Research Degrees Handbook 2012-13

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Contents

1 Introduction

This handbook provides an introduction and guide to research degrees at University College Falmouth (UCF). You should also refer to the University of the Arts London (UAL) **Research Degrees Handbook and Regulations 2012-13** and the **Research Network UAL (RNUAL) Handbook 2012-13**. You are bound by the University College's General Regulations for Students accessible within our student handbook online http://handbook.falmouth.ac.uk/ ; UAL's Research Degree Regulations http://www.arts.ac.uk/research/ and the terms and conditions as detailed within the offer letter contract. If you have any questions, please do not hesitate to ask.

UCF is currently in the process of achieving its own research degree awarding powers. In the meantime we deliver our research degrees in partnership with UAL, and some of UAL' s policies and procedures are applied direct. All our policies and procedures are designed to accommodate the Quality Assurance Agency's Code of practice for the assurance of academic quality and standards in higher education for Postgraduate research programmes**.**

We may issue occasional revisions to this handbook during the year. We will ensure that both students and supervisors are made aware of these and that a revised version is circulated and published online.

1.1 Inductions

Before commencing your studies you will be invited to induction at the University College Falmouth. The induction will be a good opportunity to meet your peers, supervisors and key members of staff.

University College Falmouth Research Student Induction (Autumn Symposium)
Wednesday 26th to Friday 28th September 2012; AIR, Tremough House Boardroom, and Daphne Du Maurier Seminar L, all at the Tremough Campus

(Please refer to appendix 9.1 for the Research Student Induction Timetable)

The University College induction will include an introduction to the Learning Resources Centre and the support that can be offered, and this will be conducted by the Academic Liaison Librarians. Further information regarding the library services can be found on the LRC webpages http://www.falmouth.ac.uk/library .

ASK will also be included as part of your induction sessions, and you are encouraged to complete the online institutional induction sessions which in addition to ASK also includes IT, Library Services, Student Support Services and The Compass. Here is the link:

http://induction.fxplus.ac.uk/

The following event is also open to you if you would like to attend:

- **Freshers' Fayre; Sunday 30th September; all day in the Stannery, on Tremough campus**. This may be a really useful event to attend if you are new to the area and would like to get to know what's on and meet some of the local businesses that join the fayre. There will also be all of the usual sports and societies that you can join, including activities such as surfing, sailing, kayaking to name just a few, and all the other land based sports as well.

1.2 Your team

The first point of contact for all Research Students is their Director of Studies and Research Student Officer. However there are other useful contacts that you will have communication with during your studies. The following list identifies some of the key contacts within the research community at UCF:

Academic contacts:

Professor Mike Wilson mike.wilson@falmouth.ac.uk
Dean of Research and Graduate Studies
Chair, Research Degrees Committee

Professor Phil Stenton phil.stenton@falmouth.ac.uk
Associate Dean Research & Innovation (Media & Performance)

Dr David Hawkins david.hawkins@falmouth.ac.uk
Associate Dean Research & Innovation (Art & Design)

Professor John Hall john.Hall@falmouth.ac.uk
Convenor, Research Student Development Programme

Administration contacts (Research and Innovation Office - RIO):

Jemma Julian jemma.julian@falmouth.ac.uk
01326 255831
Research Student Officer

Ian McCormick ian.mccormick@falmouth.ac.uk
01326 255829
Head of Research and Innovation Office

Thomas Richardson thomas.richardson@falmouth.ac.uk
01326 253594
Research and Innovation Officer

Leila Godolphin leila.godolphin@falmouth.ac.uk
01326 255807
Special Projects and Developments Officer

Kamran Harandy kamran.harandy@falmouth.ac.uk
ESF Project Claims Officer

1.3 Fees and Enrolment

Fees
This section informs you of the fees for the current academic year and explains the annual enrolment process (i.e. payment of fees, ID Cards) in some detail.

Fees for the academic year 2012-13 are as follows:

Fees 2012-13	Home and EU	Overseas	Writing Up
Full-time	£4252	£9465	£644
Part-time	£2551	N/A	£644

Tuition fees are payable in October and January in equal instalments, although alternative instalment arrangements may be available.

Please note that the tuition fees are payable for each year of study and are subject to inflation linked increases.

If you have concerns about your finances, please speak to an adviser at the FXU Advice Service available on both Woodlane and Tremough campuses.

Please consult the current UAL Research Degrees handbook 2011-12 for the regulations on the 'Writing Up Status' stage later in your studies, as this must be applied for and approved in good time before the start of the appropriate academic year.

Contacting the Finance Office
For advice and information about tuition fees, please contact the Finance Office on 01326 213778 in the first instance.

The finance offices at the Tremough and Woodlane campuses are open from Monday to Friday, 9am - 2pm (except Wednesdays until 3pm during term time only). You will need to go here to pay fees if you are self-funding your study.

Enrolment
Please refer to appendix 9.2 for online enrolment screen by screen guidance.

New students will receive an email from the Student Records team requesting and guiding you to upload a photograph of yourself. The photograph will then be used to create and print your student ID card. Please ensure that you upload your photograph successfully as soon as possible after receiving the email, this will help the Student Records team to produce your ID card in time for your arrival.

You will also receive an online enrolment email from the Student Records team. As a new student this will be sent to the email you used to contact the University College during the application process, and as a current student in the future (from your second year onwards) this email will be sent to your University College email account.

The online enrolment email will include information to guide you through the online process. However if encounter any problems with your online enrolment, or photo upload process, please contact your Research Student Officer in the first instance (jemma.julian@falmouth.ac.uk) who will be able to help you.

Once your enrolment fee has been paid, and you have been formally enrolled, you are entitled to use the University's learning resource facilities, and access to appropriate supervision to develop your research proposal and plan of work for consideration firstly by the University College of Falmouth's Research Degrees Committee (RDC) and then to the University Research Degrees Sub-Committee (URDSC). The University of the Arts London's 'Application to Register for a Research Degree' Form (RF3) is used for these purposes. The period of enrolment (without registration) may not normally exceed 12 months. Details of the registration process and the relevant regulation can be found in section A7 of the UAL Research Degrees Handbook 2011-12 starting on **page 67**.

While every effort should be made by yourself and the University to ensure that your proposal is fully developed and that you progress smoothly, it is important to understand that enrolment at a College of the University is the first stage of your period of study and does not guarantee that your registration will be approved, or that your programme of research will ultimately be confirmed for registration for MPhil or PhD. Both these stages are conditional upon the approval of both the University College's RDC and UAL's University Research Degrees Sub-Committee; refer to Section B3 of the Regulations (**pages 121-125**). Students will normally make their Application to Register within 3 months of enrolment to the University College's RDC; and then within 6-9 months to UAL's University Research Degrees Sub-Committee (URDSC). Please note that if the proposal contains any ethical considerations, the research ethics section of the RF3 must be completed and be considered at the Research Ethics Sub-Committee.

2 Sources of Information and Support for Research Students

2.1 The research community

At University College Falmouth you will be part of an integrated and international graduate community with over 60 PhD students as well as research staff and research support staff. In addition to a dedicated doctoral research centre and research training, the University College provides an inspiring academic and creative environment with opportunities to work with your peers and leading academics and collaborate with businesses and other universities. UCF's Schools, Departments, Research Centres and Research Groups all organize events, seminars and projects. Information about these is available on the College intranet (announcements and School email lists). There are also a number of MA courses across UCF which run open events which are advertised on the intranet.

The University College's partnership with University of the Arts London means our research students are integrated into their research environment also, and have opportunities to attend research events, seminars, and be involved with student conferences in addition to the research training sessions.

Beyond your immediate research and supervision, you'll find Falmouth an exciting hotbed of social, cultural and intellectual innovation with a busy calendar of events and opportunities. The University College prides itself on being constantly connected with the leading thinkers and professionals in the fields of design, media, art and performance. Falmouth hosts a number of internationally regarded events that give you the perfect opportunity to meet the respected professionals and industry insiders who converge on campus.

The current research student community at UCF runs its own seminar and conference programme with financial support from AIR under the banner of the 'New School of Philosophy'. This is an active forum attended by UCF and Exeter students in Falmouth.

Here are just a few recent highlights, so be sure to keep an eye on the University College website and AIR portal area of the site for more information and latest news on approaching events.

Digital Economy – Research in Practice Lecture Series
The objective of Digital Economy research in practice is to address the forms and use of this design as well as their results by presenting projects and research undertaken by academics and practitioners based at University College Falmouth. The series is interested in showcasing through those events how social relations, creative practices and community engagement are the driving force behind the innovative use of digital technologies; and how multi-disciplinarity and inter-disciplinarity are methodologies that define a working framework for presented projects.

Environmental Utterance Conference
Over the course of two days 50 delegates engaged in a theoretical, practical, embodied and aesthetic exchange about the representation of their work in dislocation: away from the place that engendered and influenced it. The conference was organised and coordinated by UCF Research Students. Here is a link to the conference blog with more details and images from the event.
http://environmentalutterance.wordpress.com/

Research Bites
'1st Wednesday Research Bites' is a monthly lunchtime research forum organised by Media and Performance staff at University College Falmouth. The forum provides a space for researchers to share and discuss their work in an informal and friendly atmosphere, over lunch. Research Bites will be of interest to academic staff, research assistants, and postgraduate researchers who wish to engage in dynamic discussions, receive feedback on current research, and foster collaborative working.

The sessions include short presentations plus time for open discussion. Don't forget to bring your lunch. Free and open to all academic and research staff and postgraduates at UCF.

Visiting professors
We also invite internationally recognised practitioners of outstanding distinction to join the University College's academic community as Visiting Professors, who deliver at least one lecture or masterclass each academic year.

2.2 Methods of communication

In addition to the Student Handbook, which is used in conjunction with the UAL Research Degrees Handbook and Regulations, there is also the RNUAL Guide 2012-13, and within this there is a list of other relevant publications to research. Please ensure you familiarise yourself with these additional publications, as they contain important information on all stages of the PhD study process.

Emails
When you have become enrolled at the University College you will receive an institutional email address and email account. This will become your primary contact email address. If you have another personal email account that you prefer to use, please ensure that you either, regularly login and check both accounts, or you can set up an inbox rule to forward your emails into the one account that you wish to use. Please refer to appendix 9.8 which gives a step by step guide on how to set-up this rule.

You will also be allocated a University of the Arts London (UAL) account. These details will enable you to login to the UAL resources such as their online learning environment called BlackBoard.

Directors of Study and supervisors will also use email to contact you, so it is vital that you maintain an e-mail address and check it regularly, preferably your UCF email address.

AIR Portal
Please ensure you read section '3.5 AIR Portal' for information about this newly developed resource for communication between yourself and your peers, supervisors and the research community here and outside of the University College.

2.3 Student Services (www.falmouth.ac.uk/studentservices)

Once you're here, Student Services provide free, confidential help and advice with any problem, large or small, throughout term time and on both campuses.

You are invited and encouraged to complete an online induction into the services via this link http://induction.fxplus.ac.uk/ .

Dyslexia
Highly creative people with strong visual imaginations often have some form of dyslexia. The good news is that it means your brain is wired for lateral thought and original thinking. The bad news is it can make life a bit tricky. We offer voluntary dyslexia screening to every single new student so we can provide support to help you with your studies. We can also help you apply for grants for relevant computer software.

Accessibility
The Accessibility Service is a combined service, working with both University College Falmouth students and University of Exeter students studying at our Cornwall campus. Our Accessibility Advisers can work with you in a confidential environment to discuss your needs and arrange support for you while you are studying. For example, you may be eligible to apply for a Disabled Student Allowance, which provides a grant to overcome practical barriers to learning (e.g., support workers, specialist tutors, specialist software and laptop). We can also liaise with your course tutors to ensure that information is provided in an accessible format for you.

To arrange an appointment contact the Student Support Services reception at Tremough 01326 370460 or Woodlane 01326 213735. The advisors are: Mel Dove (Woodlane) Kim Norfolk, Susanna Parker, and Amy Harris (all Tremough) and Catherine Herbert our Mental Health Advisor who has appointments at both campuses. The Accessibility Manager (Gaynor Astbury) can be contacted via the reception on 01326 370460.

A drop in service operates Monday to Friday, 9 a.m. to 5 p.m. during term times. The Accessibility Service team is located within the Student Services department at both Tremough and Woodlane campuses.

Health
You have to register with a doctor when you arrive in Falmouth (if you are relocating), and Student Services can also give you access to trained counsellors or put you in touch with other well-tried specialist organisations. They can also provide information on emergency dental help.

Childcare
The University College offers a day nursery which welcomes babies from 12 months old and has separate facilities for children over the age of three. Children up to the age of eight can use our after-school and holiday clubs. The day nursery is much in demand, so call 01326 213765 for more information.

FXU (Students' Union) Advice Service (www.fxu.org.uk/)
The FXU Advisers provide free, confidential and impartial information, advice and support to all students. The Advice Service covers the entire spectrum of welfare queries including student funding, benefits, tax credits, financial problems, housing queries, consumer advice, employment, childcare, institutional/academic related problems, and any other problems you may have.
The service operates during the academic term time and you can make an appointment to see an adviser at:

Tremough Campus
The FXU reception opposite the refectory/bar.

Woodlane Campus
The FXU reception in the Kathmor building.

Alternatively you can email advice@fxu.org.uk or visit their website: www.fxu.org.uk .

2.4 International Students

The University College has a dedicated International Office to support all international students throughout the duration of their study. If you need to contact the international team they are; Stuart Westhead on 01326 213794 or Julie Tucker on 01326 254259.

There is also an International Student Handbook with additional advice for international students studying at the University College which is available via this link http://ish.falmouth.ac.uk/ .

English language support classes
University College Falmouth aims to help you benefit fully from your time studying and living in Falmouth. In order to support students whose first language is not English, there are free English language support classes during term time on both the Tremough and Woodlane campuses.

These classes are designed to help you with your study and life in the UK, and they also provide an opportunity to meet students from around the world.

You may take two classes per week: one EAP (English for Academic Purposes) and one General English. Below are details of how to contact the ASK office, who can assist you in signing up to these classes.

2.5 Other Services

ASK
ASK: Academic Skills run workshops and offer one-to-one guidance and information on all aspects of academic study. Listed below are the current services offered by ASK, and they will be leading a number of the optional sessions of the Research Student Development Programme, specifically tailored for research students. Other current and more generic sessions include:

- The Writing Centre - lunchtime workshops and advice on academic writing
- English Language Classes for students whose first language is not English
- Study Skills - time management, presentations, and research skills
- Dyslexia Support- we also work closely with the dyslexia support unit who offer free initial dyslexia screening for all new students as part of the induction process
- Numeracy Support for individuals and groups

They have offices on both the Tremough and the Woodlane Campus. If you would like to get in touch before arrival to discuss any of the above, please contact them directly via the below.

Contacts
ASK: Academic Skills in Tremough House on the Tremough campus.
Tel: 01326 370438
Email: ask@falmouth.ac.uk
Web: learningspace.falmouth.ac.uk/ask

Careers
Whatever stage you are at in your studies, the Careers Advisory Service can help you decide on your future plans, job seeking, and alternatives. Also available is extensive information on funding for education, help setting up a business, placement/ internship information and much more. The service is also available to alumni.

The Careers Library is located in Academic Services, Daphne Du Maurier Building at Tremough Campus (opposite reception) and is available for reference use on weekdays between 9am and 5pm. Information is provided on a range of occupations, employment, self-employment and postgraduate opportunities.

Resources in the Careers Library include software packages for career planning, books, and video resources.

For further information about the UCF Careers Advisory Service please visit their website, which include careers information and part-time/graduate job vacancies. www.careers.falmouth.ac.uk

2.6 Financial Support

Research Student Travel and Subsistence Fund
Every research student has access to a 'PhD Student Travel and Subsistence fund' of £400 per full-time year of research (£200 per year for part-time researchers) to use for their research related activities. The allocation of these funds will be decided between the student and their Director of Studies. In most situations the student will pay for all expenses up front and an expense claim will be filled out once receipts have been acquired and the student will be reimbursed for their spending. It is the responsibility of the student and their supervision team to keep track of the expenditure.

In <u>exceptional circumstances</u> where the researcher cannot pay the amount they must approach their head of department to pay directly. Every department has a visa card, including the Research and Innovation team who can be approached in the first instance.

There is some flexibility with this budget: each researcher has £1200 available to them for the entirety of their studies. For example if you are in your second year of research and there is a conference you wish to attend in the USA for which you need £750 you can afford to attend by dipping into your allowance for next year but this will mean that you only have £50 left to pay for any expenses you may incur for the rest of your research. All expenditure must be discussed and decided upon with your Director of Studies.

Please refer to appendix 9.3 Research Student Travel and Subsistence Fund Guidance for further details on how to claim from this fund.

3 Facilities for Research Students

3.1 University College Falmouth's campuses

Should you require specific inductions to certain facilities on either of the two campuses your Director of Studies can arrange this for you. If you would like to be shown around other facilities available to you at Woodlane and Tremough Campuses including the Photography Centre, Reprographics and the Media Centre as appropriate to your research project or for interest this can also be arranged through your Director of Studies. Please refer to appendix 9.9 for maps of both campuses.

Tremough Campus:
The Tremough Campus in Penryn is owned by University College Falmouth and shared with the University of Exeter and is the larger of the two campuses. The campus is situated at a ten minute walk from Penryn station and has regular subsidized bus services to Penryn town centre, Falmouth and Woodlane.

> **The Compass**
> The Compass is a new student service that provides an interface with, and referral to, a range of academic and support services, and offers a reassuring port of call for all students. A unique interface for students and staff, The Compass has forged strong links with all student support and campus facilities teams from across both University College Falmouth and the University of Exeter.
>
> **The Stannary**
> The Stannary is the campus refectory providing a range of food at breakfast and lunch. The area is also transformed to create a club and bar and is Cornwall's biggest music venue. Piran's Rest is the student bar situated above the Stannary.
>
> **Glasney Student Village**
> The student accommodation comprises 176 shared flats and is also home to the Koofi café.
>
> **Koofi**
> Koofi is a Starbucks coffee shop which also provides sandwiches, paninis and snacks during the day and takeaway pizza in the evenings.
>
> **Sports Centre**
> The Sports Centre includes a fitness suite with a range of equipment, an exercise studio, a multi-use games area and a wide range of fitness classes. There are also shared sports facilities with the Penryn specialist sport college.

Learning Resources Centre
The Learning Resource Centres contain a range of resources including a combined collection of 140,000 books, extensive electronic and journal resources, specialist video, map and slide collections, IT facilities, a choice of different study environments, and support staff who are on and to help you.

Student Shop
Located between the Stannary and Media Centre the shop stocks essentials and stationary.

Reprographics
Located next to the shop, reprographics is a campus based printing/copying solution for staff, students and external clientele.

Performance Centre
Award-winning industry consultants have helped create this dynamic facility, which is a creative hub for students, as well as local, national and international companies and practitioners for performance, rehearsal and devisings. Whatever your chosen discipline, the Performance Centre encourages innovative collaborations across all our subject areas. Facilities include a large studio theatre, two large dance studios; a performance studio designed for acoustic music, a performance studio designed for amplified music, three studio theatres, recording studio complex and practice rooms.

Design Centre
Providing all the equipment, space and inspiration you need, the Design Centre also converts into a multi-level exhibition space that showcases student work and hosts lectures, presentations and seminars. Facilities include: the latest tools for designing, prototyping and making, including 13 kilns and a digital printing suite, industry standard CNC milling and routing machines, rapid prototyping equipment to create high-precision one-offs, a laser cutter for fine precision work, computer-controlled Jacquard loom and hand looms specially imported from Holland and digital equipment supported with a range of professional and industry standard 2D and 3D software.

Media Centre
Constantly evolving to match changes within the industry, the Media Centre provides a professional working environment whatever your area of interest. The technical support on offer also enables your developing skills to keep pace with your creative ideas. Facilities include a large TV studio with gallery and green room, an additional single camera TV Presentation studio, pro-tools HD recording studio and production rooms, 18 Post-Production editing suites with Avid, Adobe and Final Cut Pro software, a well-stocked equipment store with a vast range of specialist equipment including High Definition video cameras, portable lighting, audio recorders, and various camera tracking and movement devices, a newsroom with radio audio editing and scripting software, radio studios and control rooms, a digital animation suite fully equipped with industry specialist software, specialist desks and lighting for animation drawing.

Photography Centre
With a justified reputation as one of the very best in Europe, the Photography Centre offers a comprehensive range of equipment and facilities for both traditional and digital photography. The centre also benefits from close relationships with Hasselblad, Nikon and Calumet to ensure our facilities match the requirements of the profession. Facilities include well-equipped black and white and colour darkrooms and process areas, large professional-standard studios, film and paper processing machines, fully colour-managed digital suites, digital training area with Adobe Creative Suite software, professional quality film scanners and Adobe Photoshop software, professional printing and mounting service equipped with a laser digital printer and large format inkjet printers and a photography store containing a large range of equipment for loan including digital and film cameras, large format cameras, and studio and location lighting.

Tremough Innovation Centre – owned by Cornwall Council
The Tremough Innovation Centre (TIC) is a state-of-the-art three storey building accommodating up to 70 enterprises. The business acceleration facility provides dynamic office space, access to individually tailored business support services, cutting-edge meeting & conference facilities, informal networking areas, fabulous connectivity and technology and the connection to a vibrant and collaborative business community.

The Exchange
Located in the heart of the Tremough Campus, The Exchange provides a range of vibrant teaching and learning spaces, study areas and library space for collections and research material as well as a Social Street (open 24 hours a day, seven days a week) that will enable staff, students and visitors to Tremough to meet, socialise, share ideas and collaborate. The Exchange is also home to The Compass.

Environment & Sustainability Institute; owned by University of Exeter (October 2012)
The University of Exeter's Environment and Sustainability Institute (ESI) will be a £30 million interdisciplinary centre leading world-class research into the causes and consequences of environmental change and how to adapt to and to manage its technological, political, economic, social and behavioural effects. Academic staff will work across the three selected themes of clean technologies, natural environment, and socio-economic research. The ESI will collaborate with key partners such as The Met Office and The Eden Project to explore innovative solutions to global problems.

The Academy for Innovation and Research
The Academy for Innovation & Research (AIR) building provides dedicated workspace for postgraduate research students and is a focal point for supervisors, research staff, business support staff, and our collaborative partners.

The building houses the Postgraduate Research Centre - an area dedicated to MPhil/PhD students, comprising reconfigurable desks and a range of informal and formal meeting spaces, pods, and meeting/project rooms. The centre will provide a base for full-time and part-time research students with easy access to the facilities; studios and resource centres across the campus.

The AIR building also has the interactive 'Sandpit' room, a facility incorporating a range of the latest hands-on tools, software and hardware to aid creativity, collaboration and communication.

The majority of the Research Student Development Programme is be delivered in the Sandpit within AIR where it is possible to utilise interactive facilities and to allow students to join sessions from external locations.

Woodlane Campus
Woodlane is the vibrant heart of student life within Falmouth. Its gardens, studio spaces, close creative community and relaxed, friendly atmosphere make it an inspirational place to study and share ideas. Woodlane Campus is located five minutes from Falmouth Town station and Falmouth town centre and has regular subsidised buses to the Tremough Campus.

Bar/ live music venue
The Woodlane bar is open during the day and evening in term time and provides a range of soft and alcoholic drinks as well as being a live music venue.

Refectory
The Woodlane refectory provides inexpensive food at breakfast and lunchtimes.

Learning Resources Centre
Woodlane offers a specialist art and graphic design library with 70,000 books, e-resources and journals to meet the needs of the specific courses on each campus.

Woodlane Studios
Woodlane offers studios for Creative Advertising, Curatorial Practice, Fine Art and Illustration.

Gardens
The Woodlane Campus is set in subtropical gardens which you can enjoy and an outdoor sculpture canopy is situated on site.

3.2 Research Students' base – AIR

The research students' base is within AIR on the ground floor and the Research and Innovation Office (RIO) team are also based in AIR on the first floor.

The building is accessible between 8:30am and 9pm Monday to Friday, and you will require your student card to enter the building as it operates on a swipe card system. All students have access to other central learning resources, notably the libraries, which is open 24 hours a day during term time, although opening hours may reduce during the summer period.

The Research Student area in AIR offers individual work spaces with desktop Apple iMacs which operate both as Windows 7 with Microsoft Office, or on Mac software, whichever you prefer to work with. There are ten individual workspaces which can be used on a 'hot desking' system. There are also various shared working areas and bookable meeting rooms with power points, network and WiFi available for laptops. There is also a photocopier/printer/scanner in AIR which can be used by research students for small printing, photocopying and scanning jobs.

The kitchen area has tea and coffee making facilities, a fridge, and toaster. There are various sofas, soft furnishings and bean bags that you can use to relax and have a break, read a book, or meet with a friend.

Should you need them there are also individual lockers that can be used to store items that you would like to use when you work in the building. Due to the 'hot desking' system each desk needs to be left clear for the next student to use. Therefore please utilise these lockers to keep the desk spaces as clear as possible.

Access to other facilities on either campus is negotiated through your Director of Studies.

3.3 Library and learning resources

There are two libraries, one at Tremough and one at Woodlane, providing books and journals relating to the subjects taught and researched on each site. Electronic resources and open access IT facilities are available at both Libraries. Library services at each campus are open to all staff and students.

You will receive an induction to the library resources as part of your UCF induction. This will be conducted by the Academic Liaison Librarians. Please refer to the Library Services web pages for information about the resources available to you, and also opening times and the policies and procedures involved with using the library. http://library.falmouth.ac.uk/homepage.asp .

As a student enrolled at UAL, you will also have access to their library and learning resource facilities in London. Full details are available in the Researchers Guide to Libraries & Information Services, a section of the RNUAL Guide, copies of which are distributed to new students at enrolment. A copy of the RNUAL guide will also be obtainable from the Research Student Officer. Alternatively the information is available on the UAL Library and Learning Resources Website, www.arts.ac.uk/library/ .

3.4 Information Technology

On enrolment you will be issued with your institutional email address and login details. These will be very important to you as they will enable you to access the library resources, PCs on campus, including those in AIR and the two campus libraries. The login details will also enable you to log into, and interact with, the AIR portal area of the University College's website (details in the next section). You are encouraged to complete the online IT induction session via this link: http://induction.fxplus.ac.uk/

If you have an enquiry, please contact IT via the self-service portal: http://servicedesk.falmouth.ac.uk/ or email them on: servicedesk@falmouth.ac.uk . Tel: 01326 213822. Text no: 07511 398329 and start your text with SD. Their support offices at Tremough or Woodlane. At Tremough you will find the IT support office on Level 1 of the LRC building next to the IT suite and at Woodlane the IT support office is located on the 1st floor of the Alan Livingston building (Fox IT Suite). IT Support hours are Monday to Friday; 8.45am - 9pm; and Saturday and Sunday 10am - 12.30pm and 1.30pm - 6pm. Please also familiarise yourself with the UAL Code of Conduct for users of their IT and Intranet which is published on the UAL Intranet at http://intranet.arts.ac.uk/itt/conduct/.

3.5 AIR Portal

The AIR portal is a newly developed area of the main institutional website that is specifically related to the research activity and research community here at the University College. Through the site pages you will find information on the University College's research programme; MPhil/PhD study; specialist facilities; and a range of services to help businesses innovate and grow. The site can be accessed directly via this link http://air.falmouth.ac.uk/ .

As a research student you can log in to the portal via the login dashboard at the bottom of the home page (pictured below). Once you have logged in you can create a research profile for yourself including an image of either yourself, or an example of your work. You can also include links to your research web pages, blogs and any other relevant items to your research including an email address if you would like to. The profile will be accessible to all visitors to the site, and you will be listed as a PhD student within the research community here at University College Falmouth.
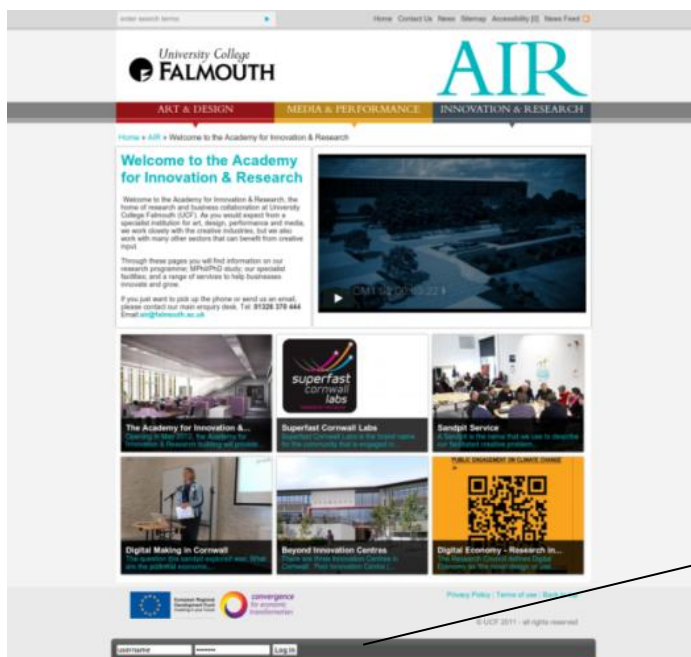
Login here with Falmouth login details

3.6 Theatres, studios and workshops

The University College has an exceptional range of specialist facilities, which include photographic studios and darkrooms, broadcast facilities, theatre studios and studios for art, design, fashion, textiles and craft. Research degree students will normally be located near to the facilities that they require, and access to facilities in other area of the campus can usually be arranged by agreement as necessary through your Director of Studies.

You will be required to have the appropriate training or supervision to access certain facilities, therefore please ensure that you have discussed access with your Director of Studies who will be able to assist you in arranging any appropriate inductions or training.

3.7 Health and Safety

Students will be expected to be familiar with the relevant Health and Safety regulations and procedures, which apply in all University workshops, laboratories and studios. All safety rules in the use of machines and hazardous substances, including wearing protective clothing as required, must be followed. This is to ensure not only your safety but also to ensure the safety of your fellow students and staff.

Please also familiarise yourself with the Health and Safety procedures surrounding working in the AIR building, specifically for after hours.

Daniel Metcalfe, year 2 PhD Student participating in a NISP session drawing activity

4 Research Student Training

If you are unable to attend any core sessions within the Research Student Development programme, please inform the Convener, Professor John Hall, or the Research Student Officer as soon as possible.

4.1 Research Student Development Programme 2012-13

Introduction
UCF is primarily concerned with higher education in the field of art, design, media and performance. The focus for our research students lies in practice and theory within these fields, and includes archives and curation, fine art, sustainable design, digital convergence, narrative and storytelling, writing, choreography and performance. Within the Research Student Development Programme (RSDP) a wide range of UCF staff and external speakers offer a variety of different sessions. This is the first year where we are delivering all research student training and development at Falmouth, and we have designed the programme in close collaboration with UAL. Students will still receive a RNUAL handbook for 2012-13 which is a guide to courses and opportunities available to all research degree students at UAL; students will also get a UAL BlackBoard login which will enable you to login to the RNUAL programme's online resources, recordings, and also to access other research student forms and handbooks. Please note that UCF will not be funding participation at RNUAL events in London as it has in previous years.

Overview of the Programme
The RSDP comprises three symposia, the Autumn Symposium focuses on induction followed by the Spring and Summer Symposia. They are compulsory for students at particular stages in their degree, and attendance is strongly encouraged for all students and supervisors to participate in the associated discussions and plenary sessions. They are tied in to formal stages of progression and deliver essential training and awareness.

Attendance is compulsory dependent on the stage a student has reached in their studies. There is also a support programme which comprises core research methods units and a set of complementary generic units. The core units are connected and tied into the lifecycle of completing a research degree (basic and completion level core units overlap in the calendar year); generic units are stand-alone and take place throughout the year.

The Symposia provide an important opportunity to hear the work of other research students and staff at UCF and contribute to the associated discussion and debate; it is therefore expected that all registered students will attend spring and summer symposia. First year students will be asked to give a 15 minute paper presenting the main thrust of their research project in the summer; second year F/T students and third year P/T students will be asked to make a 20 minute presentation of a particular aspect of their research in the spring. The spring presentations are often linked to confirmation stage interviews. Students who are presenting, regardless of mode of study, must attend the full day.

The support programme is made up of the Core Research Methods Units and complementary Generic Units. The Research Methods units form a linear programme which builds throughout the year, and it has proved to be a very popular and well regarded feature of the research student environment at Falmouth. Students work in small and highly interactive workshops on key topics using their actual projects and live examples. While not technically compulsory, attendance is expected for all students in the first eighteen months of their doctoral research or up to the confirmation of route (the formal decision that a student's research can proceed to either MPhil or PhD). This allows a cumulative and collective awareness of the generic issues for doctoral research based on the actual research projects of participants; as a consequence the group can become an increasingly valuable resource for all participants. In student feedback, the value of this has outlasted the programme itself. Alongside the Core Research Methods Units, UCF offers a set of complementary and stand-alone generic units which, collectively, should allow students to personalise a development programme to progress both their research and professional life as a whole.

Beyond its intrinsic value, the RSDP is designed to meet the core external requirements of, for example, the Quality Assurance Agency, the Joint Statement of UK Research Councils' Training Requirements for Research Students and degree validator, UAL. These are tied together in the achievement and evidencing of the following learning outcomes at the end of the research programme.

For a PhD:

- To discover, interpret and communicate new knowledge and understanding through original research and/or scholarship of publishable quality which satisfies peer review
- To present and defend research outcomes which extend the forefront of a discipline or relevant area of professional practice;
- To demonstrate a systematic and extensive understanding and mastery of the knowledge, concepts, information and techniques relevant to research and scholarship at the forefront of the discipline or area of professional practice;
- To exhibit mastery and innovation in the exercise of generic and subject specific intellectual abilities;
- To take a proactive and self-reflective role in working and to develop professional relationships with others;
- Independently and proactively to formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- Critically and creatively to evaluate current issues, research and advanced scholarship in the discipline.

For an MPhil:

- To interpret and communicate knowledge and understanding through research and/or scholarship of publishable quality which satisfies peer review;
- To present and defend research outcomes which extend the forefront of a discipline or area of professional/clinical practice;
- To demonstrate a systematic understanding and mastery of the knowledge, concepts, information and techniques relevant to research at the forefront of the discipline or area of professional practice;
- To exhibit mastery and innovation in the exercise of generic and subject specific intellectual abilities;
- To take a proactive and self-reflective role in working and to develop professional relationships with others;
- Proactively to formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these
- Critically to evaluate current issues, research and advanced scholarship in the discipline.

Students should consider with their supervisors which support programme units and activities would be appropriate to them in line with personalised training needs analysis and personal development planning (see Planning and commitment, below)

Academy for Innovation and Research and other support services at UCF
The Academy for Innovation & Research (AIR) is physically located on the Tremough campus and has a dedicated zone for the research student community. The majority of RSDP takes place here. AIR also maintains a web portal and a physical resources section for research students. This includes hosting or links to:

- Updates on information about RSDP activities
- Recordings/Presentation materials from the RSDP sessions in the current year;
- On-line forums for research students
- A reference and citation guide
- Videos, including "The Good VIVA Guide" (Angel Productions, with Birkbeck College), "The Good Presentation Guide" (Angel Productions, with Birkbeck College) and "The Good Doctorate Guide" (Angel Productions, with Birkbeck College)
- Information about where to look for jobs and opportunities

- All the forms in a downloadable format that you will need at different stages of your research degree
- Copies of the RSDP Guide and Research Degrees Handbook and Regulations;
- Ethics Guidelines and links
- Information on how to undertake your own skills audit

Research students can make full use of campus support services. These are resources to help enable students to maximise their potential. Some of this provision is included in the RSDP, and some is optional and open to all students; on the joint university campus at Tremough, some services are delivered jointly to both Falmouth and Exeter students creating a rich inter-disciplinary research support environment. In overview, these include:

- ASK (Academic Skills) based on the Tremough and Woodlane Campuses which provides students at both Falmouth and the University of Exeter with a suite of on-line resources, workshops and individual 'surgeries' on academic writing and study skills. There is special support for International Students whose first language is not English
  http://learningspace.falmouth.ac.uk/course/view.php?id=1612

- The Library also delivers joint services on Tremough, with Academic Liaison Librarians delivering training courses and individual 'surgeries'. Woodlane Library offers a similar service and also has a dedicated Art and Design Academic Liaison librarian.
  http://library.falmouth.ac.uk/125/study-support/research-support/category.asp

- Careers Advisory Service, with dedicated Careers Libraries, on-line careers and employability information and online video archive, 1-2-1 Careers interviews.. The Service has also invested in an enlarged PhD/Researcher segment of the Careers Library.
  http://careers.falmouth.ac.uk/

- Learning Futures which can help support and develop teaching skills, from Introductory skills to the HE-PGCE
  http://learningspace.falmouth.ac.uk/course/view.php?id=1821

- Staff Development Office which provides access to courses on, eg. applying for research funding, Presentation skills training, Time Management
  https://sp.falmouth.ac.uk/sites/hr/Staff%20Development/Forms/AllItems.aspx

- IT training (Learning Futures)
  http://learningspace.falmouth.ac.uk/course/view.php?id=688

- Health and Safety courses (Estates)
  https://sp.falmouth.ac.uk/sites/estates/hs/default.aspx

Planning and commitment
At Induction and in their annual report meetings, all students will be asked by their supervisors to consider their training needs. Students are advised to consult with their supervisors and undertake their own skills audit with a view to developing a professional and personal development plan. This is an important discussion for your first supervision meeting each year.

PPDP is essentially a process of:

- thinking about where you are now
- reflecting on your strengths and improvements you would like to achieve;
- planning where you want to get to and what skills and knowledge you will need to develop to get there;
- undertaking your plan of work;
- recording the development you make;
- identifying when you have reached your goal;

- reflecting on your learning and achievement and, in the light of this, planning where you want to go next

A key outcome of PPDP is enabling students to progress towards becoming independent, autonomous and self-aware learners. Identifying strengths and weaknesses, reflecting on your activities and achievements and planning the next steps are integral to successful PPDP.

In the context of a research degree, your PPDP should be developed in and through discussions with your supervisory team and especially when completing the annual report and the Training Needs Analysis.

This structured approach should be guided by the achievement, and evidencing of, the learning outcomes for your research degree (see Overview of the Programme above) **and result in the generation of a personal record, listing goals, achievements and training undertaken.** While you undergo the process of generating a personal record you should reflect upon your own learning, performance and/or achievement to identify gaps in your knowledge and/or ability and to plan how your training needs will be met. Although discussion with the supervisory team is essential in the process of professional and personal development planning, especially in deciding on actions to be taken, you have ownership of your own personal development records and of its structure. You may find it useful to write a reflective learning journal and/or to keep a 'log' of activities, meetings and training attended as your research progresses. Maintaining a record of achievement alongside this as a separate list can be invaluable when you prepare a curriculum vitae or write applications for jobs or grants. Research students may also find it useful to use Vitae's researcher development planner which is linked to the Researcher Development Framework (RDF). The RDF is an established approach to researcher development which aims to develop world-class researchers and build the UK higher education research base. It was developed by and for researchers, in consultation with academic and the public and private sector. The planner can be accessed here:

http://www.vitae.ac.uk/researchers/291411/RDF-Professional-Development-Planner.html

Training Needs Analysis
It is your supervisor's responsibility to seek to ensure that you receive the appropriate training, but your supervisor should also support and encourage you to identify your training needs, through the use of PPDP, and decide on either actions to be taken to address these needs or formal courses which should be attended. You should be asked to consider your training needs at the first meeting with your supervisors and annually prior to the preparation of your annual report. Your supervisors will be responsible for completing a training needs analysis for you on the basis of these discussions which will form part of your annual report.

Research students have access to a varied programme of formal training sessions through RSDP designed to support their personal development and competence in general research skills. These skills may be present on commencement, explicitly taught, or developed during the course of the research. It is likely that even the experienced student will need further training in certain specific areas, whether these relate to their subject or are more general research skills.

All first year students should attend induction and the two symposia in their first year. Beyond that, as a general guideline full-time students should not commit themselves to more than half a day a week, part-time students to half a day every second week across the year. This guideline is to ensure that sufficient time is spent working on the research project itself. Training needs will vary over the course of a research degree and students are asked to think carefully about this when planning the use of their time. It is envisaged that as your research degree progresses into its 3rd-5th year, your involvement in formal activities in RSDP will decline and your engagement with external professional networks and communities relevant to your research will increase as you seek to present your research findings externally.

Research degree students may attend any of the events in the RSDP and in any year. However, some units specify terms and conditions for attendance. Please observe these.

Being part of the research environment
Research training in the context of completing a research degree does not just involve participating in RSDP activities, it also includes the many other informal activities in which you are likely or expected to become involved, e.g. attending, participating or even organising conferences, scholarly seminars; organizing or participating in exhibitions; involvement in other professional activities for arts organisations, networks, or other external research groups, courses and seminars. When planning your activities, please consider these commitments as part of your involvement in research training. See 2.1 for more details and the AIR Portal.

UCF intends to establish a research student alumni and employer networking forum to run in April 2013. We are also planning a writing retreat for artists, in the form of a one day facilitated weekend workshop to provide an opportunity to focus on a particular writing task, without distraction, and to explore different creative strategies to enrich the writing process. Details will be confirmed in due course.

Enquiries
Pro-Rector (Research & Innovation): Professor Philip Moore
Chair of the Research Degrees Committee: Professor Mike Wilson
Research student administration: Jemma Julian or Ian McCormick

Photo courtesy of Ian Biscoe, PhD Student: Environmental Utterance Conference.

4.2 The Research Symposia

Autumn Symposium (Induction, compulsory for all first years). 26-28 September 2012

The main function of the Autumn Symposium is to induct new students and introduce them to the broader research environment at UCF. All current research students and supervisory teams will be invited to attend the first and last sessions on Day 1. Session leaders may invite guests to co-present or illustrate particular issues.

	10.00 – 11.00	11.15- 12.45	14.00 – 15.00	15.00 – 16.30
Day 1 - Wed 26 September <u>AIR Sandpit</u>	**Registration and Welcome.** Introduction to RSDP and key staff, other research students and supervisors. 1 minute "research pitches" from current students and supervisors. **ALL STUDENTS** **Session Leader**: Prof Mike Wilson	**Getting started on your research project.** Research Degree Regulations, Code of Practice for Students and Supervisors, PDP, Training Needs Analysis, Employability. Group discussion inc. 1 minute "research pitches" from new students. **FIRST YEAR STUDENTS** **Session Leader:** Prof Phil Stenton *(Lunch in the AIR Lounge 12:45)*	**Introduction to research environment: library and library research skills, academic skills** **FIRST YEAR STUDENTS** **Session Leader:** Rachel Browning, Academic Liaison Librarian with Val Diggle	**Introduction to the Careers Advisory Service** Programme and services, PDP and TNA, outline of experiences from current PhD students **ALL STUDENTS** **Session Leader:** Laura Brammar, Careers Service
Day 2 -Thurs 27 Sept. **Tremough House** <u>Boardroom</u>	**How to complete your research degree.** Key stages, overview of research methods, interactive workshop using new students actual project ideas **FIRST YEAR STUDENTS** **Session Leader:** Prof John Hall			

Day 3 Fri 28 September, Daphne Du Maurier, Seminar L	**Research and research methodologies at Falmouth.** Staff will present case studies of live research projects, exploring the methodological approaches adopted. All staff and students are invited to attend these sessions and join in the Q&A elements. **Chair: Professor Phil Stenton** 9.45 Refreshments **10.00 Introduction by Professor Phil Stenton** 10.10 Contemporary Curatorial Practice – Kate Southworth 10.30 Practice based research – Prof John Baldacchino 10.40 Art and nature – Daro Montag 11.00 Community centred design – Dr Justin Marshall **11.20 Q&A panel** 11.40 Collaborative writing processes – Dr Bob Whalley 12.00 Digital text – Jerome Fletcher 12.40 Choreography - Prof Emilyn Claid **13.20 Q&A panel followed by buffet lunch** 14.15 "Research on a Shoestring" – Associate Prof David Hawkins 14.35 "Legging it: a methodology of performance research on foot" – Dr Misha Myers 14.55 Narrative and Storytelling – Prof Mike Wilson (TBC) **15.15 Q&A panel and close**	**Closure.** Q&A, Feedback and Review **ALL STUDENTS Session Leader:** Prof Phil Stenton

Spring Research Student Symposium (compulsory for all students). 14-15 February 2013

The Spring Symposium forms part of the requirements for confirmation of route. Attendance is compulsory for all students. Presentations are compulsory for all second and third years who are deemed ready; it is a formal event with feedback on presentations, but it is not graded. An open invitation to all academic staff, research students and their supervisory teams will be made to attend the symposium and take part in the discussions taking place at the end of each presentation.

	9.15 – 15.00	15.00 – 16.30
Day 1 - 14 February Daphne Du Maurier Lecture A	**Chair: Professor Phil Stenton, Observer: member of Research Degrees Committee** **20 minute student presentations.** Speakers are grouped as closely as possible into related groups, with a Chair who direct discussion appropriately and provide feedback. Presentations run in series to ensure broad awareness and discussion. Students will supply a written briefing document in advance which will be copied and circulated to all students and supervisors.	**Optional Presentations/ Demonstrations** on, for example, e-resources, staff presentations on research. Also, a Poster Presentation, details to be confirmed nearer the event. These will be adapted to the time needed for the preceding sessions and confirmed in advance.
Day 2 - 15 February Daphne Du Maurier Lecture A	**A number of research student alumni and employers have been invited to attend this session to give a short testimonial and reflection on their experiences.** **COMPULSORY FOR ALL STUDENTS**	

Summer Research Student Symposium (compulsory for all students). 28 June 2013

The Summer Symposium focuses on research students coming to the end of their first year. They are required to present at the Symposium as part of the peer group scrutiny which is a feature of postgraduate work and can be cited in their supervisors' report as an 'academic contribution', along with papers at conferences or publications. It is also an important contribution to the research culture of the UCF, as it includes an invitation to all students and supervisory teams to attend and take part in the discussions taking at the end of presentation.

	9.15 – 15.00	15.00 – 16.30
Day 1 (Fri 28 June, Location TBC	**Chair: Professor Phil Stenton, Observer: member of Research Degrees Committee** **15 minute presentations from all first year research students** Speakers are grouped as closely as possible into related groups, with Chairs who direct discussion appropriately and provide feedback. Discussion of the presentations will take place at the end of each session. Presentations run in series to ensure broad awareness and discussion. Students will supply a written briefing document in advance which will be copied and circulated to all students and supervisors **COMPULSORY FOR ALL STUDENTS**	**Optional Presentations/ Demonstrations** on, for example, e-resources, staff presentations on research. This will be adapted to the time needed for the preceding sessions.

4.3 The Support Programme

The support programme is made up of the Core Research Methods Units led by Professor John Hall and complementary Generic Units delivered by various agents across Falmouth. Both strands cover basic, development and completion level skills and competences. The Core Research Methods Units form a subject-specific linear programme which builds throughout the year. Students' work in small and highly interactive workshops on key topics using their actual projects and live examples. The sessions are generally for a full-day. While not technically compulsory, attendance is expected for all students in the first eighteen months of their doctoral research or up to the confirmation of route (the formal decision that a student's research can proceed to either MPhil or PhD). In 2012-13, the use of 'webinar' technology is being investigated to help accommodate the logistics of attendance across the whole student body. The complementary Generic Units comprise stand-alone seminars, workshops and surgeries which overall should allow students to personalise a development programme to progress both their research and professional life as a whole. They are generally short 1-2 hour sessions. Location and timing of some generic units listed will be confirmed in the course of the year and broadly advertised.

BASIC SKILLS AND COMPETENCES	
Core Research Methods Units (to be held in AIR Sandpit)	**Generic Units (specific locations and times, some to be confirmed)**
Research Student Induction (compulsory for all first years). 26-28 September 2012	
1) **Preparing to confirm registration (9 October 2012).** Considering the headings in the Guidance Notes for RF3, their significance and approaches to them. 2) **Revisiting the research 'question' (6 November 2012).** Overview of 'Contribution to knowledge' and the research field 3) **Workshop on developing your chosen research methods (4 December 2012)** 4) **The role of practice and scholarship in your research and annual reports (8 January 2013)** Includes a consideration of the requirements of the annual report (RF4).	**Career Management for research students (10 Oct 2012, 9.30-16.30, Careers, Laura Brammar).** Covering: • Career Management Skills • Transferable nature of research skills • Career opportunities within and beyond Academia • CV skills – for academia and beyond **Academic literacies 1 - Val Diggle, Friday Oct 26th, 11- 14.00, AIR (large meetings room).** This workshop is a brief introduction to forms of academic writing. This will include looking at writing proposals, programmes of research, abstracts for conferences, ways to introduce your project to people you consult or interview, and methods to improve an argument in written form

5) **Research skills and research training needs**, **Personal Development** *and* **Survey of 'Literature' / Contextual Review, (5 February 2013).** This first part will review Personal Development Planning (PDP), Training Needs Analysis and Employability. Students are strongly advised to attend the Career Management generic unit in preparation for this. Students prepare a reflective self-assessment against these outcomes, linked to the methodological demands of their specific project. The second part will take the familiar format of brief presentations from each participant followed by discussion.

6) **The key 'conceptual instruments' of your research project (5 March 2013).** 10 minutes by each student with an explanation and a genealogy

Quantitative and qualitative methods - Val Diggle/Liz Wragg/Eric Geelhoed, Friday Nov 23rd, 11-12.30, AIR (large meetings room). This workshop explores quantitative and qualitative, including performative, practice-based methods that are commonly used in research projects; considers the different kinds of information they yield and how to understand which methods are best for your project.

Questionaire and interview design - Val Diggle/Eric Geelhoed, 11-12.30, Friday Feb 1st, AIR (large meetings room). This session will look at when and how to use a questionnaire, a semi-structured or an open-ended interview for your research. Providing examples from questionnaires and interview schedules developed for specific funded projects, this hands-on session will encourage first attempts at constructing and testing a draft questionnaire or interview schedule.

Efficient reading in research - Val Diggle, Friday April 26th, 11-12.30, AIR (large meetings room)

Staying current in research - Val Diggle/Academic Liason Librarian, Friday June 7th, 11-12.30. Getting the most from conferences, tips and techniques to stay informed

Details of the following units will be announced separately:

Introduction to research ethics. Students will work through a range of ethical issues that arise in conducting research and the assessment of potential risks to participants and researchers (applicable to staff, PGR/T, UGT students)

Using databases and e-journals in the Library (Academic Liaison Librarians)

Introduction to REFWorks (Academic Liaison Librarians)

DEVELOPMENTAL SKILLS AND COMPETENCES	
Spring Research Student Symposium (compulsory for all students). 14-15 February 2013	
Core Research Methods Units (to be held in AIR Sandpit)	**Generic Units (locations to be confirmed)**
7) **Talking and writing about practice in a research context** *and* **Oral presentations of research in formal contexts (23 April 2013)**. This first part will draw 'findings' from practice and how to talk/write critically about the practice in a way that makes it explicitly part of your research. This should be useful even for those whose research is not in an obvious sense practice-based (in reflecting, for example, on reading as a practice). The second part is timed to help prepare for the presentations at the Summer Student Symposium in June and also to think more broadly about different contexts for the presentation and sharing of research. *8)* **Your chosen research methods: description and critique (21 May 2013).** Reflections on the formal 1st year presentations, 10 minute presentations on *research methods* (*description and critique*). **Review and evaluation of the Research Methods Core Units at Foundation and Intermediate levels as a whole.**	**Presentation and interview skills workshop - Laura Brammar, Val Diggle, 6 Feb 2013, full day workshop, AIR (Sandpit Room).** Covering: • Keys to successful presentation skills in relation to your research • Core interview skills to use within academia and beyond • Opportunity to practise your presentation skills to your peers in the group • Mock interviews with your peers and an opportunity to give and receive feedback on your performance **Academic literacies 2 - Val Diggle, Friday May 17th, 11- 14.00, , AIR (large meetings room).** This workshop is a more in-depth look at forms of academic writing in Academic literacies 1. **Preparing for Teaching - Caroline Cash, Learning Futures, 27 Sept, 30 Oct, 17 Jan.** This 1 day course provided by Learning Futures is an introduction to teaching for research students who have little or no prior experience of teaching. Attendance is highly recommended for all students and compulsory before any student takes up any teaching duties (see annex 9.6) **Details of the following units will be announced separately:** **Intellectual Property and Commercialisation**

COMPLETION–RELATED SKILLS AND COMPETENCES
Summer Research Student Symposium (compulsory for all students). 28 June 2013

Research Methods Core Units.	Generic Units
9) **Initial preparation for contextual review (2 October 2012).** This is a half-day session for those students who are preparing for the RF4a process (confirmation of route) *10)* **Developing the contextual review (20 November 2012**) This workshop is in the familiar style for those who are confirming their route, ie. abstract, contextual review, plan to completion (RF4a) *11)* **Defending a contextual review (15 January 2013).** This workshop is for those students who are preparing for their oral defence (RF4a). **Review and evaluation of the Research Methods Core Units at Completion level as a whole**.	**Academic integrity – avoiding plagiarism** - Val Diggle/Liz Wragg, Friday March 15th, 11-12.30, , AIR (large meetings room) **Details of the following units will be announced separately:** **'PhD 1:1 Appointment' week in December 2012/January 2013.** Opportunity to have an 30 minutes individual consultation with an Employability and Careers Consultant with experience of working with PhD/Post docs and some postgraduate experience themselves (Masters Level), which could focus on a discussion of career direction, feedback on CVs (both Academic and Industry focused) and mock interviews **Preparing for your viva.** A workshop on how to prepare for your own viva. Please note: The Good Viva Video is available in the library for students to consult. **Applying for External Funding (RIO - March and June**). An overview of the UK funding system with an interactive workshop on winning funds from external sponsors.

4.4 Other training and development resources

A listing of useful Books on research skills and writing a PhD can be found in appendix 9.10.

Students may find the following postgraduate and research training websites of interest:

Birmingham Institute of Art and Design (Research Training Initiative)
(www.biad.uce.ac.uk/research/rti/) This site offers 21 case studies of PhD research in art and design and has a useful section on Ethics in art and design research

University College, London: A Key Skills Grid for Research Students
http://www.ucl.ac.uk/keyskills/resources/Grid. This site has links to information sheets on many aspects of research skills from a number of colleges in the UK. As a benchmark for what other PhDs in other disciplines regard as key skills, this contains much useful information.

University of London Library, Senate House
Senate House have developed a useful Library Research Skills Tutorial online:
www.ulrls.lon.ac.uk/tutorial This offers a step by step guide to using any library effectively and how to access material for research.

Skills4Study
The academic publisher, Palgrave Macmillan's online study guide:
www.palgrave.com/skills4study/index.asp

This site offers MP3s summarizing some of the publisher's study skill books; links to online tutorial and study guides from other universities, as well as games.

Intute: Virtual Training Suite
www.vtstutorials.co.uk Intute offers a virtual training suite – a set of free online tutorials designed to help students, lecturers and researchers improve their Internet information literacy and IT skills. Work in your own time at your own pace – no one is monitoring you! There are quizzes and interactive exercises to lighten the learning experience. Read more information about the tutorials. Simply pick the tutorial that interests you.

Design History Society
www.designhistorysociety.org The Design History Society was founded in 1977 in response to the growth of interest in this subject as a distinct field of study through its journal, newsletter, annual conference and other events. The Design History Society have also established an electronic discussion list – to facilitate the exchange of information, a regional network, a prize for academic scholarship and a number of initiatives for students.

Association of Art Historians
The Association of Art Historians promotes the study of art history for professionals and students involved in all aspects of the discipline in the UK. (www.aah.org.uk) Information on ethics and related topics There are many relevant professional bodies, charities and funding organisations that will also provide researchers with guidelines and ethics procedures for the conduct of research.

The following associations provide useful online information if you are planning to work with young people or children; or in communities which require a "gatekeeper" to provide you with access to participants (i.e. through a school, a clinic, an association or a club); to conduct experiments, workshops or projects with participants as a major part of your research; or to conduct interviews to obtain data, quotations or other kinds of material for your research.

• American Anthropological Association http://www.aaanet.org/profdev/ethics/
• American Psychological Association www.apa.org/ethics/
• Association of Research Ethics Committees – www.arec.org.uk/
• British Medical Association – www.bma.org.uk/ethics/index.jsp
• British Sociological Association – www.britsoc.co.uk

• British Psychological Society – http://www.bps.org.uk/thesociety/codeofconduct/code-of-conduct_home.cfm
• Criminal Records Bureau – www.crb.gov.uk
• Department of Health – www.doh.gov.uk/research/index.htm (look under A-Z for Ethics)
• Medical Research Council – good practice www.mrc.ac.uk/Ourresearch/Ethicsresearchguidance/index.htm
• National Children's Bureau – www.ncb.org.uk
• NHS National Patient Safety Agency – www.nres.npsa.nhs.uk/
• Oral History Society – http://www.ohs.org.uk/ethics/index.php
• Social Research Association – www.the-sra.org.uk/guidelines.htm

Other personal and professional development opportunities:

VITAE - http://www.vitae.ac.uk/
This website has a lot of information on career development for early career researchers and PhD students. It also has a lot of information about the various stages of a research degree and an important and useful planning guide which UCF strongly recommends for training needs analyses and personal development planning

National Postgraduate Committee - http:// www.npc.org.uk
NPC is an independent charity that represents and promotes the needs of UK postgraduates on a national and international stage. NPC forms a national support network issuing UK Universities and Colleges with up-to-date guidelines and advice on current affairs. Through regular annual general meetings and mailing lists the NPC fulfils the role of a national postgraduate forum providing formal responses to government and nongovernment papers and proposals. Web:

Prospects - http://www.prospects.ac.uk
Prospects is a website listing career development advice and opportunities for postgraduates.

Eurodoc - http://www.eurodoc.net
EURODOC is the European Council of doctoral candidates and young researchers. It takes the form of a federation of national associations of PhD candidates and young researchers.

Beyond the PhD - http://beyondthephd.co.uk/
This website, developed through University of Reading, has lots of good advice offered in short audio clips about the experience of doing a PhD and what it lead to in future careers, as well as articles and links providing resources on researcher development after a PhD.

5 Research Supervision

Please refer to section B4 of the UAL Research Degrees Handbook 2012-13 (page 125) for details surrounding supervision. Please also see the Code of Practice for supervisors and research students, which can be found as annex 3 (page 181) in the above mentioned UAL handbook.

6 Committees

Research Degrees are governed by one committee at University College Falmouth: the Research Degrees Committee (RDC); and by two committees at the University of the Arts London: the University Research Degrees Sub-Committee (RDSC) and (if applicable to the research proposal) the University Research Ethics Sub-Committee (RESC).

6.1 Research Degrees Committee

The Research Degrees Committee (RDC) is responsible for overseeing and supporting the development of the University College's research programmes. This includes the monitoring and reviewing of research student applications, registration (RF3), supervision and progress, including monitoring and reviewing the student journey the research application form, through to the review of the PhD and the review of the proposed examination panel. Also to ensure compliance with the precepts outlined in the QAA's Code of Practice on postgraduate research programmes.

Submissions to be taken to the committee must be received, completed, at least one week prior to a meeting by the Research Student Officer who is secretary to RDC. The committee calendar in 6.4 will detail the deadline dates in relation to the meeting dates, and also identifies which of the meetings would be expecting to receive RF3s for example.

If you have any queries about the Research Degrees Committee please contact your Director of Studies, or the Research Student Officer, in the first instance.

6.2 University of the Arts London Research Degrees Sub-Committee

The UAL Research Degrees Sub-Committee normally meets twice a term. The committee receives any applications that have been approved via the RDC at the University College. These would include for example; research proposals (RF3), any changes to supervisory teams (RF9), and suspension or extensions (RF10). On receipt of the application the committee then decides whether to approve it, refer it back to the candidate for further information or specified modifications, or to reject the application.

The Secretary of the Committee will inform you and your supervisory team of the outcome of the meeting, and will provide an extract from the minutes if appropriate. The feedback will generally be sent by email and an official letter, so please ensure that these details are kept up to date.

6.3 University of the Arts London Research Ethics Sub-Committee

The UAL Research Ethics Sub-Committee (RESC) receives the proposals (RF3s) for research ethics approval that have been approved by the RDC but that are assessed as more than minimal risk. The proposal will normally be passed on to the RESC after it has been to both RDC and RDSC. This process will occur automatically.

As with the UAL RDSC the Secretary of the Committee will inform you and your supervisory team of the outcome of the meeting, and will provide an extract from the minutes if appropriate.

6.4 Committee Calendar

Below is a table of the RDC meeting dates and paper deadlines as well as the UAL meeting dates that our meetings correspond with. Both supervisors and students must work together to ensure timely submission of paperwork to the committee secretary.

UAL Research Degrees Sub-Committee (UAL RDSC)		UCF Research Degrees Committee (RDC)	
Date	Deadline to UAL	Date	Deadline to Research Student Officer
20 September 2012	6 September 2012		
15 November 2012	1 November 2012	**23 October 2012** AIR Large Meeting Room	16 October 2012
		11 December 2012 AIR Large Meeting Room **RF3 (Proposal)**	4 December 2012
31 January 2013	17 January 2013	**Thurs 10 January 2013** AIR Large Meeting Room **RF3 (Proposal)**	3 January 2013
14 March 2013	28 February 2013	**19 February 2013** AIR Large Meeting Room	12 February 2013
2 May 2013	18 April 2013	**9 April 2013** AIR Large Meeting Room **RF4a (Confirmation)**	2 April 2013
6 June 2013	23 May 2013	**14 May 2013** AIR Large Meeting Room **RF4 (Annual Reports)**	7 May 2013
		11 June 2013 AIR Large Meeting Room **Research Degree Applications**	

7 The Research Student Journey

7.1 Diagram of monitoring, progression and examination process

The diagram below gives an overview of the 5 stages of research degree study; enrolment, registration, confirmation, submission and examination. Monitoring is part of the process and happens each year excepting your final year. A more detailed diagram can be found on page 122 and 123 of the UAL Research Degrees Handbook and Regulations for 2011-12. Supervisors and students must familiarise themselves with these stages and processes.

Process:	Approval by:	Form:	Status descriptor:
Enrolment	UCF and Registrar	Application to enrol RF1	Enrolled
Registration	Research Programmes and Degrees Committee (UCF) and: University Research Degrees Sub-committee (UAL)	Application to Register RF3	Registered
Monitoring	Research Programmes and Degrees Committee (UCF) and: University Research Degrees Sub-committee (UAL)	Annual Report RF4	
Confirmation	Research Programmes and Degrees Committee (UCF) and: University Research Degrees Sub-committee (UAL)	Annual Report RF4a (confirmation)	Confirmed (MPhil or PhD)
Submission	Student/supervisors	Student Declaration RF6 and Thesis Submitted	
Examination	Examiners	Examination Panel Report RF7	Examination

7.2 Postgraduate Research Guidance

Guide for Postgraduate Research Students on progress towards submission.
(See also the UAL Research Handbook for detail on the regulations surrounding each stage of the process).

Registration periods:

	Min (months)	Normal	Normal max
MPhil Full-time	15	21	36
PhD Full-time	24	33	48
MPhil Part-time	24	36	72
PhD Part-time	36	60	96

Summary of formal stages or thresholds

1.   Enrolment and Induction (following successful application)
2.   Training
3.   Registration (following successful confirmation of proposal
4.   Confirmation of route (following successful submission of evidence of progress and level of future research)
5.   Nomination of examiners
6.   Submission of thesis
7.   Examination
8.   Response, if necessary, to examiners' requirements (corrections, amendments, possible re-submission)

This Guide is for full-time PhD students registered with University of the Arts London (UAL). The chart below maps these requirements on to a three-year calendar. Part-time candidates should discuss a modified timeline with their Director of Studies.

Any adjustments to this timeline need to be negotiated with your Director of Studies in relation to the minimum and maximum periods above.

The AIR building – First floor pods.

		Year 1			Year 2			Year 3
Sept/ Oct	1	**Step 1** (1) Enrolment and Induction **26th– 28th Induction (compulsory)** (2) Training *October:* **9th Research Student Development Programme (RSDP)** (3) Drafting of revised proposal **22nd Research Degrees Committee (RDC)**	**Oct**	13		**Oct**	25	
Nov	2	**6th RSDP**	**Nov**	14		**Nov**	26	
Dec	3	**4th RSDP** **11th RDC (1st opp. for RF3)** (3) Registration completed at UCF level (RF3)	**Dec**	15		**Dec**	27	**Step 4**
Jan	4	**Step 2** **8th RSDP** **10th RDC (final opp. for RF3)**	**Jan**	16	(4) Confirmation of route prepared (RF4a)	**Jan**	28	
Feb	5	**5th RSDP** **14th-15th Spring Symposium (comp.)** **19th RDC** (3) Registration considered at UAL	**Feb**	17	**Spring Symposium (compulsory as part of confirmation process)**	**Feb**	29	
Mar	6	**5th RSDP**	**Mar**	18	(4) Confirmation of route completed (RF4a)	**Mar**	30	Annual progress report complete (RF4)
Apr	7	Annual progress report complete (RF4) **9th RDC** **23rd RSDP**	**April**	19	**Step 3**	**April**	31	**Step 5** Latest date for confirmation of examination team (RF5)
May	8	**14th RDC (receive RF4 reports)** **21st RSDP**	**May**	20		**May**	32	
Jun	9	**11th RDC** **28th Summer Symposium (comp.)**	**June**	21		**June**	33	Submission of thesis (RF6)
July	10		**July**	22		**July**	34	
Aug	11		**Aug**	23		**Aug**	35	
Sept	12		**Sept**	24		**Sept**	36	Examination

The alternation between shading and no shading indicates the steps itemised below:

Step 1: Preparation for registration
Months 1 – 3

All the following to be considered: as headings in the RF3 form:
o   Title
o   Subject Area, Aims and Objectives
o   Historical Context
o   Contemporary Context
o   Theoretical Context
o   Methodology
o   Work Plan
o   Prediction of the Form of the Final Presentation
o   Main Study List and Bibliography (Harvard Method)
o   Ethical issues

Preparation at this stage will include attention to the following
o   The research 'question' and definitions of research
o   MPhil / PhD distinction
o   Practice-based research
o   Theory-practice relations
o   Framing and focusing the question
o   Research and practice methodologies implied by the 'question':
o   Search of existing 'knowledge'.
o   Identification of most relevant fields of practice and/or research.
o   Identification of relevant conceptual instruments.
o   Primary and secondary research/sources.
o   Bibliographical trails.
o   Note-making, logging, structuring findings.
o   Towards a structure for an outcome.
o   Editing.
o   Presenting research, including in seminars.

Step 2: establishing the research and progress towards confirmation of route
(Months 4 – 16)

Early emphasis is likely to be on surveying the field and testing and developing methodologies, including:
o   The role of practice in the research
o   The 'conceptual instruments' (key concepts and theoretical fields)

You will be producing bodies of writing in draft form and, where appropriate, developing the practical elements of the research.

During this period you will give at least one field (subject) seminar and will be attending relevant conferences and events.

By the end of this stage you will have produced work in each key aspect of your research that provides the evidence of your readiness to be confirmed as a candidate for PhD. You will have:
o   Undertaken a survey of the field and clarified the intellectual contexts on which your research draws and into which it will make a contribution
o   Clarified the key concepts on which your research depends and made yourself familiar with debates relevant to the history of these concepts
o   Specified your methods, with a full awareness of any problems that might arise; you will have tested and monitored them
o   Indicated the likely form and structure of your submission and, if relevant, the way in which the practical elements will be included in it
o   Drafted sections for the final submission
o   Indicated why your research will be of PhD status, both in terms of a contribution to knowledge and of level
o   You will have completed Form RF4a, which specifies the following:

- In making their application to confirm the degree for which they will be examined, students are asked to provide:
- literature and or practice review (if the degree includes a significant body of creative work) or a literature review (if the degree is entirely text-based);
- analysis of methods employed (including examples of practice), which may later form the basis of a chapter of the work;
- detailed plan of work to completion and chapter outlines for the written text (and, if the degree includes a significant body of creative work, an indication of the likely form of the creative work);
- an abstract (300 words) outlining the main thesis of the work.

Step 3 - Consolidating doctoral research
Months 17 - 26

During this period you aim to complete the main processes of active researching in order to leave yourself free for the final six months for 'writing up' – in other words for shaping, presenting, editing and testing the research.

You will fulfill an agreed programme of work, with supervisions taking place at least once a month, to review quite specific tasks, each of which contributes towards the final submission.

Practice-based candidates are expected to make a showing of work, to make available critical documentation, and to present a paper based on a section of their developing written thesis; candidates submitting a written thesis only will present a more substantial section of their developing thesis.

It would be helpful during this period to make a contribution to an external conference (or equivalent).

Step 4 - Towards completion
Months 27 – 30

You will work on a structured and agreed time plan explicitly towards the format for submission.
Review at outset, and, again, mid-way, the overall framework for the submission.
Drafts (and practical equivalents) considered at supervision every few weeks

By the end of this phase you will have produced a draft that gives a clear indication of the shape of the final written submission and a clear projection, if relevant, of the practical work, with evidence of appropriate documentation (that not only provides a trace and record of the work's process and development, but also provides a critical commentary on the ways in which the work itself is 'research' – that is, responds to the 'research question').

Step 5 - Completion, submission and examination

Editing and re-editing written component; working towards practical showings, if appropriate.
A 'dummy' run on the examination itself, with internal staff and possibly postgraduate students acting as 'examiners'. **Submission and examination.**

7.3 Frequently Asked Questions

Below is a series of frequently asked questions compiled by the Student Representative from last year. The Student Representative attends the first half of the RDC meetings to take forward any queries raised by the student body, and then provides feedback to the students after the meeting.

Is the bibliography and portfolio included in the word count?

The word count is only a guideline and students are encouraged to write less rather than more. Bibliography and portfolio/supporting work is not included in the word count but they should be concise and pertinent.

First year related FAQs

How do I claim back my research related expenses from my student fund?

Using the Research Student Claim form (copies obtainable from the RIO area of the AIR portal) fill in the details of the claim, attach original receipts and/or tickets and ask your Director of Studies to sign their approval. Then submit the form to the Research Student Officer who will process your claim. To enable payment in the monthly payroll the claim has to be submitted to the finance office by the 10th of the month, therefore please try and submit to the Research Student Officer by the 9th at the latest.

Second year related FAQs

RF4a Confirmation
There is no standard format for the contextual review, each review should reflect the individual research project. It is not a half draft of your PhD but rather an exemplum of thorough thinking.
It is in your interest to underscore the original contribution to knowledge that this research constitutes. The examiner is looking for a sense that you have moved beyond topic status to a field reading of your area of research

The important emphases are:

the delivery of a correct reading of your field
an account of a robust/appropriate methodology by which you are and will continue to execute the research

The 10-15,000 word limit applies to the entire submission, apart from appendices for which there is no word count.

Independent member for Confirmation Panel: look for someone who has done a VIVA this is as, if not more, important than their expertise in your area of research.

The point of the RF4a is to recognise any problems now so that there are no surprises when it comes to your VIVA.

Although not stipulated the contextual review must include a bibliography and any portfolio material you would like to include. If appropriate there might be a performative element to the confirmation of route presentation. Any contributing practice should certainly be included within the confirmation presentation.

Are the symposium presentations assessed as part of the confirmation of route?

No. They are purely a networking event. You are encouraged to present one aspect of your research not give an overview of the research project.

Are you expected to present as part of the confirmation of route?

Yes. This presentation should be a mini VIVA. You are expected to give an overview of your work here.

Who is present at your confirmation of route presentation?

You, your supervision team, and one internal independent member of staff . No other audience.

What are the qualities you should look for in your internal independent panel member for confirmation?

Ideally they should have specialist knowledge in your area and have examining experience (i.e. been on a VIVA panel). If it is not possible to have both then you may consider having a pair of internal examiners - one with specialty knowledge and one with VIVA experience.

If a student in receipt of studentship is declared as MPhil at confirmation of route (RF4a) they are expected to continue applying until they are confirmed as PhD status. If, however, the student chooses to give up the studentship at this point they will not be expected to pay back the funds received up to this point. It is not possible to continue receiving the studentship funding whilst confirmed as MPhil.

7.4 Assessment Offences

As detailed in the UAL Handbook 2012-13, plagiarism is defined as taking another person's ideas and using them as though they were your own. These ideas may be expressed as writing, computer software or as artefacts e.g. original artwork, designs, film or CD ROM design. It is also plagiarism if you do not acknowledge the co-operation of another individual who works with you or gives you permission to use their work.

Plagiarism can be avoided by careful and systematic referencing of all material, text or non-text. Your supervisor will help with guidance on the correct way to acknowledge work belonging to other people. It is useful to carefully note sources as you go along to ensure that acknowledgements are not overlooked.

UAL's guidance and procedures related to plagiarism are set out in the Academic Affairs Handbook, available on the following site on the Intranet at http://intranet.arts.ac.uk/quality/aa/ .

NISP Meeting

8 Having your say

8.1 Research Student Representation

There is an elected research student representative on the Research Degrees Committee, and the Research and Innovation Committee. The representative's job is to channel information between students and staff and requires the ability to represent the views of others, even if they are not their own.

There will be an election for the Research Student Representative within the first month of the academic year, and you will be notified of the process by email from the Research Student Officer.

Nominations (can be for yourself or a fellow student) should be forwarded to the Research Student Officer.

8.2 Research Student Feedback

As well as the formal channels and committee representation we encourage our students to approach us on an informal basis with any questions, suggestions or feedback on their experiences here at University College Falmouth. This is a benefit of being a close-knit research community, and students can approach their supervisors or the Research Student Officer with anything they want to raise.

One of the formal feedback processes is an annual student survey conducted by the University College. The survey will be conducted towards the end of the academic year, and students will be able to participate anonymously. Responses from these surveys will then be reported to the Research Degrees Committee that also then reports to the Research and Innovation Committee, for analysis and any appropriate action.

8.3 Complaints and Appeals

Students are encouraged first of all to raise any complaints with their Director of Studies in the first instance, and in writing with the Head of Research and Innovation Office if the complaint involves the Director of Studies directly.

Complaints

The Head of RIO will record the nature of the complaint and then convene with the relevant Associate Dean of Research & Innovation to attempt to resolve the complaint to the satisfaction of all parties involved. Any actions taken will be noted and a response to the complaint would be expected within two weeks. If the complaint directly involves the Director if Studies the student can raise the complaint in writing with the Head of RIO in the first instance.

Appeals

Depending on the nature of the appeal, it will be dealt with using either UCF's or UAL's procedures as appropriate. Both procedures can be found in either the UCF Student Handbook http://handbook.falmouth.ac.uk/ or the UAL Research Degrees Handbook 2012-13.

9 Appendices

Autumn Symposium (Induction, compulsory for all first years). 26-28 September 2012

The main function of the Autumn Symposium is to induct new students and introduce them to the broader research environment at UCF. All current research students and supervisory teams will be invited to attend the first and last sessions on Day 1. Session leaders may invite guests to co-present or illustrate particular issues.

	10.00 – 11.00	11.15- 12.45	14.00 – 15.00	15.00 – 16.30
Day 1 - Wed 26 September AIR Sandpit	**Registration and Welcome.** Introduction to RSDP and key staff, other research students and supervisors. 1 minute "research pitches" from current students and supervisors. **ALL STUDENTS Session Leader**: Prof Mike Wilson	**Getting started on your research project.** Research Degree Regulations, Code of Practice for Students and Supervisors, PDP, Training Needs Analysis, Employability. Group discussion inc. 1 minute "research pitches" from new students. **FIRST YEAR STUDENTS Session Leader:** Prof Phil Stenton *(Lunch in the AIR Lounge 12:45)*	**Introduction to research environment: library and library research skills, academic skills** **FIRST YEAR STUDENTS Session Leader:** Rachel Browning, Academic Liaison Librarian with Val Diggle	**Introduction to the Careers Advisory Service** Programme and services, PDP and TNA, outline of experiences from current PhD students **ALL STUDENTS Session Leader:** Laura Brammar, Careers Service
Day 2 -Thurs 27 Sept. Tremough House Boardroom	**How to complete your research degree.** Key stages, overview of research methods, interactive workshop using new students actual project ideas **FIRST YEAR STUDENTS Session Leader;** Prof John Hall			

Day 3 Fri 28 September, Daphne Du Maurier, Seminar L	**Research and research methodologies at Falmouth.** Staff will present case studies of live research projects, exploring the methodological approaches adopted. All staff and students are invited to attend these sessions and join in the Q&A elements. **Chair: Professor Phil Stenton** 9.45 Refreshments **10.00 Introduction by Professor Phil Stenton** 10.10 Contemporary Curatorial Practice – Kate Southworth 10.30 Practice based research – Prof John Baldacchino 10.40 Art and nature – Daro Montag 11.00 Community centred design – Dr Justin Marshall **11.20 Q&A panel** 11.40 Collaborative writing processes – Dr Bob Whalley 12.00 Digital text – Jerome Fletcher 12.40 Choreography - Prof Emilyn Claid **13.20 Q&A panel followed by buffet lunch (upmarket one…)** 14.15 "Research on a Shoestring" – Associate Prof David Hawkins 14.35 "Legging it: a methodology of performance research on foot" – Dr Misha Myers 14.55 Narrative and Storytelling – Prof Mike Wilson (TBC) **15.15 Q&A panel and close**	**Closure.** Q&A, Feedback and Review **ALL STUDENTS Session Leader:** Prof Phil Stenton

Appendix 9.3 Online Enrolment

Appendix 9.3 Online Enrolment

Welcome Screen - 100 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_YMHD.start_url?eeRRu7hRhI7U%1Be=kbc%5FuBuR=saao2d1%2Fc%15%1BlXlW=iINtKXr%15%1BMBmPyWM58=c%15%1BXsbZ=n%1

File   Edit   View   Favorites   Tools   Help

Google   Search ▼   More »   Sign In

Favorites   Suggested Sites ▼   Web Slice Gallery ▼

Welcome Screen - 100   Page ▼ Safety ▼ Tools ▼

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University College
FALMOUTH
Incorporating Dartington College of Arts

Options

▷ Student

▷

▷ Logout

Introduction To UCF Enrolment Academic Year 2011/12 (100)

Welcome to University College Falmouth (UCF)

Rather than queuing in person to enrol on your first day of term, you must complete this process to enrol online. It should only take about 10 minutes to complete.

You must enrol online before you are officially registered as a student. If you are an undergraduate, enrolling will also release your student loan.
Please take some time to check that your course details and personal details are correct and to ensure that you answer every question.

You will be asked to read and agree to certain legal notices. These include:

- agreeing to abide by the College's General Regulations, Policies & Procedures
- reading and agreeing your tuition fee notice
- reading and agreeing the College's data protection rules
- reading and agreeing the College's equipment loan policy

If you require any help with enrolling online please contact the IT Service Desk below:

Telephone:	01326 213822
Email:	servicedesk@falmouth.ac.uk
Hours of Work:	Mon - Fri 9:00am to 5:00pm
	Sat - Sun 10:00am to 12:30pm and 1:30pm to 6:00pm

Please use the Navigation buttons at the bottom of the screens. Do not use the Forward/Back buttons on your browser

Enrol Now>>

Back to top   Copyright © 2010 University College Falmouth. All rights reserved.

Done   Internet   65%

Nothing else to click on this screen, other than the "enrol Now2 button

Appendix 9.3 Online Enrolment

Screenshot of a web browser window titled "Data Protection Statement & Student Copyright - 200 - Windows Internet Explorer" displaying the Falmouth online enrolment page.

FALMOUTH
Incorporating Dartington College of Arts

Options
- Student
- Logout

Data Protection Statement & Student Copyright (200)

Data Protection Policy

The College holds personal and other confidential data in relation to students. All personal data is kept in accordance with the Data Protection Act 1998 (the "Act"). Failure to comply with the provisions of the Act can give rise to both criminal and civil liability. Breaches of security of personal data are treated very seriously by the College and any student who comes into unauthorised possession of personal information about another individual must report the fact, immediately, to the Registry.

College Data Protection Policy

Do you agree to the College Data Protection Policy? ○ I agree ● I disagree
If you do not agree you cannot proceed with your enrolment.

Student Copyright

University College Falmouth wishes to be able to take and use images of student work for the purposes of promoting the college and for educational purposes including research and teaching. This question does not stop your enrolment.

Do you agree to give UCF the right to take and hold images of your work in print, electronically and online in perpetuity for these purposes? ○ I agree ● I disagree

Turnitin Agreement

I agree to my work being submitted through the Turnitin plagiarism detection software programme.
Turnitin requires an electronic copy of a student's work to be forwarded for e-submission. This may in turn then be used for originality checking, to provide e-feedback and/or the for the purpose
Where used for originality checking, and a tutor wishes to compare a student's work with other students work submitted to Turnitin, this copy of the work will be stored in the Turnitin database.

Please select an option ○ I confirm I've read & understood ● I would like further clarification
Click Next>> to continue your Enrolment at UCF

Regulations, Policies and Procedures for Students

Detailed information and guidance on the regulations and policies that all students at University College Falmouth are required to abide by for the duration of their studies at the University College.

Terms and Conditions
University College Falmouth will take all reasonable steps to deliver courses and services in accordance with the description set out in this prospectus, course information sheets and student handbooks. However, the University College cannot

Do you agree to the College Regulations? ○ I agree ● I disagree
Click Next>> to continue your Enrolment at UCF

<<Back   Next>>

Annotation (left): If this option is not agreed to, Enrolment will carry on and an e-mail will be sent to student records for further clarification.

Annotation (right): These 3 options must be agreed to, otherwise an error screen will appear when you go to the next button at the bottom, you are able from the error screen to go back and change the answers.

Appendix 9.3 Online Enrolment

Agreement Error 998 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_TTQ

This is the error page you will receive if you do not select "I agree" to the option in the previous screen. Your only option here is back so you can amend your answers.

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Options
▷ Student
▷
▷ Logout

Warning - Required Agreement Not Given (998)

NO AGREEMENT TO DATA PROTECTION OR REGULATIONS POLICIES GIVEN

You have answered that you cannot accept University College Falmouth Terms and Conditions. This means you cannot enrol at University College Falmouth.

If you do not agree the College Terms and Conditions please call IT Service Desk 01326 213822

Or

Click the BACK button to go back and correct/change your answers.

<<Back

Back to top

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Appendix 9.3 Online Enrolment

If the details are wrong, and you select "No" and then press the next button then a grey box will appear to allow you to make notes about the incorrect details, this information will be sent as an e-mail.

Appendix 9.3 Online Enrolment

This is the grey box that you are able to type into if you have selected "No" about your personal details; the next button has turned into a "Send" button as this will stop the enrolment process until these parts are amended.

The next screen is term time address, the grey fields are mandatory; an error page will appear if the grey fields are not filled. You can use the address finder, so all you need is the postcode to your term time address.

These are the options for the term accommodation type, this is a mandatory field but there is an option for "Not Known" if there are complications.

Appendix 9.3 Online Enrolment

Address Details 280 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_DMX_LITE

File   Edit   View   Favorites   Tools   Help

Google   Search ▾ More »   Sign In

Favorites   Suggested Sites ▾   Web Slice Gallery ▾

Address Details 280   🏠 ▾ 🔊 ▾ 🖃 🖶 ▾ Page ▾ Safety ▾ Tools ▾ 🔞 ▾

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The next screen is to confirm both term time and home addresses. The edit addresses button can be used and will take you to the address screen on the previous screen the student edit the address.

Options

▸ Student
▸
▸ Logout

Address Details (280)

We currently hold the following Address details for you. Your Home Address is where you live out of Term Time. Your Term Time address is where you live when you are at College.

Your Student Code Number		1103026	
Home Address		Term Address	
Town		Town	
County		County	
Country		Country	
Post Code		Post Code	
Home Telephone		Term Telephone	
Mobile		Term Accommodation	

Edit Home Address   Edit Term Address

<<Back   Next>>

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Appendix 9.3 Online Enrolment

The student number is auto filled, so the only mandatory fields are "next of Kin Surname" and "Next of Kin Relationship"

The "Save Details" button will allow you to progress to the next screen.

Appendix 9.3 Online Enrolment

Next Of Kin - Required Details Have Not Been Entered (451)

You are receiving this message because you have not entered your Next of Kin Surname or your Next of Kin relationship.

Click the **BACK** button below to return and correct/change your answers.

If you continue to receive this error, please contact Service Desk on 01326 213822 quoting:

Task = ENR2011 Student Number=1103026

<<Back

This is the error page you will receive if you do not fill in the mandatory fields. The "Back" button will allow you to go back to the previous screen to allow you to fill in the Mandatory fields.

Appendix 9.3 Online Enrolment

Next Of Kin Details (425)

We currently hold the following Next of Kin Details for you. Your Next of Kin is the person you nominate for us to contact in the unlikely event of an emergency.

If the screen is blank or the details are incorrect, please select No and click the Next button to add or edit the details.

Next of Kin Surname
Next of Kin Forename
Next of Kin Relationship
Next of Kin Address
Next of Kin Post Code
Next of Kin Telephone
Next of Kin Mobile
Next of Kin Email Address

This is the confirmation page for the Next of Kin details, if you select "No" and then press the next button then it will take you back to the previous screen where you can edit your next of kin details. The Back button will also take you back to the previous screen.

Are these Next of Kin details correct?

○ Yes
○ No

<<Back   Next>>

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Appendix 9.3 Online Enrolment

The next screen is basic previous Education Details, if the details are incorrect then "No" is selected and then pressing the" Next" button will go to an editing page (next page) to allow you to change your details.

Appendix 9.3 Online Enrolment

This page will allow the student to edit their education details. Saving the Details will take you back to the confirmation page (previous screen).

Appendix 9.3 Online Enrolment

Additional Details 630 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_TTQ

File   Edit   View   Favorites   Tools   Help

Favorites   Suggested Sites ▾   Web Slice Gallery ▾

Additional Details 630

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Options

▶ Student
▶
▶ Logout

Additional Details - (630)

If you have applied through UCAS, please check the details below are correct and amend where necessary. All other students should complete fields below.

Have either of your parents attended Higher Education?	Prefer not to say
Have you ever been in care?	Unanswered
Do you have any children under the age of 18, if so please state how many?	
What is your Nationality?	
What is your Country of Birth?	
What is the Country you normally live in?	England
What is your Ethnic Origin?	White
Do you have a Disability?	No disability
Do you currently receive a Disability Allowance?	
Learning Difficulty?	Not Known / Information not Provided
What is Your Socio-Economic Class?	Small employers and own account workers

The grey fields are mandatory. The mandatory fields are all required as they link in to legal processes or support procedures for students.

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Done   Internet   85%

Appendix 9.3 Online Enrolment

This show an error after missing 1 of the mandatory fields, the error will be shown next to the field.

Appendix 9.3 Online Enrolment

UCF Loan Agreement 700 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_TTQ

File   Edit   View   Favorites   Tools   Help

Google | Search ▾ | More »   Sign In ⚙ ▾

Favorites | Suggested Sites ▾ | Web Slice Gallery ▾

UCF Loan Agreement 700

🏠 ▾ 🔝 ▾ 🖂 ▾ 🖶 ▾ Page ▾ Safety ▾ Tools ▾ ❓ ▾

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This screen has no agreement button, there is quite a lot to read on this page, but when the Student is ready to move on, you press the "Next" button

Options

▶ Student
▶
▶ Logout

UCF Equipment Loan Agreement (700)

Equipment Loan Conditions

General Loan Conditions

- Only registered users of the college Connect2 equipment loan and booking system can access equipment and facilities from the Photography and Media Stores.
- Loans are subject to course requirements and appropriate induction.
- Equipment cannot be loaned to you or returned by you without you personally presenting your current ID card at the appropriate store.
- You are fully responsible for equipment loaned to you for the duration of the loan and therefore must not allow anyone to borrow anything from you.
- Equipment must be returned in the same state as when taken out.
- Loans and use of facilities are only available in connection with course work or college business

Standard loan period

- The standard loan period for equipment used outside of the resources will be for 1 day (24 hours) or part thereof.
- The standard loan sessions for all other internal equipment and facilities are as published in each loan area, as are the opening times for each of the store areas.

Extended loan period

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Internet   85%

Appendix 9.3 Online Enrolment

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You will then see a detailed qualifications page, if the details are wrong you can press "No" and go next, this does not take you to an error screen. You are able to continue with enrolment and this will be marked in SITs for a chase up at a later date.

Options
▶ Student
▶
▶ Logout

Qualifications (750)

We currently hold the following qualifications for you:

Exam Code	Description	Subject	Grade	Result Year

Are these quals details correct?

⦿ Yes
○ No

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Appendix 9.3 Online Enrolment

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Options

▶ Student

▶

▶ Logout

Course Details (800)

We currently hold the following Course Details for you for the 2011/12 academic year. If these are incorrect, please record the details in the grey form field below:

Programme	BA(HONS) MARINE AND NATURAL HISTORY PHOTOGRAPHY
Course	BA(HONS) MARINE & NATURAL HISTORY PHOTOGRAPHY
Year of Study	1
Mode of Attendance	Full Time

If the course details are incorrect, this <u>will</u> stop enrolment and student records will need to amend this, the task will need to be reset to allow the student to enrol.

Are these Course details correct?

◉ Yes
○ No

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Appendix 9.3 Online Enrolment

Task Questions - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_TTQ

File   Edit   View   Favorites   Tools   Help

Google   Search ▾   More »   Sign In

Favorites   Suggested Sites ▾   Web Slice Gallery ▾

Task Questions   Page ▾   Safety ▾   Tools ▾

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If the modules are incorrect then students can continue to enrol

Options

▸ Student

▸

▸ Logout

Modules (810)

We currently hold the following modules for you for the 2011/12 academic year:

Module Code	Module Title	Credit	Year
Total Credits			

| Route | | BAMNHPFF - BA(HONS) MARINE & NATURAL HISTORY PHOTOGRAPHY | |

If your credits do not total 120 or any of your modules or route are incorrect, please select NO below and you will be asked to give details.

Please note:- If you are a level one student your modules are compulsory and may not be shown. In this case please select YES and continue.

Are these Module details correct?

⦿ Yes
◯ No

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Done   Internet   85%

Appendix 9.3 Online Enrolment

Fee Status Details Details 850 - Windows Internet Explorer

http://myfalmouth.falmouth.ac.uk/sipr/sits.urd/run/SIW_TTQ

File   Edit   View   Favorites   Tools   Help

Google   Search ▾ More »   Sign In

Favorites   Suggested Sites ▾   Web Slice Gallery ▾

Fee Status Details Details 850   Page ▾ Safety ▾ Tools ▾

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The last page before you enter this system officially is the student Fee status.

Options

▶ Student

▶

▶ Logout

Fee Status (850)

Your Fee Status determines the amount your Tuition Fees will be - view the Tuition Fee costs
We currently list your Fee Status for the 2011/12 academic year as:

Fee Status   UK and EU

Is this correct?

⦿ Yes
◯ No

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Done   Internet   85%

Appendix 9.3 Online Enrolment

Notes:

- If the user logs out at any point and logs back in they will go back to their main portal page (page 1), if they press the enroll button they will carry on where they left off. This will save a lot of time and negate the excessive use of "Reset Task" as all details can be changed by the student by using the "Back" buttons on the page (not the browser).
- On the student portal main page, if they have started their enrolment proccess they will see this, the status will tell us if they have the Enrolment task in progress.

Intray - Messages for					
you have 1 messages					
	Status	From	Received	Subject	Action
SIW_MCC_RED	In progress		07/Sep/2011	Enrol 2011/12	ENR2011

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Research Student Travel and Subsistence Fund Guidelines

It is important that students and supervisors refer to these guidelines and the UCF Travel and Subsistence guidelines when claiming expenses from the Research Student Travel and Subsistence fund. In the first instance, please could any queries raised be directed to the Research Student Administrator (jemma.julian@falmouth.ac.uk) in the Research and Enterprise Development Office.

1   Amount of Funds available

Each research student has access to the 'Research Student Travel and Subsistence fund' of £400 per full-time year of research (£200 per year for part-time researchers) to use for their research related activities. The allocation of these funds will be decided between the student and their Director of Studies. In most situations the student will pay for all expenses up front and an expense claim will be filled out once receipts have been acquired and the student will be reimbursed for their spending. It is the responsibility of the student and their supervision team to keep track of the expenditure.

In exceptional circumstances where the student cannot pay the amount they must approach their head of department to pay directly. Every department has a visa card, including the Research and Enterprise Development team who can be approached in the first instance.

There is some flexibility with this budget: each researcher has £1200 available to them for the entirety of their studies. For example if you are in your second year of research and there is a conference you wish to attend in the USA for which you need £750 you can afford to attend by drawing from your allowance for the next year but this will mean that you only have £50 left to pay for any expenses you may incur for the rest of your research. All expenditure must be discussed and decided upon with your Director of Studies.

2   Claiming from the fund

Any claims being made from the fund must be approved by the student's Director of Studies. The 'Research Student Expenses Claim Form' requires a signature of approval from the Director of Studies before being passed to the Research Student Administrator for authorisation by the budget holder. A copy of the form is included at the back of these guidelines.

In addition to the above form you must enclose all receipts relating to the amounts being claimed (apart from mileage, unless you are claiming a fuel receipt). Finance will not reimburse an amount without a receipt.

Claims can only be made after the event, unless exceptional circumstances have been agreed between the Director of Studies and the budget holder.

Forms must be with the Finance Office at Woodlane by the 10th of the month to ensure payment on the 25th of the month. Therefore students are advised to submit forms to the Research Student Administrator well in advance of this date to allow time for authorisation by the budget holder. The Finance Department or Research Student Administrator must be notified of any bank account changes.

5   Payments

Expenses are paid through the College's payroll. Payment is made on the 25th of the month or on the Friday before if it is a weekend or bank holiday.

Should a claim form authorised by the budget holder not reach the Finance Office at Woodlane by the 10th of the month, payment by the 25th cannot be guaranteed and may not be made until the 25th of the following month.

6   Keeping a record

It is the responsibility of the student and their Director of Studies to keep a record of the fund, and how much has been spent throughout the duration of study. Copies of claims submitted will also be kept on file by the Research Student Administrator.

7   RNUAL Expenses

Attendance at RNUAL is compulsory for certain blocks depending on your stage of study (section 2.6), and UCF will cover related travel and subsistence expenses for these. Although students will use the same claim form for these expenses, this will not be drawn from this fund.

RESEARCH STUDENT EXPENSES CLAIM FORM

Certified claims must be submitted monthly by the 10th of the following month

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Receipts for each item must be attached.

			Other
			✓

Date:

Vehicle Registration Number:

Name:

Event Attended:

Date	Time of		Mileometer reading		Mileage claimed*		Subsistence allowance	Other expenses	Other travel	Details of Expenses
	Dep	Arrival	Start	Finish	Duty	Taxable	£	£	£	Please fill in full details of route, places visited, nature of business, course titles etc.
TOTALS FOR MONTH OR CARRY FORWARD										

I certify that the above journeys were undertaken by me and that the travelling expenses, subsistence allowances and other expenses as charged above were actually necessarily incurred and that the recommended mileometer readings are shown

* Where mileage is claimed for use of private car please tick this box to confirm insurance cover

Signed: Date:

Approved by Director of Studies: ....

Name of Director of Studies: ....

Items to be Completed by Finance Office		Duty Miles	Tax Miles	Subsistence Allowance	Expenses	Other Travel	
							Cost Code: ....
		INPUT TOTALS			VAT	TOTAL	Approved by Budget Holder: ....
Totals and Relevant Details Checked by:		DUTY MILES ALLOWANCE					Budget Holder Name: ....
		TAXABLE MILES ALLOWANCE					Budget Holder Title: ....
INITIALS	DATE	SUBSISTENCE & EXPENSES					Date: ....
		OTHER TRAVEL					

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Travel and Subsistence (effective from 1 January 2009)

1. Preamble

1.1 The College is a publicly funded body with charitable status, therefore the highest standards are expected of the way it controls the funds in its care.

1.2 Payments to staff of expenses and benefits are subject to the financial and other regulations and policies agreed by the College Board of Governors. In addition to the needs of the College, these regulations recognise taxation requirements and where appropriate those of outside bodies. The College reserves the right to withhold payment of expenses where this policy has not been followed. The provisions noted in this document apply to all permanent and temporary members of staff and those with part-time teaching contracts. Where students of the College, visitors, members of College Committees and external examiners are able to claim expenses this policy must also be followed.

1.3 Since April 1996 staff have been under an obligation of self assessment for their personal tax. College regulations clearly distinguish between benefits (which are taxable) and expenses (which may be deductible against taxable income in normal circumstances).They provide the framework which avoids additional tax liabilities for staff.

1.4 Any difficulties claimants may have in understanding or interpreting the following rules and regulations should be referred to Finance for clarification.

1.5 Important themes with this policy are as follows:
- Environmental and sustainability considerations-environmentally friendly forms of transport are encouraged
- Maximising economies-booking early will generally ensure best value for money

2 Basic Rules

2.1 The College pays expenses only where they are incurred wholly, necessarily and exclusively by individuals undertaking College business in the performance of their employment or other activities approved by the College. The nature of this business must be recorded and retained on orders, expense claims and other payment documents.

2.2 Expense payments are not made as a benefit to staff, they are made to cover necessary costs that are incurred; frequently as a result of periods of time where College work is undertaken away from the College campuses. Subsistence may only be claimed for working away from the normal place of work (at a distance exceeding 5 miles) for a period expected to exceed 5 hours.

2.3 The commitment to pay expenses should be agreed in advance by the budget holder. Staff should incur expenses in the knowledge of their line manager and in pursuance of their duties. Budget holders may not authorise payment of their own personal expenditure; these must be signed off by their line manager. Wherever possible, travel and accommodation should be arranged beforehand using official purchase orders; suppliers then invoice the College direct or through College purchasing cards.

2.4 The College reserves the right in certain circumstances to offer reduced rates provided they are agreed in advance between the person claiming and their line manager. This is a usual process within Universities where, for instance, research grants are insufficient to cover full costs. Reduced rates may not be enforced without the agreement of the person claiming. As part of the agreement to undertake the particular activity normally staff must ensure that expenses can be covered from the relevant budget. A staff member may agree a reduced claim where prior agreement has defined the extent of College support for any activity eg a residence or exhibition or research.

2.5	If a member of staff has particular travel and subsistence needs or costs related to an impaired mobility or other disability (e.g. requiring a taxi instead of public transport), they should contact the finance office in advance.

2.6	Payment of expenses is made through payroll. There are basic standard maximum allowances published by the College and expenditure is reimbursed up to these levels provided it is evidenced by a receipt. Receipts must be in the form of a proper itemised bill – a credit card voucher is not acceptable as a receipt. All travel and subsistence expenses (other than those paid directly by the College on invoice) should be claimed on the Staff Expenses Claim form. In the absence of proper receipts, the expenditure can be assumed to be of a personal nature and therefore will not be eligible for reclaim. Claims should be submitted by 10th of the month for payment with that month's salary and must be submitted within 3 months of the date incurred.

2.7	Documents authorising payment must be signed by the person with budget responsibility or the line manager for budget-holders' own claims. The Rector's expenses are approved by the Director of Finance and Resources.

## 3.	Subsistence Rates

Breakfast (Depart before 7am)	£6
Lunch (depart before 12 noon - Return after 2.15 pm)	£8
Tea (return after 7 pm) or	£3
Evening meal (return after 9 pm)	£18
Bed and breakfast	£100
Daily rate *	£32

* Daily rate is the total of breakfast, lunch and evening meal

Notes
1.	An alternative to overnight provision in a hotel for bed and breakfast is to stay with relatives or friends. In these circumstances an allowance of up to £20 will be paid, providing this does not lead to additional and unreasonable travel claims. Receipts for actual accommodation or subsistence expenditure must be provided.
2.	Any personal telephone calls made while staying at a hotel must be settled by you and should not form part of a claim.
3.	Receipts must be obtained for all accommodation and meals, and reimbursement will be the actual cost up to the maximum according to the approved scale shown above. Overall daily subsistence rates cannot be exceeded.
4.	The cumulative daily rate can be applied where there is entitlement to a full day's allowance.
5.	Claims should not include gratuities; if these are paid, they are the personal responsibility of the employee.
The above rates apply to all claims whether reimbursed via payroll or paid by purchasing card. If claims exceed these rates, the excess will be deducted from the individual's pay.

Staff should arrange travel as early as possible to take advantage of advance booking discounts.

Entertaining
All entertainment expenditure must be approved by the line manager prior to the event. The maximum amount which can be claimed is £20 for breakfast/lunch/dinner and receipts must be provided.
In the case of External Examiners, only the Course Leader and a nominated member of staff from the course team can entertain and claim the relevant subsistence rate of £20.

4. Detailed Policy

4.1   ***Accommodation - Hotels***

HM Revenue and Customs expect that the costs of staying at a hotel will be "reasonable" under the circumstances. Staff should pay due regard to the requirements for budget efficiency and public accountability. The most expensive hotels should be avoided. Hotel accommodation should be ordered in advance so that the College pays the charge direct or via purchasing card. If accommodation has not been booked in advance, reimbursement up to the rates can be paid, provided that receipts are submitted with the claim. Personal items such as newspapers, sundries, videos and entertainments which a member of staff might normally have at home should be paid separately by the staff member and not charged to the College.

4.2   ***Accommodation - private***

From a quality of life viewpoint the College wishes to encourage staff away on College business to stay with relatives or friends and recognises staff members wish to acknowledge the arrangement. Staff who make private arrangements for their accommodation may claim hospitality to entertain their hosts up to £20 but must present a receipt for the cost involved.

4.3   ***Advance Payments***

Staff may ask for a payment in advance of travel when they know this will entail significant expenditure which cannot be booked and paid for in advance. An advance may be paid to staff either as cash or cheque and is arranged through the relevant budget holder giving at least 5 days notice. A properly authorised expense claim form must be submitted as soon as possible after travel, but no more than one month after travel date. The published allowances for retrospective claims will apply. Any unspent amounts should be returned to the Finance Office within the same deadline. The College reserves the right to deduct direct from the staff member's salary any shortfall on any monies not reconciled within 2 months of the return date. The limit for an advance of this nature is £500. A record of all advances made will be maintained. If a member of staff has received an advance, no other expenses claim which s/he submits will be processed until the advance has been accounted for, either by receipts or return of money.

4.4   ***Alcoholic Beverages***

HM Revenue & Customs will accept a modest expenditure on alcohol when accompanying a meal taken off campus provided the total is within the maximum amount. The value of the alcohol should be shown separately on the bill.

4.5   ***Mobile phones***

Where the College provides a mobile phone or other phone to a member of staff this is for use wholly, exclusively and necessarily in the performance of College duties. A modest amount of private calls are permissible. College mobile phones are not to be used for international calls unless these are work-related or are paid for separately by the member of staff. Suspected abuses will be investigated.

4.6   ***Travel - Rail***

Staff are expected to travel standard class and to arrange journeys to travel on saver tickets wherever possible. Advance booking seriously reduces costs. The Rector, External Examiners and members of the Executive Group and Board of Governors on Board of Governors business may travel first class but are encouraged to travel standard class when appropriate or to seek advance first class tickets. Staff may not claim for travel between home and the normal place of work unless negotiated as part of a relocation arrangement when it would be taxable.

Whenever possible, tickets for public transport should be booked in advance, by means of a College official order or via purchasing card. Where prior booking has not been possible, the appropriate fare will be reimbursed, on submission of a completed staff expenses claim form. Used tickets should be retained with receipts and attached to the form.

Staff should consider if discounts can be obtained from the use of railcards such as Young Persons, Senior Citizens, Devon & Cornwall. The cost of these railcards can be reclaimed if sufficient discounts can be obtained. Every advantage must be taken of early booking to minimise costs.

4.7 ***Travel - Car***
Travel in own vehicle
Mileage is paid at the rate of 42p for the first 150 miles (of which 2p will be taxable) and then at a lower rate of 27p.
Staff are not normally required to use their own vehicles; a greener alternative should generally be used. If they choose to do so it is their responsibility to see that their own insurance covers them for business travel. Staff should normally travel by train for journeys over 100 miles. For journeys over 100 miles a brief explanation is required for why car rather than rail travel is adopted. The higher rate of mileage will be paid where more than one member of staff is travelling and it is more economical and practical to drive. The names of staff travelling should be noted on the claim form.
The amount of business miles claimed should be the lesser of home to the destination and work to the destination.
The travel and subsistence claim form includes a box which will need to be ticked to confirm that the individual's vehicle insurance held specifically includes business use.

Travel-car hire and taxis
Car hire should only be used following approval of the line manager and where public transport is more expensive or not feasible.
Taxis should only be used where public transport is not available or not practicable (reasons must be given, e.g. security)

Travel by College bus or public transport
Subsidised inter-site transport between Woodlane and Tremough should be used and the bus fare can be claimed. Mileage will be paid for those bringing their own vehicle, however, no claims for car parking tickets will be paid.

Travel - Air Travel
With the growth in low-cost air travel, it is possible to book a flight from Newquay airport using a College purchasing card over the internet. The cost of the flight and related transfer should not be more than the standard class rail fare (taking into account any savings on accommodation, and convenience).

5 Amendment and review
The College reviews the expenses arrangements regularly as a procedure attached to its Financial Regulations and reserves the right to adjust the above arrangements should there be relevant changes in the law or particular new circumstances identified.

January 2009

University of the Arts London
Guidance for Research Ethics Approval

The University is committed to supporting good practice in research and scholarly activity; it regards it to be fundamental that research should be conducted in accordance with ethical principles. This document explains the University's procedures for dealing with applications for research ethics approval; it provides guidance on how to assess the ethical dimensions of your research; how to determine the ethical risks associated with a research project; and what steps you need to take to seek ethics approval for the project if that is needed.

This document is part of the University's framework for supporting good practice in research which includes the following related information:

- UAL Code of Practice on Research Ethics
- UAL Guidance for Research Ethics Approval [this document]
- Constitution and terms of reference for UAL Research Standards and Development Committee and Research Ethics Sub-Committee
- UAL Health and Safety Policy
- UAL Equality and Diversity Framework
- UAL Disciplinary Code

1. Code of Practice on Research Ethics

1.1 If you are not familiar with the University's Code of Practice on Research Ethics you should read it *before* reading this document. The guidance included in this document assumes you have read the UAL Code of Practice on Research Ethics.

2. Responsibilities for ethical approval, review and monitoring at UAL

2.1 The University's Research Standards and Development Committee (RSDC) is responsible for formulating and implementing research strategy across the University and for assuring the standards of the University's research projects and awards. Among its terms of reference is the task of setting and monitoring standards for research ethics. These obligations are fulfilled by the Research Ethics Sub-Committee (RES-C), a sub-committee of RSDC.

2.2 The purpose of RES-C is to consider and advise, as appropriate, on legal, moral and ethical issues relating to research. It is responsible for establishing the Code of Practice on Ethics to be promulgated within the University and for ensuring that research carried out at the University adheres to its Code of Practice on Research Ethics. It is responsible for reviewing codes of practice and guidance on ethics matters on a regular basis. It decides on applications for research ethics approval and advises the Research Standards and Development Committee, the Research Degrees Sub-Committee, College Research Committees, College Research Degrees Sub-Committees, and Partner College Research Degrees Sub-Committees as appropriate, on legal, moral and ethical issues relating to research. RES-C also monitors the devolved responsibility for the approval of research considered as

minimal risk by College Research Committees, College Research Degrees Sub-Committees and Partner College Research Degrees Sub-Committees. It oversees the Research Ethics training provided for research degree students at the University and reports annually to the Research Standards and Development Committee. The purpose of RES-C is set out in its terms of reference.

3. Procedure for considering the ethical dimensions of a research project - overview

3.1 All researchers engaging in research associated with the University should consider the ethical dimensions of their work. It is the responsibility of researchers to be familiar with, and conform to, the University's Code of Practice on Research Ethics.

3.2 If the research involves any of the following elements then the research is likely to have an ethical dimension for which *approval must be obtained*

- Involvement of other participants - actively or passively: including persons acting in a professional capacity, members of the public, children and others who are not able to give informed consent (refer to 4.6 below)
- Research collaboration with external parties
- The involvement of animals
- The use of human tissue (defined in 5.4 below)
- Potential adverse impacts on the environment
- Health and safety risks beyond those experienced in everyday life including to the researcher(s)

3.3 If any of the elements in 3.2 apply to the research an *application for research ethics approval* must be made. For research students this should be submitted to the College Research Degrees Sub-Committee in the first instance. For staff conducting research, application for approval should be made to the College Research Committee in the first instance.

3.4 Researchers applying for research ethics approval must apply using the University's research ethics approval form. This requires the researcher to supply information about the project and to make an assessment of the risk in relation to the guiding principles set out in the University's Code of Practice on Research Ethics. Risk is either minimal or more than minimal. Guidance on how to assess the risk is given by this document. When applying for ethics approval it is essential to enter a response for every item on the form so that Committees are able to make an informed decision promptly through provision of the full facts. It is not acceptable to leave entries blank.

3.5 In many cases, research ethics approval is sought because the proposal involves participants, in these cases additional material must be submitted with the ethics approval form, usually participant information material and participant consent forms. Guidance on informed consent is provided below in section 4 of this document.

3.6 College Research Committees and College Research Degrees Sub-Committees have delegated authority to approve research proposals which they assess as minimal risk. These decisions are monitored by the Research Ethics Sub-Committee. Applications which these committees judge to be more than minimal risk are referred to RES-C for consideration and are not approved by College committees. From time to time Colleges may also refer applications to RES-C where risk is difficult to assess (for example where some specialist expertise or advice is required).

3.7 It is important to understand that the judgement of the level of risk is distinct from the approval of research activity.

3.8 The ethical dimensions of a research project may change during the course of a project. It is important for the researcher to monitor developments for ethical implications and **to seek approval, or approval of changes** when changes affect ethical dimensions significantly. Examples are changes that affect the need to seek approval (3.2 above) or that affect the nature of participation (e.g. communities participating and/or what is appropriate participant information) or the category of risk (minimal to more than minimal or vice versa).

3.9 Failure to provide adequate information is by far the single most significant factor in delaying research ethics approval (see 3.4 and 3.5).

4. Informed consent
4.1 The prior consent of a potential participant is essential in research involving participants. Such consent is called **informed consent**. For consent to be legally valid, there are three requirements:
- the potential participant must be competent, i.e. of adequate age and having the necessary mental capacity
- the consent must be voluntary, i.e. the potential participant must be free from inducement, coercion or undue influence
- adequate and appropriate information must have been given to the potential participant.

4.2 Informed consent exists to protect the subject, not the researcher. It is important to remember that the pursuit of knowledge is not a justification for ignoring the interests of those studied or asked to take part.

4.3 Informed consent in research is a dynamic, on-going process, not a one-off event, and may require renegotiation over time depending on the nature and timescale of the project and the use and dissemination of any data. It is an issue to which the researcher should return periodically both during the course of the research and after its completion. Researchers should, where appropriate, identify the possible need for renegotiation of consent, particularly where the research takes place over a lengthy timescale, where the nature or outcome of the research changes, or where data obtained is to be used in a way not covered by the original consent. In some of

these cases it may be necessary to submit further documentation for approval to the Research Ethics Sub-Committee.

4.4 The quality of the consent obtained is critical to its validity (see 4.1). The onus is on the researcher to ensure that the consent is freely given and fully informed. The quality of the consent is affected by a number of factors, these being: the format of the record of consent, the competence and capacity of the subject/ participant to give consent, and the clarity of the information provided to the subject/ participant.

4.5 **Format of the record of consent** Wherever possible a signed consent form should be obtained. If written consent is not possible, oral consent can be given after the researcher or assistant has read out the details of the consent form and information sheet. This should preferably be witnessed by a second person and recorded with time and date stamp, either on video (preferable) or sound. When 'light touch' consent is appropriate the recording of consent must be consistent with the research design (e.g. where visitors to an exhibition are asked a few questions without supplying their name or address). Consistency is important, for example, if information is being collected *without* identifying data, obtaining the participant's signature would invalidate an agreement to preserve anonymity.

4.6 **Competence and capacity to give consent** There are a number of circumstances where the competence and/ or capacity of participants is absent or compromised. These circumstances typically fall within the following categories, however this list is not exhaustive and researchers should consider the issues of competence and capacity for all participant groups.

- **Children and young persons** Research involving children under 16 will require the informed consent of parents, carers or guardians. Young persons (i.e. between the ages of 16 – 18) are generally thought to be able to give informed consent but it might be appropriate to seek advice depending on the nature of the work. Courts of law presume competence from the age of 14. All researchers intending to work with children should endeavour to gain informed consent from the child participants in addition to the required consent of their parents or legal guardians. Regardless of these consents, it is the responsibility of the researcher to safeguard the rights of children participants.

- **Adults incompetent to consent to research** Where adult participants are not in a position to give informed consent the researcher should have regard to the Mental Capacity Act (2005) and specialist legal advice should be sought.

- **Other vulnerable groups** There are many factors that may affect the ability of participants to freely give informed consent, for example institutional groups (employees, prisoners, patients) may feel coerced into taking part in research by the consent of the institutional authority to carry out research within their domain. Researchers should, therefore, ensure that members of an

institutionalised group understand that the institutional consent places them under no greater obligation to participate in the research.

- **Other factors which may affect voluntariness** Voluntariness can be called into question when other pressures may be an influence for example when a university teacher proposes to use students as participants in his research, or when researchers propose to pay participants more than their expenses and lost earnings.

In cases where **significant cultural differences may affect understandings about the nature of informed consent** the researcher should employ culturally appropriate methods to allow subjects to make decisions to participate or to withdraw from the research process.

4.7 Where the nature of the research is such that informing participants of some details before the work is carried out might render the results invalid, for example within aspects of the social and cognitive sciences such as perception, there must be appropriate explanations following the study. In these circumstances, justification for this course of action is required to be submitted for approval to the Research Ethics Sub-Committee. Researchers must provide convincing reasons why such research should proceed without the necessary informed consent. Researchers should not mislead participants if it is thought that prior permission will not be obtained.

4.8 **Clarity of the information provided** Consent forms and information sheets should be written in language which is appropriate for the participant. They should avoid using jargon, be as simple, accessible and appropriate as possible. Descriptions of the project should be written specifically to make sense from a participant point of view.

4.9 Participants should be given sufficient time to understand the information, to ask questions and to express any concerns that they may have.

4.10 An essential element of informed consent is telling participants clearly the following:
- the purpose of the research, expected duration, and procedures
- **what they are being asked to do**
- their right to decline to participate and to withdraw from the research once participation has begun
- the foreseeable consequences of declining or withdrawing
- reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects
- any prospective research benefits
- limits of confidentiality
- incentives for participation and
- who to contact for questions about the research.

4.11 Participant information must contain *university* contact details for the researcher via a contact in Research Management and Administration at the University of the Arts London. Other contact details may also be appropriate for example at the site of the participation activity (e.g. within a museum), *personal* contact details such as home address or phone number of the researcher should not be given.

5. Clarification and definitions of terms

5.1 This section offers definitions to clarify terms which are often confusing or confused in research ethics applications. Terms introduced and clarified elsewhere in these guidelines (for example the meaning of informed consent) are not repeated here.

5.2 **Data protection** concerns the measures in place relating to the processing of information relating to individuals. Data protection is concerned with how data about individuals is obtained and kept (stored, held), and the uses or disclosure of such information. Personal data can only be collected and stored for the specific purposes declared at the time of collection. It cannot be used for purposes other than these nor can it be passed on to others for different purposes. Data collected should be relevant and sufficient for the purpose of its collection. There is an obligation on the person or organisation holding the data to make sure it is kept securely to assure its use only for the purposes for which it was obtained, by those authorised to use it; that it is not kept longer than necessary; and that it is not passed on to third parties. The Data Protection Act is the legislation which covers these matters.

5.3 **Privacy, confidentiality, and security** These terms are often not used accurately in research ethics approval applications. It is important to use the correct term for what is meant, the terms are not interchangeable. **Privacy and confidentiality** refer to an individual's rights about what information about them, or related to them, is made public. In obtaining information from individuals for research purposes it must be made plain to them what information will be made public, for example, whether what they disclose or tell will be anonymised or whether it will be attributed to, or associated with them as a recognisable person. Researchers should consider whether it is necessary to identify information with individuals or not, in some cases for example it may be critical to the research that the informant is identified, in others it may be possible to identify categories of informant which do not disclose individuals' identities, and in some other cases the identification of individuals may be entirely unnecessary. A respect for **privacy** is an acknowledgement that individuals have a right not to share certain information with others. Respecting an agreement of **confidentiality** is to acknowledge that certain information may be disclosed to another (e.g. a researcher) for agreed purposes under agreed conditions of disclosure/non-disclosure to others. **Security**, in contrast, in the context of information, concerns the measures in place to ensure that only authorised persons or systems will have access to information. Thus, an application may make reference

to the measures in place to ensure data is secure as part of provision for confidentiality.

5.4 **Human tissue** is defined as material that has come from a human body and consists of, or includes, human cells. Consent is the fundamental principle of the legislation regarding the use of human tissue: the Human Tissue Act 2004 lists the purposes for which consent is required.

6. Research ethics risk assessment

6.1 Researchers are expected to consider how to minimise the risks related to their research. This requires an assessment of risk and taking whatever steps are available to reduce the risks to which all participants in the research, including the researchers themselves, are exposed. This is sound research design.

6.2 **Minimal risk** is defined as an absence of any significant risk to anyone involved in the research, or any others affected by it directly or indirectly, that is reasonably foreseeable. This document is for guidance about ethical approval of research, thus the risks to be considered are those which might contravene the guiding principles or the researcher's obligations and responsibilities set out in the University's Code of Practice on Research Ethics.

6.3 **Ethics risk assessment** Researchers should always consider the ethical dimensions of their research. If the research involves any of the elements identified in section 3.2 of this document then the research is likely to have an ethical dimension for which *approval must be obtained* regardless of whether the risk is regarded as minimal or more than minimal. The risk assessment is documented by the applicant in the application for ethics approval (see 3.3 et seq. above for procedure).

6.4 Research which is likely to involve **more than minimal risk** requires an assessment which includes, but may not be confined to, consideration of whether any risks are posed to the researcher, to participants, to persons associated with them, or any other persons directly or indirectly involved. Such risks include, but are not limited to risks to:
- Health and safety of the participants and others
- Psychological welfare of the participants
- Security of the participants and others
- Reputation of the participants among their peers or in their communities
- Intellectual property rights of the participants.

6.5 Research which involves any of the following is likely to be regarded as potentially of **more than minimal risk** and will normally be referred on by College Research Committees and College Research Degrees Sub-Committees to RES-C:
- Research involving groups or individuals as identified in 4.6 above
- Research involving groups or individuals where the permission of a gatekeeper is normally required for initial access

- Research involving access to records of personal or confidential information concerning identifiable individuals
- Research involving the participation or observation of animals
- Research involving sensitive topics such as:
  - Sexual, political or illegal behaviour
  - Experience of violence; abuse; exploitation; racist or sexist behaviour
  - Mental health and/or treatment
  - Physical health and/or treatment
- Research involving interaction with individuals or communities where different cultural perceptions of ethics might result in misunderstandings
- Research involving deception, or which is conducted without participants' full and informed consent at the time the study is carried out
- Research that might induce psychological stress, anxiety or humiliation or cause more than minimal pain under any reasonably foreseeable circumstances
- Research involving intrusive interventions, including vigorous physical exercise, which participants would not normally experience or undergo in the course of their everyday life
- Research which might cause participants to reveal information which causes concern to them either at that time or later
- Research involving human tissue (note - such research may require specific approval by a research ethics committee approved by the Department of Health).

7. Examples of projects with minimal risk

7.1 To help researchers develop a sense of minimal risk and how to address it in research design the following typical scenarios are provided as illustrations.

7.2 A study involving interviewing domain experts

A researcher plans to interview eight artists/curators/designers for her thesis.
She offers a letter of introduction about the project, gains written informed consent for the interview from each interviewee, later checks the contents of the transcription with each interviewee, allows the interviewee to withdraw comments/ approve the interview record.
The interviews will be used as attributed statements within the thesis.
A recognised approach from oral history/ social sciences/ ethnography/ art and design criticism and history is part of the methodology.
The interviews will involve travel in the UK and abroad, the researcher has discussed her travel plans and personal safety with her supervisors.

7.3 A study involving a large survey, followed up selectively for more in-depth information gathering

A researcher is designing a project with a large scale survey to professionals in an industry, he plans to follow up the results from those who respond by conducting semi-structured interviews by phone/email/ or in person.

The survey will be sent by post/email to companies and known contacts.

The introductory letter explains the project, the survey and asks respondents if they will agree to be interviewed further or not. Respondents are asked whether the comments they report in the survey are their own or company policy and whether they are to be made anonymous or presented as pseudonyms in the thesis.

In the follow-up, interviewees receive further information about the results of the survey and how the semi-structured interview part of project will operate. Written informed consent for the interview is obtained and interviewees can check the transcript, withdraw comments, give approval, retain anonymity, or be named as interviewees and/or with reference to their company policy or position.
The interviews will be used as attributed or anonymous statements within the thesis. The interviews will involve travel in the UK and abroad, the researcher has discussed his travel plans and personal safety with his supervisors.

7.4 A study which collects information via anonymous questionnaires
Two collaborating artist-researchers plan to conduct a survey of responses to their artwork in a public space or gallery. They gain the consent of the venue for this survey, which will be done by placing a questionnaire for responses in the space.

The questionnaire does not ask for names/addresses/emails/phone nos. but perhaps it does ask for age/gender/class/race of respondents. Filling in the questionnaire and leaving it in the gallery operates as 'consent' to take part. The questionnaire offers information about why the study is conducted and how it is going to be used. A separate notice and information sheet is also provided in the location stating why the survey is being conducted and how it will be used in a research project.

8 Case studies: projects with more than minimal risk
8.1 To help researchers to develop an awareness of the ethical dimensions of research generally and to assist in assessing the risk of a particular proposal this section of the guidelines offers some personal accounts of how more than minimal ethical risks were approached in a selection of projects.

8.2 Case Study 1: Working with vulnerable groups
My research project involved working with and photographing vulnerable trans-sexual groups. It raised serious issues on questions of
- Confidentiality/anonymity
- Informed consent
- Integrity of representation
- Reflexive methodology
- The need for constant, ongoing and responsive ethical review
- Personal relations built up through research process.

The participants were selected from this marginalised social group and sensitive personal data was collected. Through dissemination of the research findings participants risk exposure of their transsexual status and possible subsequent repercussions.

Ethical considerations informed the research throughout and were built into the formal structures of consent. I worked with my participants in a way that was highly responsive to their needs. They were consulted throughout the research process with respect to how they viewed the photographs of themselves that we produced. It is usual for the photographs presented in research outputs to be those that have been selected by the participants rather than by me. Participants have the final word in the selection and editing process – this applies to interview extracts as well as photographs. With regard to obtaining permission to use photographic portraits of a person, interview extracts and personal data I *obtain permission each and every time I wish to use material in a research output*. If a participant is in any way hesitant about the material being used I will not use it.

I have worked in some of London's transgender/queer communities for over ten years. As a result I am quite well known – particularly in transsexual circles UK-wide – and trusted. I am aware that some of my current participants were happy to take part in my research because of this. While the way in which I work has advantages such as this – there are also disadvantages. For example, I can never be sure that I will be able to use (publish) a piece of work, but if there are objections no matter how significant or otherwise I consider them to be, I will then not use that material. However, the way that I look at this is that I am not just working on a research project – I am handling very sensitive areas of people's actual lives in a long term dialogue. While I may have a particular investment in specific research material being used/shown the people who are providing that material could be putting their lives at risk.

Rigorous informed consent was at the core of the research. Participants are given *details of the project, what it will require from them and my plans for dissemination before agreeing to take part in the research*. Participants are given the option of using a pseudonym and for their data/photographs to be kept confidential (using a code name in my records). Nobody other than myself has access to my research data and I do not pass information on to any other party. I only work with people who are able to give informed consent.

8.3 Case Study 2: Graffiti on the South Bank
This was a research proposal which sought to interview around 30 producers of legitimate graffiti at the South Bank Undercroft. Participants were to be interviewed about their opinions and ideas regarding activities and future possibilities for the Undercroft, and also where relevant, their own graffiti habits and key trends in graffiti practices. The key issues were
- Confidentiality
- Illegality of activities investigated.

Researchers working in pairs would take notes, and with consent, record the interviews. The findings would be fed as general observations and recommendations to the site managers, and would also be used to build experience for Research Council funding bids on graffiti.

The following risks to respondents were anticipated. Even though no personal details were to be recorded, *potential risk would be for participants to reveal illegal practices* such as inappropriate placement of graffiti and theft of spray cans (where participants were victims or had heard of other incidents); in theory, regular attendees could be traceable by police. However these were property crimes of a relatively minor nature and it was judged acceptable to give the participants an undertaking of confidentiality and that no identifying information would be passed to the site owners/managers (South Bank Centre) or the police.

It was felt *inappropriate to require a written consent form*, because respondents' identity would never be known and over-formality (in their sight) deterred them and would have impinged on the quality and value of the work and results. A light-touch combined oral information and consent procedure was developed, supplemented by a printed information sheet. *Signed consent forms would negate the anonymity*. The very fact of giving responses to the interview was deemed evidence of consent in these circumstances – but given the crime sensitivity, responses/judgements on participants' age, consent to be interviewed, consent to be recorded and consent for recording to be kept post-transcription were to be noted (without name, of course) as appropriate on a checklist by the second interviewer of the pair.

8.4 Case Study 3: Film making in Pakistan

Working within a film documentary practice and in an academic anthropological Ph.D. discourse, the ethics of imaging people heightened ethical issues about representation into intellectual properties over images, the crediting of images, the contextualising of images, the hierarchy of power relations embedded in film production, how viewers experience images and the authority of the camera/images as a visual language. The major ethical questions were

- The nature of 'informed consent'
- Its validity across cultures
- Managing and representing the agency of participants
- Equitable representation in post-production work and dissemination.

While I approached the ethical dimensions in the standard way - of thinking through what was involved and for whom, consent forms and information sheets, and so on - I was faced with a dilemma in the field, in that these processes were entirely impracticable and indeed open to misunderstanding. Filming in public spaces in Pakistan, people were unwilling to be drawn into what they perceived as an alarming 'officialdom' in an unstable political situation, in addition to which there were literacy problems in some cases. *Faced with these ethical problems throughout the documentary apparatus and production process I personally decided to use these as points of agency.* We would set up to film in a public space and started filming ourselves - this soon attracted a large and eager crowd. We asked people if they'd like to join in, *explaining to them what was involved and what the filming would be used for. At that point they could make a decision as to whether to participate or not.*

I made this process clear in the filming and in my PhD in order to make my own position as film-maker clear, to pass this process onto the viewer and to start discussions with the people I was filming about the nature of interactions.

This has led me to believe that the ethics of the filming in the public space with a clear articulation of agency is not itself the substantial issue here. Almost all corners of the world are now saturated in image recording devices. The issue here is rather *how the ethics of an image are presented to the viewer, how one makes the film and the transparency of processes as an ethical position.* Ethical agency can be injected back into how these images are contextualised and consumed which I think is a critical issue. Thus ethics goes beyond *the ethics forms and must saturate the whole process of research.*

8.5 Case Study 4: Interviewing bike thieves
This was a research proposal which sought to interview about 10 thieves convicted of stealing bikes. The aim was to explore their perpetrator techniques and more generally to enable designers to 'think thief' in developing anti-theft designs for bike parking stands and wider parking facilities.
The thieves were to be identified with the assistance of a local probation department, and interviewed anonymously at their office. Ethical issues included the following

- Confidentiality and anonymity – this was guaranteed to the interviewees unless they revealed an extremely serious crime unsolved by or unknown to the police; or indicated that some future very serious harm might happen unless the interviewer took action. The interviewees were made aware of these exceptions in the information and consent forms. Apart from these extreme circumstances, there would be no supplying of any responses (anonymous or otherwise) to the collaborating judicial institutions, except what they saw in draft/published reports. In all cases the information would be unattributable, and often described in aggregate ('40% of thieves interviewed brought tools with them'); if individual cases or quotes were used, this would be handled with pseudonyms. Great care would be taken to avoid law enforcement/penal institutions identifying individuals.
- Free consent – the researchers would not seek actively to pressure offenders into agreeing to be interviewed (nor allow the 'supplying institution' to apply that pressure on their behalf), which could happen, for example by offering them improvement in their penal conditions. The researchers would avoid any hint of intervening in the criminal process by simply restricting interviews to offenders who had already been convicted and sentenced. They would not offer large monetary inducements (which could also harm the University's reputation in 'making crime pay') but would normally offer refreshments, expenses and a modest sum to recompense for time – say £10.

8.6 Case Study 5: Internet research
My research, for a practice-based PhD, involved engaging online presences in social networking sites under a pseudonym. It aimed to explore the ways in which identity is constructed online. There were key areas of ethical concern which proved

extremely problematic and difficult to address because my proposed procedures were deemed to lack the required transparency. The following issues raised ethical questions:

- Researching online in social networking spaces under a pseudonym
- Using private emails in my thesis and thus copyright concerns
- Asking for informed consent in retrospect (after the emails had been exchanged) for using these emails in my research
- Working with a combination of both participants and collaborators.

These factors raised major questions about

- Transparency of the research process
- What constitutes 'deception' in the research process
- Processes of informed consent
- Confidentiality.

My research was such that it cannot be revealed as such in advance to those involved. One of the challenges marking the project was that I had hoped to develop a community of online presences into a community of offline friends. This plan, however, was abandoned, in part because it proved too difficult to get ethics approval. Instead, the research focuses on how the pseudonymous author 'Lucy' presented herself through her interactions with other profiles online. These other profiles are not really asked to 'do' anything in the research, beyond become the pseudonym's 'contact/friend', respond to the occasional email and engage in other typical modes of exchange in online social networking sites upon Lucy's prompting. I felt strongly that the response to my research *required a constructive approach to risk which both protected participants but also allowed the development of researchers committed to ethical research.* In practice this proved extremely difficult to achieve with a protracted negotiations on the ethical aspects of my research. The solutions which were put in place to enable the research to proceed in an ethically acceptable way were as follows:

- I agreed not to use private emails in the thesis
- RES-C agreed to waive informed consent from social network users, as there was no way to determine if consent was indeed informed and whether or not the user who initially gave their consent was the same user operating the user profile believed to have given consent.
- The Committee agreed to recognize online profiles as *representations* of identity. This is in contrast to perceiving them as actual people.

Policy on Research Student Teaching

Following a recommendation of the Research Degrees Committee, Research & Innovation Committee has agreed the following policy as regards research students undertaking teaching duties.

1. Teaching is recognised as a valuable experience alongside a research degree, and Schools are encouraged to offer teaching opportunities to research students.

2. The following applies <u>before</u> a research student takes up any teaching duties:

    i) This should be discussed with, and approved by, a research student's Director of Studies;

    ii) Research students must complete the *'Introduction to Teaching'* course provided by the Learning and Teaching support services, unless they can demonstrate recent HE teaching experience or have a teaching qualification which will be verified by the Head of the Research & Innovation Office.

3. All full-time research students should have a limit of 6 hours per week for teaching, with a maximum of 180 hours over a year (this includes preparation time).

4. Subject to any future review of job roles, research students will be paid a basic lecturer rate.

5. Any specific funder/stipend requirements need to be observed, eg. AHRC-funded students are paid for all teaching done, UCF-funded students contribute up to 30 hours of unpaid teaching in any year (as in the stipend covers this), after which they should be paid as above.

February 2012

Professor Philip Moore

Pro-Rector for Research & Innovation
Chair of Research & Innovation Committee

FAL-Z007-08

Appendix 9.9: GLOSSARY of terms for postgraduate research

Bibliographies	It is worth distinguishing between the role of a bibliography in a finished piece of writing and its use in the process of developing research. We are using the term 'bibliographical trail' (see below) for the latter. Although etymologically, a bibliography relates to books, it has come very much to include articles and journals and more recently web documents. In the arts, the reference material will often of course be wider than books – CDs, DVDs, videos, performances, exhibitions and so on. A bibliography is a very important part of the final submission and it should include every resource (books and so on) that has been drawn on for the research. There are a number of acceptable conventions for setting out a bibliography. Most important is that you are consistent throughout any submission and that, if you are submitting work to be published, you know how to conform to the house styles of different publications. The UAL Research Handbook specifies the Harvard method. You should include all of the following information (with equivalents for non-book references): author's name (surname first); date of publication; title; place of publication; publisher. If you use the following format you can embed references very simply in brackets in your text: Oppen, George (2003) *New Collected Poems,* Manchester: Carcanet See also *references.* See Handbook.
Bibliographical trails	From the outset of your research you will be on the look-out for the most relevant sources and materials. You need to develop a method for collecting and recording these and their relationship with each other. You will probably want to cluster them under different sub-topics. In many cases you will be making a note for later reading (or equivalent). Those valuable sources that themselves have bibliographies will provide you with indicative trails. Often you will want to look for yourself at the sources or main references of your sources. If you store these bibliographical trails in a form that makes it easy to paste them over into your own written outputs this will save you a great deal of time at a point when you will be feeling pressured to get everything finished.
Confirmation of Route	Confirmation of a student's study route (ie MPhil or PhD) occurs after 15 months of full-time study or 24 months of part-time study. Students are required to provide a confirmation submission in the form of RF4a. See UAL Research Degrees Handbook.
Field of research	Research conducted in academic contexts is assumed to take place within, or have a relation to, a nameable subject or discipline. Within these are always sub-specialisms – areas of particular enquiry – in which research is being undertaken already. You are expected to have identified any fields of research that have specific relevance to your own proposal. See *Relation to existing knowledge.*
Forms	The completion of numbered RF forms is required at key stages of your research or where a change of some kind is proposed. See below for a brief explanation of each.

Foundation Programme (PGR Student Foundation Programme)	The Postgraduate Research Student Foundation Programme brings students together in a group to address many of the generic issues for postgraduate research and is a requirement on all postgraduate research students at the outset of their research project.
Keeping in touch	Nearly all researchers lose their way or lose momentum from time to time, especially when there are breaks in research activity. This is less likely to happen if you manage regular contact with your supervision team and discuss any difficulties as soon as they are apparent.

It is also less likely to happen if you participate actively in institutional and other research activities: keeping in touch with your research colleagues informally and through attendance at seminars and other relevant events. You should also, during the course of your research, identify the larger research community to which your own research relates and participate in it – for example through e-mail discussion groups, journals, conferences, festivals and other kinds of events that bring people together literally or virtually. |
| **Methodology** | Where a *method* (see below) is a way of doing something, *methodology* is, etymologically, 'a discourse on method': critical intelligence about the methods that you have decided to use and decided not to use. PhD research is expected to be methodologically aware. In many fields of research there have been debates about method. You will be expected to be aware of these and their implication for your research. |
| **Methods** | There are a number of ways of organising and planning a research process and each research domain tends to have established its own conventions – experimentation, conceptual disputation, data gathering, analysis, and so on.

At the stage of an initial proposal you are expected to have a sense of which methods will be appropriate to your question. You may feel that your proposal calls for innovative methods. The motivating research question is very likely to be expressed conceptually. Under the heading of 'methods' it must also become substantive: what is it you are trying to find out and how are you going to set about doing so; in what form(s) will you be gathering 'data'; how are you going to manage them – how select, store, evaluate, analyse, present?

If you propose to include practice, is this primarily as a research method or as a form of outcome or as both?

See methodology, above. |
RF1	Application form
RF2	CV form for supervisors and examiners (accompanies RF3 & RF5 forms)
RF3	The form for research registration.
RF4A	The form for confirmation of route (MPhil or PhD).
RF4	The annual report form.
RF5	The form for submission of examination arrangements
RF6	Student declaration form for submission of the thesis
RF7D (PhD) RF7M (MPhil)	Examiners' report on the outcome of the *viva voce* examination
RF9	The form for amendments to registration.
RF10	The form to request a suspension or extension of registration

Referencing	It is required practice in research to acknowledge the sources of all information, knowledge and ideas that have not come directly from yourself and to do so in a way that allows a reader to track the precise reference in the original source, where this is possible. This can be done in a footnote or endnote or, if the bibliographical format suggested above is used, it can be embedded in your text in brackets, as follows: (Oppen 2003, 74) where 74 is the page number. It is very important to track these references from the very beginning. Apart from anything else you will want to revisit some material yourself and you won't want to waste unnecessary time looking for it all over again.
Relation to existing knowledge	It is difficult to demonstrate that you can make an 'original contribution to knowledge' unless you can show that you are aware of the existing state of knowledge in the *field* in which your proposal situates itself. *What is this field (or what are the fields) and what are the particular texts (and equivalents) and authorities that are of most relevance to your proposal?* As a rule of thumb an initial proposal should include an indicative bibliography of about twelve texts. Once the research is underway this will lead to a survey of literature (and equivalent).
Research	At its simplest, 'research' means finding something out, with a purpose. This could take five minutes or a life-time. In an academic context it has come to mean 'making a contribution to new knowledge' or 'changing views on existing knowledge'.
Research 'instruments'	It is worth making a distinction between 'methods' (see above) and 'instruments'. In some forms of arts research, key instruments may well literally be pieces of equipment or software. In all cases, concepts will also be used as instruments, often disguised as familiar words. The title of the project will indicate what some of these are. Very often a conceptual framework that has already been explicated and contested will be used as an instrument: *what if* I consider such-and-such through such-and-such a conceptual frame? It is crucial that you examine your conceptual instruments for their appropriateness and effectiveness and that you make yourself aware of any debates surrounding their use.
Research hypothesis	Sometimes the term 'hypothesis' is used in addition to or in place of 'question'. This rightly implies that a research question always starts from a supposition - a *what if?* – and that research will both elaborate the *what if* and test out its validity.
Research outcomes	At the end of an MPhil or a PhD you are required to submit a *thesis*. Protocols for conventional written theses are included in the UAL Research Degrees Handbook. If you are intending to submit practice as part of your submission, you should think of the practice and the written component as part of a single thesis. Even at the stage of the original proposal you should be thinking about the form and format of each and of their relationship with each other. Successful research theses are lodged in the library. If the planned practice is to take an ephemeral form (a gallery exhibition, a temporary installation or a performance, say), how can it be documented so that a trace remains of its contribution to your research? A research submission must be archivable.
Research proposal	A proposal to undertake postgraduate research should address all of the following: research question and/or hypothesis; research rationale; relation to existing 'knowledge'; proposed method(s); proposed outcomes

Research question	Whatever form a research project takes it is assumed to be addressing a question, and one that can be put into words. It is this question that motivates the finding out. The specific question can be in the form of an answer to another question: *what is it you are trying to find out?*
Research rationale	A rationale for research presents the motivation both in terms of the individual researcher and in relation to a field or body of knowledge and/or practice: *why is this research question worth pursuing? (And, by implication, why should the project be supported?)*
Research seminar	There are two kinds of aims for research seminars: (i) to disseminate provisional or definitive research findings in a context allowing for live question and challenge; (ii) to test research-in-progress by presenting it in a live context where there can be feed-back and discussion. These aims overlap considerably. Where practical work is shown in the context of a research seminar, the work must be introduced in a way that shows its relevance to the research project and the presenter must be prepared to discuss the work *as research*.
Research: MPhil / PhD	In the specific context of academic research degrees such as MPhil (Master of Philosophy) and PhD (Doctor of Philosophy), research is assumed to take the form of a project extended over a number of years, leading to a thesis in the form of an extended dissertation or other form of report on the process and conclusions of the finding out that has taken place.

Appendix 9.10 How to create an inbox rule

To forward your college emails to your own personal email account, first log in to you email account.
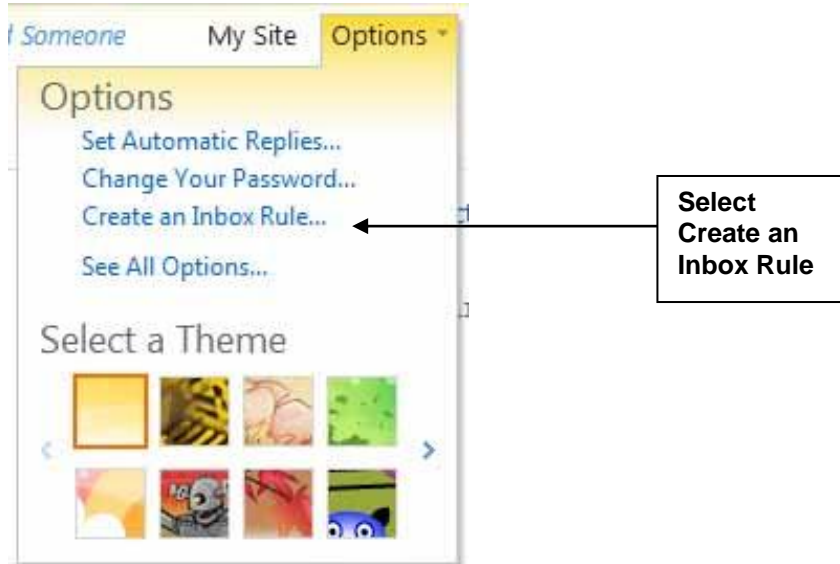
http://mailspace.falmouth.ac.uk

You will need to log in using your college username and password (making sure you include student\ before your username – For example, student\gr123456)
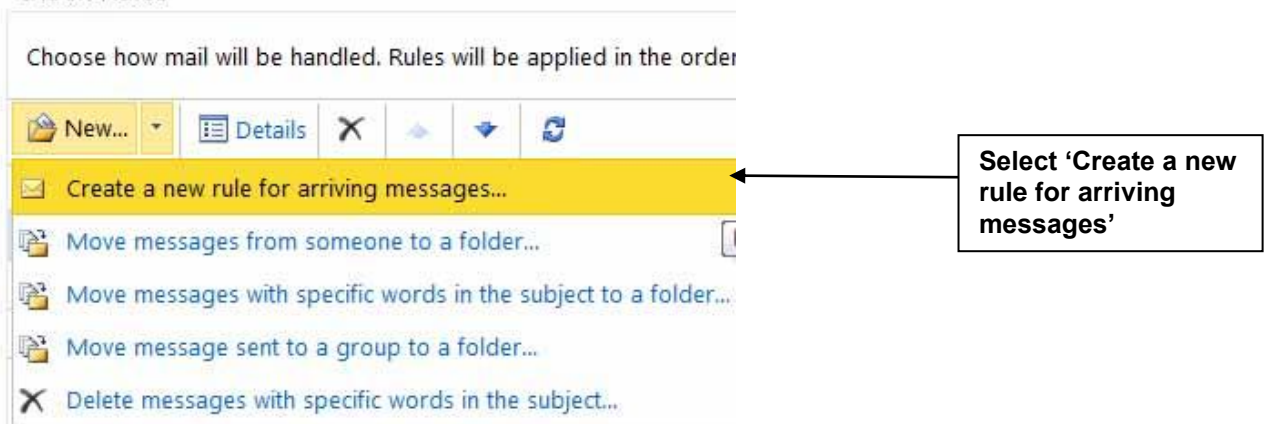
Select **Options**
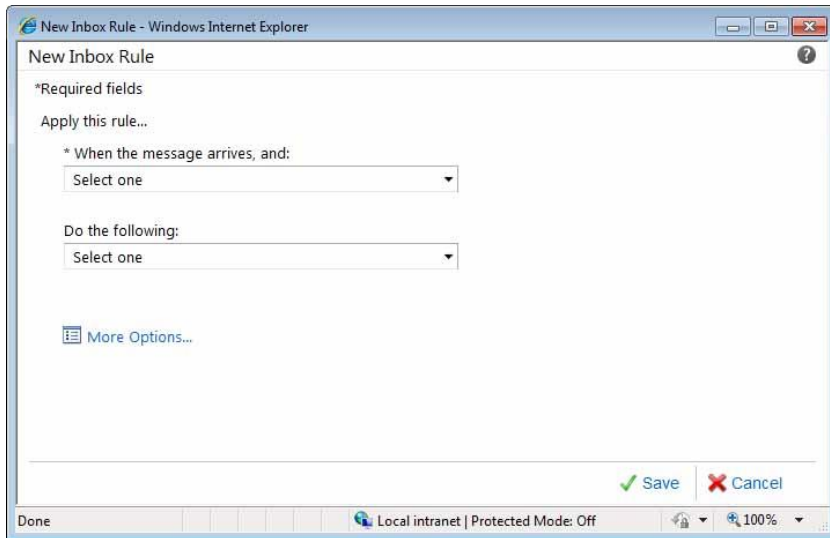

Click Options

Select **'Create an Inbox Rule'**

Select Create an Inbox Rule

Click on 'New' and 'Create a new rule for arriving messages'

Select 'Create a new rule for arriving messages'
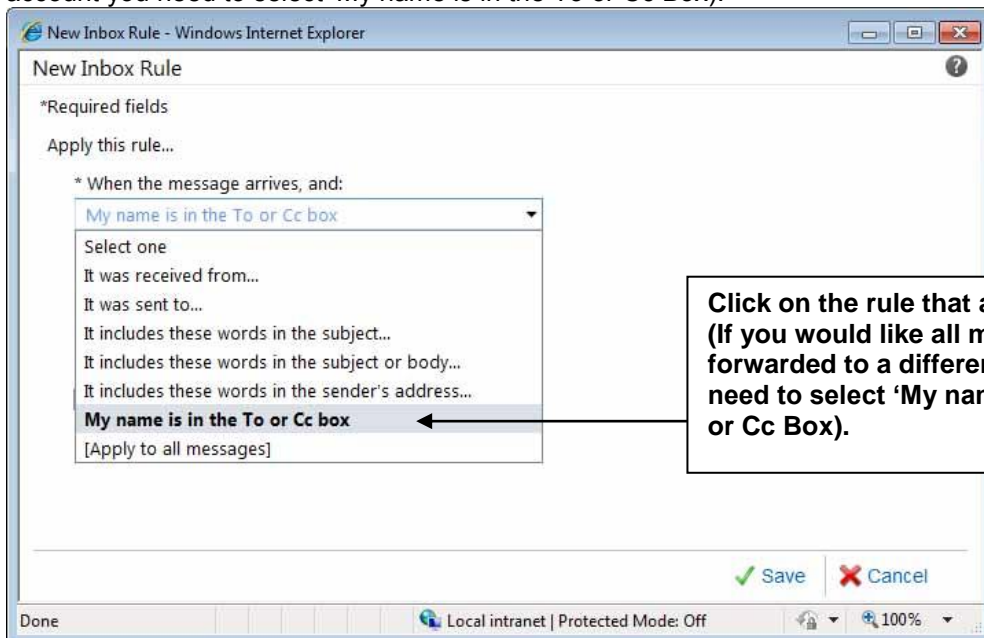
The New Inbox Rule dialog box appears:

Choose the rule that applies to you (If you would like all messages to be forwarded to a different account you need to select 'My name is in the To or Cc Box).

Click on the rule that applies to you - (If you would like all messages to be forwarded to a different account you need to select 'My name is in the To or Cc Box).

You will then need to choose where you would like the message to go, choose the rule that applies to you under the heading **'Do the Following'** (If you would like to forward your email to a different account, select Redirect the message)

Select 'Redirect the message to' if you would like to forward it to a different email account.
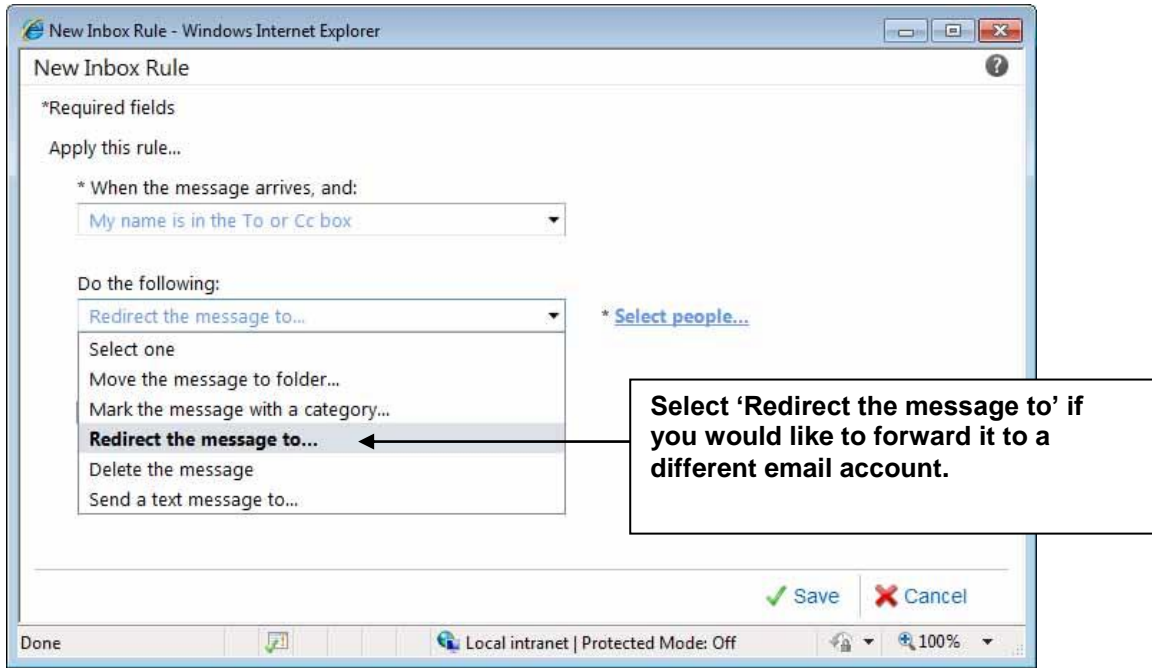
Click on 'select people' and type in the email address where you wish the messages to be forwarded to in the 'To Field'

Type in email address here

Click OK here
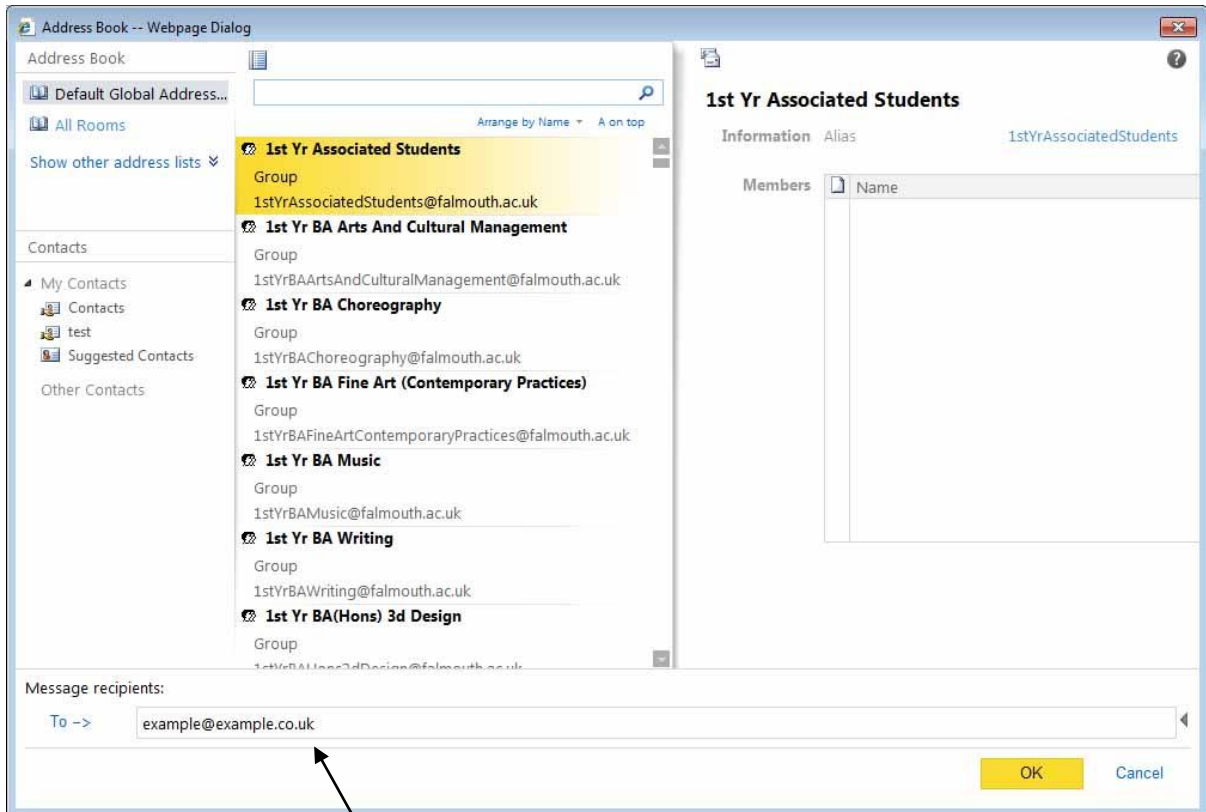
If you are happy with your rule, select 'Save'
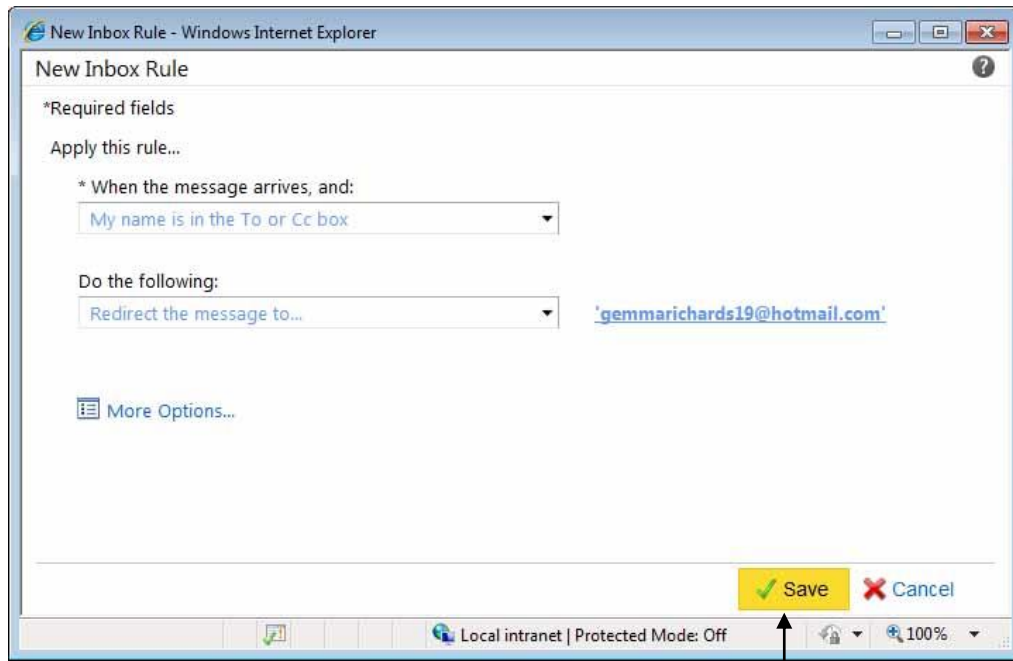
Select Save, when you
are happy with your rule.

If you have any problems please contact the Service Desk:

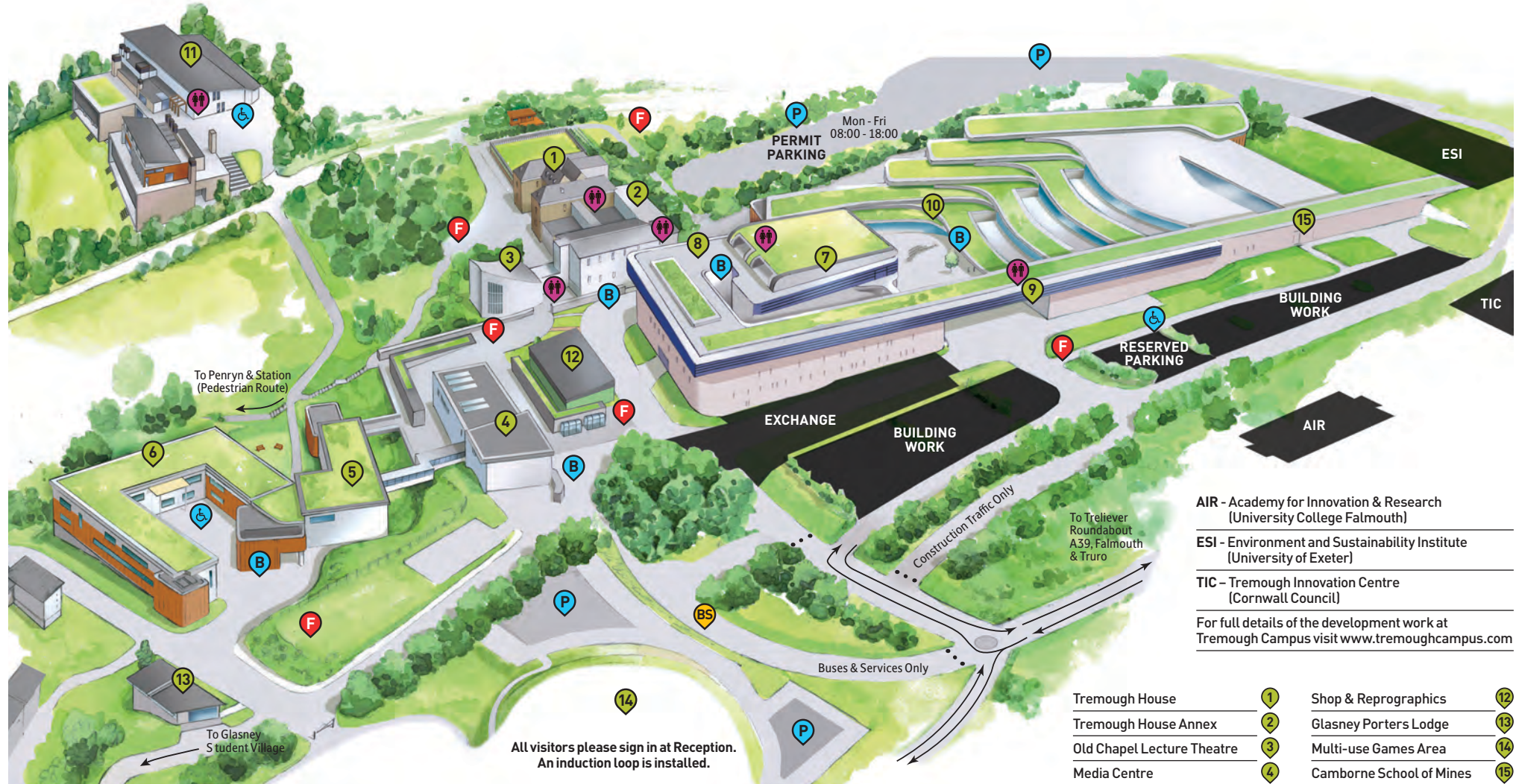Email: servicedesk@falmouth.ac.uk
Phone: 01326 213822
Text: 07511 398329 (Start your text with SD)

Tremough Campus

Treliever Road, Penryn, Cornwall TR10 9EZ **Telephone:** 01326 370400 **Fax:** 01326 370450
Email: tremoughreception@tremoughservices.com **www.falmouth.ac.uk** and **www.exeter.ac.uk**

PERMIT PARKING

Mon - Fri 08:00 - 18:00

ESI

11

1

2

10

8

3

7

B

9

15

BUILDING WORK

TIC

12

RESERVED PARKING

To Penryn & Station (Pedestrian Route)

4

F

EXCHANGE

BUILDING WORK

AIR

6

5

B

To Treliever Roundabout A39, Falmouth & Truro

AIR - Academy for Innovation & Research (University College Falmouth)

ESI - Environment and Sustainability Institute (University of Exeter)

TIC – Tremough Innovation Centre (Cornwall Council)

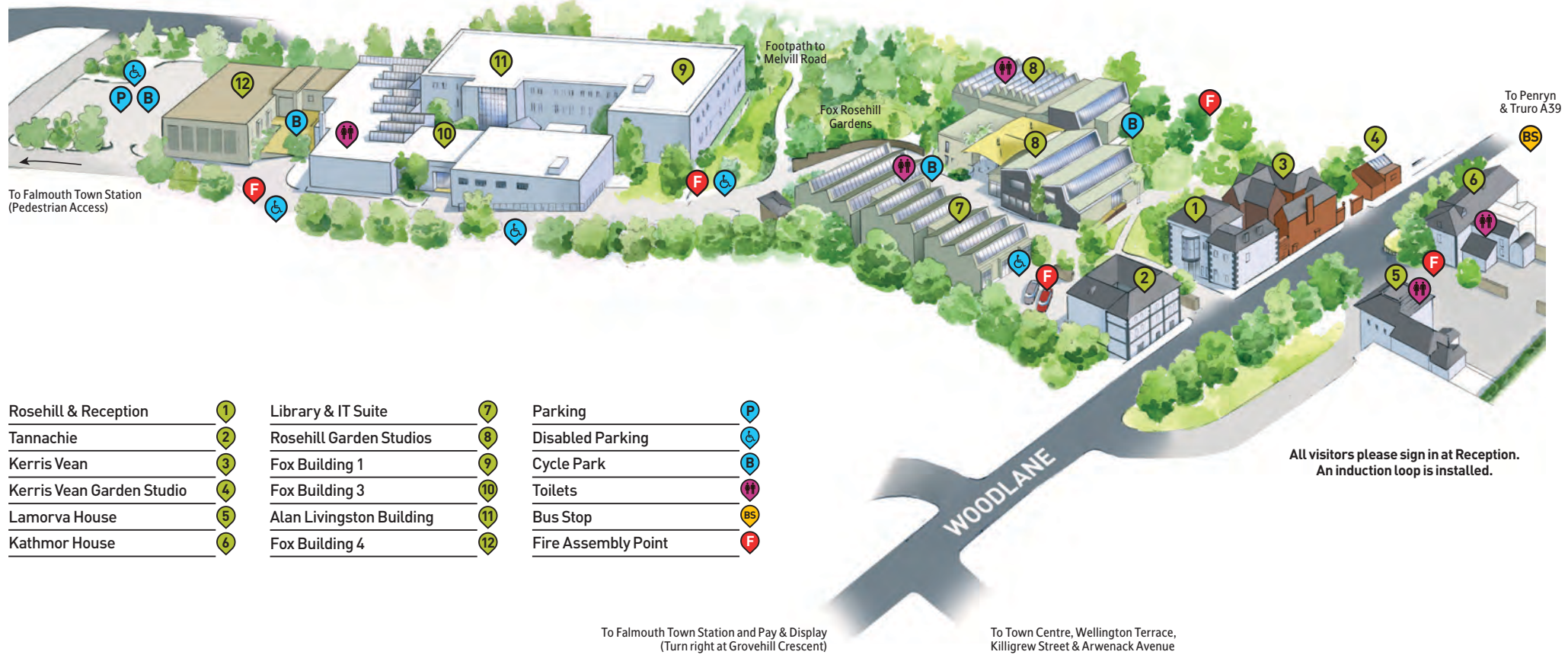For full details of the development work at Tremough Campus visit www.tremoughcampus.com

13

P

BS

Construction Traffic Only

Buses & Services Only

14

P

To Glasney Student Village

All visitors please sign in at Reception.
An induction loop is installed.

Tremough House	1	Shop & Reprographics	12
Tremough House Annex	2	Glasney Porters Lodge	13
Old Chapel Lecture Theatre	3	Multi-use Games Area	14
Media Centre	4	Camborne School of Mines	15
Photography Centre	5	Parking - Pay & Display	P
Peter Lanyon Building	6	Disabled Parking	♿
Daphne Du Maurier Building	7	Cycle Park	B
The Stannary	8	Toilets	🚻
Reception	9	Bus Stop	BS
Design Centre	10	Fire Assembly Point	F
Performance Centre	11		

University College FALMOUTH

UNIVERSITY OF EXETER

European Regional Development Fund
Investing in your Future

convergence for economic transformation

COMBINED UNIVERSITIES IN CORNWALL

Woodlane Campus

Footpath to
Melvill Road

Fox Rosehill
Gardens

To Penryn
& Truro A39

To Falmouth Town Station
(Pedestrian Access)

WOODLANE

All visitors please sign in at Reception.
An induction loop is installed.

Rosehill & Reception	1	Library & IT Suite	7	Parking	P		
Tannachie	2	Rosehill Garden Studios	8	Disabled Parking	♿		
Kerris Vean	3	Fox Building 1	9	Cycle Park	B		
Kerris Vean Garden Studio	4	Fox Building 3	10	Toilets	🚻		
Lamorva House	5	Alan Livingston Building	11	Bus Stop	BS		
Kathmor House	6	Fox Building 4	12	Fire Assembly Point	F		

To Falmouth Town Station and Pay & Display
(Turn right at Grovehill Crescent)

To Town Centre, Wellington Terrace,
Killigrew Street & Arwenack Avenue

University College FALMOUTH

The campus is set on a slope (1:6) in parts. No parking is available on campus other than for disabled drivers or permit holders. Please call to book in advance. The Dell public car park (pay & display) is only a short walk away; follow road signs for Falmouth Town Railway Station or the pedestrian route from the bottom of the campus.

9.10 Useful Books on research skills and writing a PhD

General Guides for PhD students

Rebecca Boden, Debbie Epstein, Jane Kenway Academic's Support Kit (Sage, 2004)

Harriet Churchill, Teela Sanders Getting a PhD: An Insider's Guide (Sage, 2007)

Pat Cryer The Research Student's Guide to Success (Open University Press, 2006 3rd edition)

Patrick Dunleavy Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation (Palgrave MacMillan, 2003)

Chris Hart Doing a literature review: releasing the social science research imagination (London: Sage, 1998)

Estelle M. Phillips and Derek S. Pugh How to Get a PhD: A Handbook for Students and their Supervisors (Open University Press, 2005 4th edition,)

Gordon Rugg and Marian Petre The Unwritten Rules of PhD Research (Open University Press, 2004)

Vernon Trafford and Shosh Leshem Stepping Stones to Achieving your doctorate by focusing on your viva from the start (McGraw Hill/Open University Press 2008)

Gina Wisker The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD (Palgrave, 2001)

Viva and Examination
Rowena Murray How to Survive Your Viva (McGraw Hill/Open University, 2003)

Penny Tinkler and Carolyn Jackson The Doctoral Examination Process: A Handbook for Students, Examiners and Supervisors (McGraw Hill/Open University, 2004)

Research Methods in Social Sciences
Mats Alvesson and Kaj Sköldberg Reflexive methodology: new vistas for qualitative research (Sage, 2000)

Paul Atkinson and Martin Hammersley Ethnography: Principles in Practice (Routledge, 1995)

Paul Atkinson and Amanda Coffey Making Sense of Qualitative Data (Sage, 1996)

Paul Atkinson et al. Handbook of Ethnography (Sage, 2001)

Marcus Banks Visual methods in social research (Sage, 2001)

MW Bauer and G Gaskell Qualitative Researching with Text, Image and Sound: A Practical Handbook (Sage, 2000)

Howard S. Becker Tricks of the trade: how to think about your research while you're doing it (University of Chicago Press, 1998)

Ina Bertrand and Peter Hughes Media Research Methods: Audiences, Institutions, Texts (Palgrave, 2004)

Alan Bryman Social Research Methods (Oxford University Press, 2004, 2001)

John W. Creswell Research design: qualitative, quantitative, and mixed methods approaches (Sage, 2003 2nd edition)

Norman Z. Denzin and Yvonna S. Lincoln (eds) The Sage Handbook of Qualitative Research (Sage, 2011)

D.A. de Vaus Surveys in social research (UCL Press, 1996 4th edition)

Margrit Eichler Nonsexist research methods: a practical guide (Allen & Unwin, c1988)

Richard Ekins Male femaling: a grounded theory approach to cross-dressing and sexchanging foreword by Anselm Strauss (Routledge, 1997)

Floyd J. Fowler, Jr. Survey Research Methods Third Edition (1987 3rd edition)

Floyd J. Fowler, Jr. Improving survey questions: design and evaluation (Sage, c1995)

Norman Fairclough Analysing discourse: textual analysis for social research (Routledge, 2003)

Bill Gillham Case Study Research Methods (Continuum, 2000)

– Researching Interviews (McGraw-Hill, 2005)

– Developing a Questionnaire (Continuum, 2000)

– The Research Interview (Continuum, 2000)

Ann Gray Research practice for cultural studies: ethnographic methods and lived cultures (Sage, 2003)

D J Greenwood and M Levin Introduction to Action Research (Sage, 1998)

David E. Gray Doing research in the real world (Sage, 2004)

Jaber F. Gubrium and James A. Holstein (eds) Handbook of Interview Research: Context and Method (Sage, 2002)

Anders Hansen, Simon Cottle, Ralph Negrine, Chirs Newbold (eds) Mass Communication Research Methods (Palgrave MacMillan, 1998)

Kathryn Herr and Gary L. Anderson The action research dissertation: a guide for students and faculty (Sage, 2005)

Susanna Hornig Priest Doing media research: an introduction (Sage, 1996)

Phil Johnson and Joanne Duberley Understanding management research: an introduction to epistemology (Sage, 2000)

Eileen Kane Doing your own research: basic descriptive research in the social sciences and humanities (Boyars, 1985)

Geoffrey Keppel and Thomas D. Wickens Design and analysis: a researcher's handbook (Prentice Hall, 2003 4th edition)

Richard A. Krueger & Mary Anne Casey Focus groups: a practical guide for applied research (Sage, 2000 3rd edition)

C Marshall and GB Rossman Designing Qualitative Research (Sage, 1995 3rd edition)

J. Mason Qualitative Researching (Sage, 2002)

Gary McCulloch Documentary research: in education, history and the social sciences (Routledge Falmer, 2004)

Jean McNiff Action Research (Routledge,2001)

Jon Prosser (ed.) Image-based research: a sourcebook for qualitative researchers (Falmer Press, 1998)

Michale Pryke, Gillian Rose and Sarah Whatmore (eds) Using Social Research – Thinking Through Research (Sage, 2003)

Jane Ribbens and Rosalind Edwards (eds) Feminist dilemmas in qualitative research: public knowledge and private lives (Sage, 1998)

Colin Robson Real world research: a resource for social scientists and practitioner researchers (Blackwell Publishers, 2002 2nd edition)

Clive Seale (ed) Researching society and culture (Sage, 1998)

David Silverman Doing Qualitative Research: A Practical Handbook (Sage, 2010 3rd edition)

Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction (Sage, 2006 3rd edition)

A Very Short, Fairly Interesting and Reasonably Cheap Book about Qualitative Research (Sage 2007)

Anselm Strauss, Juliet Corbin Basics of qualitative research : grounded theory procedures and techniques (Sage, 1990)

Robert Yin Case Study Research – Design and Methods (Sage, 2003 3rd edition)

Academic Writing Skills
Stephen Bailey Academic Writing: A Handbook for International Students (Routledge, 2006)

Caroline Brandt Read, Research Write: Academic Skills for ESL (English as a Second Language) Students in Higher Education (Sage, 2008)

Sandra Hargreaves Study Skills for Dyslexic Students (Sage, 2007) book plus CD-Rom Eleanor Harman, Ian Montagues, Siobhan McMeneny (et al) The Thesis and the book: a guide for first-time academic authors (Toronto: University of Toronto, 2003)

Sylvia Moody Dyslexia: Surviving and Succeeding at College (Routledge, 2007)

Jenny Moon Learning Journals: a handbook for reflective practice and professional development (Routledge, 2006 2nd edition,)

Rowena Murray How to Write a Thesis (Open University Press, 2002)

Rowena Murray and Sarah Moore A Handbook of Academic Writing: A Fresh Approach (Routledge, 2006)

Elizabeth Orna and Graham Stevens Managing Information for Research (Open University Press, 2009 2nd edition)

Angela Thody Writing and Presenting Research (Sage 2006)

Mike Wallace and Alison Wray Critical Reading and Writing for Postgraduates (Sage, 2006)

Ben Yudkin Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine (Routledge, 2006)

Writing Pad a research project on writing in art and design, 2002-2005 between Goldsmiths, RCA and University of the Arts, London. www.writing-pad.ac.uk

On Grammar, Punctuation, Citation and Academic Writing Styles
James Aitchison Cassell's Guide to Written English (Cassell, 1994)

William Strunk and E.B.White The Elements of Style (Longman, 2000, 1959)

Modern Humanities Research Association MHRA Style Guide: A Handbook for Authors, Editors, and Writers of Theses (Modern Humanities Research Association, 2002)

Kate L. Turabian A Manual for Writers of Term Papers, Theses and Dissertations (University of Chicago Press, 1996)

Research Methods in Practice-based/Practice-led Research
Estelle Barratt and Barbara Bolt (eds) Practice as Research: Approaches to Creative Enquiry (IB Tauris, 2006)

Michael Biggs, Jane Rendell, Chris Rust and Ken Friedman four position papers from the AHRC Review of Practice-Based Research:
http://aces.shu.ac.uk/ahrc/ahrcreview/positionpapers/positionpapers.html

Brad Buckley, John Conomos (eds) Rethinking the Contemporary Art School: the Artist, the PhD, and the Academy (NSCAD University Press, 2009)

Lesley Duxbury, Elizabeth M Grierson & Dianne Waite Thinking Through Practice: Art as Research in the Academy (RMIT Publishing, 2008)

James Elkins Artists with PhDs: On the New Doctoral Degree in Studio Art (New Academia Press, 2009)

Stuart Evans and Malcolm Le Grice 'The state of the art: research in the practical arts – doctorates – autonomous methodologies' European Journal of Arts Education (U.K.), vol.3, no. 2-3, 2001, pp. 105-13

Christopher Frayling, Colin Painter and Jonathan Woodham, 'Transcript of Research Seminar on Practice-Based Doctorates in Creative and Performing Arts and Design'
(Foreword by Professor Anthony Harrild) 14 July 1998 published as an occasional paper by The Surrey Institute of Art and Design University College

Carole Gray and Julian Malins Visualizing Research: A Guide to the Research Process in Art and Design (Ashgate, 2004)

Mika Hannula, Juha Suoranta, Tere Vaden Artistic Research: theories, methods and Practices (Gotesborgs Universitet and Academy of Fine Arts, Helsinki, 2005)

John Hockey 'Writing and Making: Problems encountered by practice-based research degree students' Art and Design Research Journal Spring/Summer 1999

Brenda Laurel (ed) Design Research: Methods and Perspectives (MIT, 2003)

E.Lupton and J.Abbott Miller Design, Writing, Research – Writing on Graphic Design (Phaidon, 1996)

Katy Macleod and Lin Holridge (eds) Thinking Through Art (Routledge, 2005)

Sally J. Morgan 'A Terminal Degree: Fine Art and the PhD' in Journal of Visual Arts Practice 1 (1) 2001 pp. 5-15

Ian Noble and Russell Bestley Visual Research: An Introduction to Research Methodologies in Graphic Design (AVA Publishing SA, 2005)

G. Rose Visual Methodologies: An Introduction to the Interpretation of Visual Material (Sage, 2001)

Graeme Sullivan Art Practice as Research: Inquiry in the Visual Arts (Sage, 2010 2nd edition)

John Wood 'The Culture of Academic Rigour, does design research really need it?' The Design Journal Vol 3 Issue 1 2000 pp.44-57