for examination.

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/submissionandexamination/

Information about electronic submission of the thesis and the Institutional repository can be found at
https://www.escholar.manchester.ac.uk/etd/

Academic Appeals – Regulation XIX
The purpose of this Regulation is to safeguard the interests of all students. It may be used only when there are adequate grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of his or her assessment or other decision concerning their academic position or progress.

http://www.campus.manchester.ac.uk/medialibrary/policies/academicappeals.pdf

Work and Attendance of Students – Regulation XX
Requirements for work and attendance may include attending seminars, laboratory classes, academic and personal tutorials, and other events or meetings concerned with the conduct of the course and progress of students, as well as meeting the specified dates for the submission of work for comment or assessment, and attending examinations, or other forms of assessment

http://www.campus.manchester.ac.uk/medialibrary/policies/workattendancestudents.pdf

Conduct and Discipline of Students – Regulation XVII
The essence of misconduct under this Regulation is the improper interference with the proper functioning or activities of the University. This includes those who work or study in the University or actions which otherwise damage the University or its reputation. The provisions of this Regulation define that behaviour which constitutes misconduct as it relates to students studying or registered at the University and the consequences of that misconduct.

http://documents.manchester.ac.uk/display.aspx?DocID=6530

Complaints Procedure – Regulation XVIII
As part of its commitment to ensuring the standard and quality of its programmes of study, services, and facilities, the University has established this procedure to deal with complaints from students. Complaints provide useful feedback information from students and, where appropriate, will be used to improve services and facilities.

http://www.campus.manchester.ac.uk/medialibrary/policies/studentcomplaintprocedure.pdf

Guidance on the Use of Blogs and Wikis
The use of interactive and multi-authored web pages, which characterises blogs, wikis and social networking sites is increasingly popular. While the University does not wish to bar access to and use of such sites, postgraduate researchers and research staff must first consult with their supervisor, mentor or line manager in order to discuss the possible implications of participation in these sites.

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/misc/blogswikis/

Student Representation
The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvements to the quality of the student experience and to provide appropriate opportunities for students to contribute to the formulation and development of policy. Faculties, Doctoral Training Centres and Schools can establish different means of student representation for postgraduate research students.

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/
Dignity at Work and Study
Discrimination, bullying and harassment come in many guises, all of which are unacceptable to the University and which have no place in a civilised working and learning environment. It is vital therefore that we create an environment within the University in which demeaning, destructive and often unlawful behaviours can be identified early and managed effectively, and in which those victimised are provided with support and assistance as early as possible.

The University of Manchester will not tolerate any form of harassment, discrimination or bullying by any members of its community.

http://www.staffnet.manchester.ac.uk/supporting-students/complaints-discipline-appeals/harassment-discrimination-bullying/

Holiday Leave Allowance
You may, with the prior agreement of your supervisor, take up to eight weeks’ holiday in each year (pro rata for parts of the year), inclusive of public holidays. Leave should not normally be taken during the academic term. Students receiving sponsorship are expected to bear in mind their obligations to the sponsor and consult the policy of their sponsor when planning leave.

Student Ill-Health
It is a requirement of registration with the University of Manchester students register with a local general practitioner. You must notify your Supervisor and the School Postgraduate Office as soon as possible if you are absent due to ill health for absences between one and seven days. Thereafter a ‘Fitness to Work’ note or other medical note outlining your inability to work should be obtained from your GP or a hospital consultant. You should also read the section below for information on how to apply for interruptions or extensions due to ill health and/or contact the Faculty Graduate Education Office or your School Postgraduate Office.

http://www.campus.manchester.ac.uk/medialibrary/researchoffice/graduateeducation/p-change-to-prog-pgr.pdf

Policy on Circumstances Leading to Changes to Postgraduate Research Study
The University has a policy on any changes to Postgraduate Research study. The Faculty’s Postgraduate Research Degrees Panel use this policy as guidance to adjudicate any applications for changes that are presented to the Faculty Graduate Education Office. These include;

- Interruption of Study
- Extension to the Degree
- Extension to Submission Pending
- Termination of a student’s registration

http://www.campus.manchester.ac.uk/researchoffice/graduate/code/changestodegrees