Welcome to York

# DEPARTMENT OF HEALTH SCIENCES

## PGR DEPARTMENT HANDBOOK 2019/20
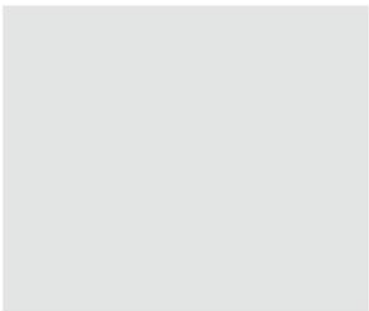
# Contents

# Section 1.   Introduction

## The purpose of this handbook

This handbook provides a comprehensive introduction to the Department of Health Sciences and information on all aspects of your studies and research. It is a reference guide to help you and should be kept alongside the York Graduate Research School handbook.

## The York Graduate Research School (YGRS)

The York Graduate Research School (YGRS) exists to ensure research students receive the highest quality supervision and training, and are treated consistently and fairly. The YGRS coordinates resources from across the University to help research students achieve successful outcomes. The YGRS Board has oversight of all matters relating to research students and leads the strategic development of this vitally important section of the University community.

The YGRS webpages are the main source of information for research students. The YGRS newsletter provides additional updates. All registered research students should automatically receive this.

## University Policy on Research Degrees

The Policy on Research Degrees sets out University policy on research degree programmes for research students, supervisors of research students, members of Thesis Advisory Panels and Progression Panels, examiners of research degrees, and other University staff with responsibility for research students. This document provides vital information for all those concerned with research and it is recommended that all are familiar with it.

## Where to go for more information

The York Graduate Research School handbook provides information on central services and support, including accommodation, finance, living in York and further information on Careers, the Library, and other University services.

We have developed our Departmental Student Intranet to enable you to access electronic learning material such as this programme handbook, and information related to any modules that you may undertake. The Student Intranet also includes general information relevant to Health Sciences students such as Departmental policies and guidelines on referencing, together with links to relevant pages on the main University website.
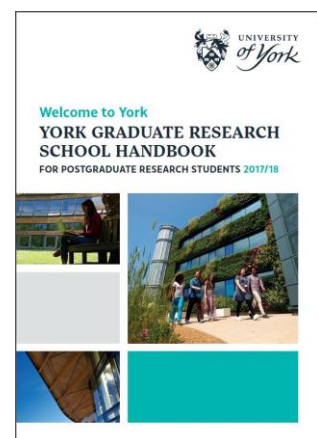
# Section 2.   Your Department

## Welcome to your department

Welcome to all of you. We are delighted you have chosen to undertake a Research Degree with us. Our aim is to provide a supportive learning environment to enable each of you to fulfil your potential. We have a dedicated group of staff, with years of experience between them, who are here to guide and support you through your studies. I truly believe we offer some of the best UK educational programmes in the health and social care field so good luck, work hard and I hope you thoroughly enjoy your experience of studying in the Department of Health Sciences at the University of York.

This handbook has been prepared to cover the information you will need for your programme or course and to assist you as a student in the Department. Please read it through and use it as your first point of reference. If you have any concerns, our Student and Academic Support Service team, located on the ground floor of the Seebohm Rowntree Building, stands ready to help.

On behalf of everyone in Health Sciences, I wish you an enjoyable and successful programme of study.

Karl Atkin
Head of Department

## Introduction to the department

You are now a member of the Department of Health Sciences, one of the largest departments on campus. Our core philosophy is that our teaching and research should improve health and healthcare through the application of evidence-based practice. The department is made up of academic staff involved in teaching and research, support staff and students.

**Academic staff** – may have the title Professor, Reader, Senior Lecturer or Lecturer. They are leaders in their fields and engaged in teaching and research. Most will supervise research students and some also hold certain key administrative roles within the Department.

**Research staff** – members of staff employed to conduct research projects within their field of expertise. They may not be involved in teaching or supervision, instead concentrating on their research projects.

**Support staff** – making the department run smoothly. They communicate important information, provide technical assistance and help signpost you to other services and support you might need within the University.

**Students** – We support hundreds of students each year on a broad range of taught and research programmes. In addition, to offering undergraduate degrees in Nursing and Midwifery, our graduate school offers a diverse range of full and part-time taught and research-based postgraduate degrees designed for those wishing to develop and follow a career in public health, health services research and other health-related areas.

Postgraduate students work closely with our world-leading academics and our vibrant intellectual community is further enhanced by weekly seminars and discussion groups.

Our vision is to be a world-class centre undertaking research on current and emerging challenges to health and healthcare provision. Undertaking a research degree with us will allow you to make an original contribution to knowledge in your chosen area. MPhil/PhD students are usually embedded in one of our research groups and you will also have access to all the facilities of the Department. You will have the flexibility to tailor your studies to pursue your own research interests, and a bespoke training programme will be designed in conjunction with your supervisory team.

## Department of Health Sciences Student and Academic Support Service

The Departmental Student and Academic Support Service function supports all Health Sciences students and acts as a first point of contact if students need information or assistance. The team are all experienced in dealing with a diverse range of enquiries and student contact is undertaken in a sensitive and confidential manner. The common aim for the team is to work towards making the student experience as fulfilling and enjoyable as possible.

Student and Academic Support Service is open Monday, Wednesday, Thursday and Friday from 8.00am to 4.30pm, and 8.30am to 5.00pm on Tuesday.

| All enquiries **not specifically listed below**: | **Student and Academic Support Service** | 01904 321321 dohs-student-services-group@york.ac.uk |
|---|---|---|
| All enquiries relating to **assessments**: | **Student Assessment Office** | 01904 321309 or 321721 dohs-assessments@york.ac.uk |
| All enquiries relating to **exceptional circumstances claims** | | dohs-ex-circs@york.ac.uk |
| All enquiries relating to **studying with a disability**: | | 01904 321380 dohs-disability@york.ac.uk |

## Staff contacts

Staff contact information can be found on our Student Intranet and on each VLE module site, including information of staff in key Departmental roles.

Key roles include:

| Chair of Research Degrees Committee PhD Programme Leader | Tracy Lightfoot – tracy.lightfoot@york.ac.uk |
|---|---|
| Head of Student & Academic Support Services | Matthew Jacobs – matthew.jacobs@york.ac.uk |
| Student & Academic Support Service Supervisor | Danielle Simpson – danielle.simpson@york.ac.uk |
| Student & Academic Support Service Administrator | Diane Stockdale – diane.stockdale@york.ac.uk |
| Student & Academic Support Service Administrator | Sarah Parkinson – sarah.parkinson@york.ac.uk |

# Communicating with the department

## Email

It is **essential** that you use your University email account. This is the sole means of electronic communication and should be accessed regularly. No other email addresses will be used.

> Your University email will be used to send **information** such as:
>
> - any revisions to your teaching rooms or assessment dates
> - information regarding reassessment arrangements
> - exceptional circumstances claim outcomes
> - your progression and result information
> - enrolment information
>
> If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for exceptional circumstances.

If you experience any problems accessing your University email account you must resolve this quickly with IT Services.

## Email etiquette

You should use your University email account when communicating with the Department. To assist email communication we request that you adhere to the following guidance:

- use a concise and specific email subject line
- sign off your email with your **full name** and student ID number (nine digit student number – not your seven digit exam number).
- please note this is regarded as formal communication which will be filed on your student record, so you should try to avoid using unprofessional language such as text abbreviations.

Do remember that the laws relating to written communication also apply to email messages, including, but not restricted to defamation, copyright, freedom of information, wrongful discrimination, obscenity and fraudulent misrepresentation. With modern technologies it is nearly impossible to delete a mail so just because you have removed it from your sent box that does not mean it is gone. The bottom line is email is not private and you should not write anything that you would not say in a room full of people.

## Noticeboards

In addition we communicate to student groups through noticeboards located in the reception area near Student and Academic Support Services in the Seebohm Rowntree building. Noticeboards are organised by programme. General information including flyers for study days and conferences will be disseminated on the relevant noticeboards.

## VLE

The VLE, or Yorkshare, enables you to access electronic learning materials such as lecture notes, presentations and reading lists (including links to e-journal articles and websites). The Department uses electronic submission through the VLE as standard for written assessments. Specific assessment submission guidance will be provided in Module Assessment Guidelines and on the Student Intranet which are both also accessible through the VLE

Yorkshare is available using your University of York username and password (via a PC with web access) from home, campus and your workplace in the UK or overseas.

**E:Vision**

The e:Vision web portal system provides you with electronic access to data held about you in the University's student record system, and also allows you to maintain your own address and contact details. If you change address or telephone number you can use your e:Vision account to update your contact details on the University's records system. You have an obligation to ensure that your personal data is up to date and accurate and you should notify the appropriate person within the University where data held on the system is not correct.

In addition, assessment and module results are released to you through your e:Vision account.

You will require your University username and password to access your records.

## Departmental facilities

Departmental staff are located within two buildings on campus, Seebohm Rowntree and ARRC, both of which are situated within Alcuin College. Teaching occurs across the University campus: details will be provided through your timetable. MPhil/PhD students are located in a number of offices including those in Seebohm Rowntree, ARRC and the Research Centre for Social Sciences where you will have access to local facilities.

## Health, safety and security

Information about the University's Health, Safety and Security policy is available on the website.

## Governance and committees

The work of the Department is overseen by a number of committees. Further information and contacts for each of the Board/Committee chairs is available on the Key Departmental Roles website**.** A brief summary of each academic committee can be found below.

### Research Committee

This Departmental committee overseas all aspects of Research within the Department.

### Board of Studies

The Board of Studies has overall responsibility for the quality of the teaching and programmes offered by the Department, at both undergraduate and postgraduate levels. The Board is therefore responsible for the monitoring and evaluation of the Department's teaching programmes, via external and internal methods including student feedback, and the performance and progress of individual students within the programmes of study offered by the Department. The Board of Studies is also responsible for research degree provision.

### Research Degrees Committee

This Departmental committee overseas all aspects of the MPhil and PhD programme. This includes allocation of supervisors, approval of thesis advisory panels, and appointment of examiners. In addition, it agrees the PhD progression policy and monitors student progression.

### Postgraduate Teaching Committee

The Postgraduate Teaching Committee has devolved responsibility for the quality of teaching and delivery of taught postgraduate programmes. They approve changes to existing modules and programmes whilst also developing new modules and programmes.

**Exceptional Circumstances Committee**

This Departmental committee considers students' claims for exceptional circumstances in relation to assessment including requests for extensions to submission deadlines. It is bound by the University's Exceptional Circumstances Policy.

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to apply for Exceptional Circumstances. If successful, this would allow you an extension or a resit for the assessment affected.

In addition, the committee would consider applications for an extension to progression meetings that would still result in it happening within the allocated timeframe.

For further information, see the Department's Exceptional Circumstances webpages.

**Library Committee**

This Departmental committee's aim is to influence and determine Departmental policy and priorities relating to libraries and library budgets.

**Equality, Diversity and Inclusion Committee**

The Equality, Diversity and Inclusion Committee (EDIC) is an overarching Departmental committee. Its remit is to ensure that the Department of Health Sciences supports the University's commitment to equality, diversity and inclusion (as outlined in the University's Policy Statement) in all its activities.

# Student representation

Course reps are elected by their peers in their department to act as a two-way mechanism of communication between the University and the student body they represent. They convey the views and interests of students to the department and within the GSA.

Academic representation is a partnership between students, through the University of York Students' Union (YUSU) and the GSA, and the department. Together, we aim to ensure that students play an essential role in monitoring, driving and developing the quality of the academic experience here.

For Departmental Course Rep information visit the Student Representation webpages. A Course Rep noticeboard is also located in the Student and Academic Support Service resource area. Course reps are invited to attend Board of Studies as well as Student-Staff Forums. The postgraduate Student-Staff Forums are informal meetings which are arranged for all course reps to meet to raise issues with members of staff within the Department whose roles involve supporting the student experience and maintaining the quality of the teaching and learning provision. If issues are relevant to all students then they can be brought to Research Degrees Committee or the Board of Studies meetings for wider discussion.

Postgraduate course reps are supported by the GSA, with dedicated support and training throughout the year following the elections and initial training in the autumn term.

If you'd like to represent the views of your fellow students and have a say in how your course is run, why not apply to be a course rep? Visit the GSA academic representation webpages.

# Student evaluation and feedback

We take your views on your experience within the Department and University very seriously. This is an important part of the University's programme of quality assurance and enhancement, and in the appraisal of members of staff. As such, there are points during your degree where you will be asked to give detailed feedback on your experiences as a student and researcher; for example, a Review of Supervision is

requested as part of each meeting of your Thesis Advisory Panel and you may be asked to complete the sector-wide Postgraduate Research Experience Survey (PRES). Your support of this process, by providing relevant and constructive feedback, is critical in delivering the best possible research student journey, as well as in facilitating the continued success of postgraduate research at York.

In addition, as part of your research training you may undertake modules offered by the Department. We aim to give you the best learning experiences on all your modules: but we cannot do that without your feedback. Please help us ensure that we produce teaching of the highest standard by completing the module evaluation forms. You will receive these from your module team for every module; all you have to do is complete them.

## Accessibility and disability support

Open Door and Disability can provide support, advice and guidance for those with a diagnosed disability, including: dyslexia and other specific learning difficulties; Asperger's syndrome; visual and hearing impairments and physical/medical impairments, amongst others. All students with disabilities, including research students, are encouraged to contact Open Door and Disability to discuss meeting your individual needs.

Please let the department know as soon as possible if you have a disability and may require any support. You can discuss this with your supervisor. Please note that even if you studied a previous degree at York you will need to notify the department's disabilities representative again of any disability when you enrol for a research programme, as your support needs for the research degree are likely to be different than those for your taught degree.

The Department of Health Sciences Disability Lead can be contacted on dohs-disability@york.ac.uk.

For further information, visit the Department's disability webpage or the University disability webpages.

## Equality and diversity

The University of York values the diversity of its students and staff and is committed to the creation of a positive environment which is fair, welcoming and inclusive, and where everyone is treated with dignity and respect.

For further information about the University's equality and diversity policies, visit the Equality, Diversity and Inclusion webpages.

The Department of Health Sciences has an Equality and Diversity Champion. To contact this individual please visit the Key Departmental Roles website.

# Section 3.   Your Research Degree

General University academic regulations and procedures for students on research degree programmes can be found in the [Policy on Research Degrees](#).

## Programme aims

The aim of the MPhil/PhD in Health Sciences is to train students in the theory and practice of health services research to a standard that establishes them as potential leading researchers and capable of making an original contribution to the evidence base for health and healthcare.

The Department recognises the broad range of health services research through quantitative, evaluative, experimental and qualitative approaches. The common aim of the programme is to promote high quality and rigorous research. We expect graduates to display critical understanding of a range of methodological and disciplinary perspectives within their final thesis.

For further information see section 2 of the [Policy on Research Degrees](#).

## Research integrity

Researchers have an obligation to the research community, to the funders of research and to society as a whole to conduct their research to the highest standards across the full research process, from planning and conducting research through to recording, reporting and applying the findings. This is known as 'research integrity'. The University's expectations are set out on the [Research Integrity and Ethics webpages](#). These are:

- Code of Practice on Research Integrity.

- Code of Practice and Principles for Good Ethical Governance. (Research ethics form a subset of research integrity, focusing on the avoidance of harm within the conduct of research. This Code sets out the University's framework of ethical principles and University requirements for formally reviewing and approving research which raises ethical considerations. It includes a 'Checklist of areas where ethical considerations are likely to arise'.)

It is important that you read these documents and ensure that you have a clear understanding of the standards and practices expected of you. You are advised to talk through the implications with your supervisor. Key elements include:

- Ensuring that your research data and supporting records are accurate, complete and retrievable, and stored securely, taking particular care in relation to any sensitive information.

- Taking responsibility, supported by your supervisor, for identifying any areas of your research project which fall within the University's ethical framework, and referring them for University review and approval prior to commencing the activity.

## Research Integrity Tutorial

The Research Integrity Tutorial (RIT) is a compulsory requirement for all postgraduate research students and must be completed prior to your first TAP meeting. The RIT is tailored to the specific needs of postgraduate research students and has been designed to familiarise you with the principles, policies and procedures of research integrity and ethics at the University of York. The tutorial is divided into three main sections each of which takes approximately 45 minutes to complete and is followed by a short section test. After completing all 3 section tests you will receive a Research Integrity Certificate and your completion will

be recorded in e:Vision. The RIT will provide you with practical information for your research here at York and will be highly valuable in the development of your academic career.

The RIT is located in your Yorkshare VLE module list. If you have trouble accessing the tutorial, email integrity@york.ac.uk. For more information and details of further support for research integrity to build on the core training provided by the tutorial, visit the Research integrity webpages.

Please note that completion of the RIT is mandatory for all research students and completion is a requirement for progression. You will also find the Information Security Awareness Tutorial in your VLE module list, which you are also expected to complete.

## Ethics

As part of your research degree you may have to apply for ethical approval in order to undertake your project. In the Department of Health Sciences we have a Research Governance Committee that ensures that research carried out by staff and students in the Department has met the appropriate standards of ethical governance. The Committee is chaired by Dr Stephen Holland with staff and student members from the Department of Health Sciences, as well as those external to the Department.

Students undertaking research within the NHS may also need to apply for research ethics approval via the Health Research Authority.

For the University's full code of practice and principles for good ethical governance, visit the Research Integrity and Ethics webpages.

## Academic misconduct

The University is committed to maintaining the highest standards of integrity and any academic misconduct is regarded as an extremely serious matter. It is your responsibility to be aware of the University's guidelines, policies and procedures on misconduct and act with integrity. Further information is available on the Academic Integrity webpages.

## Breach of Confidentiality

Often assignments that students write will require them to draw on the experiences they have gained within work settings. In drawing on these experiences however, all professionals and students of nursing, midwifery, health and social care have a duty to maintain confidentiality. It is important that details are not disclosed that could lead to the identification of particular individuals, families/significant others or places as this would constitute a breach of confidentiality.

For more information, visit the breach of confidentiality website.

# Section 4.   Academic Progression

## Your supervisor

Supervisors play a fundamental role in supporting research students throughout their programme. Your supervisor or supervisory team is responsible for helping you to manage your research, as well as being your primary link to your department and the University. Your main supervisor is your first point of contact for any issues that arise throughout your programme and is there to provide confidential advice and guidance on academic issues, offer pastoral support on personal issues, discuss academic progress and performance, and assist with career and personal development plans. It is therefore important that you maintain contact with your supervisor, and keep them informed of any circumstances which may impact on your academic performance. You will also be linked to one of the research teams in the Department through your supervisor.

Within three months of the start of your registration, you and your supervisory team are expected to sign that you have read the 'Principles of Supervision' document, which you will find in your SkillsForge account. This summarises aspects of the Policy on Research Degrees, extracting the points which are most essential to a successful supervisory relationship. You can therefore expect your supervisor to discuss these with you in your early supervision meetings.

Formal Supervision meetings with your supervisor or supervisory team should take place at least eight times per year, with an expectation of one meeting at least every 6-7 weeks for all full-time and part-time students. At these meetings your supervisor(s) should give detailed feedback on the work you present and help you make plans for your next steps. A detailed record of your formal supervisory meetings and actions agreed will be kept through SkillsForge, and must be signed by both you and your supervisor(s).

### Meeting with your supervisor

It is primarily your responsibility to book and attend appointments with your supervisor, and it is better to arrange these in advance either by telephone or email. Please do not automatically expect to find your supervisor in their room and available to see you if you just call along unannounced. If you fail to attend a supervisory meeting your supervisor will make reasonable attempts to contact you and to re-arrange the meeting. However, if you persistently fail to make contact with your supervisor and/or you fail to attend scheduled supervisory meetings then this will be reported to your programme leader and Chair of the Research Degrees Committee.

Although supervisory meetings usually happen face to face it is possible for them to take place via telephone or video-conference (e.g. Zoom, Skype).

Supervision will, as far as is practicable, be made available within one week if requested by you. Please use email to set appointment times with your supervisor unless they request otherwise. Email is also useful for getting quick answers to specific questions at times when supervisors are busy or may not be able to arrange a face to face meeting immediately. Please allow at least one week for supervisors to read materials you plan to discuss in meetings, and longer for more extensive reading. For more information please see the YGRS supervision webpages.

## Thesis Advisory Panel

To help provide multi-disciplinary support each student has a Thesis Advisory Panel (TAP), in line with the Policy on Research Degrees.

Your Thesis Advisory Panel (TAP) consists of your supervisor(s) and usually at least two other members of academic staff. You should discuss with your supervisor(s) the research skills that will form a major part of the conduct of your research and the completion of your thesis. Your supervisor(s) should then consider

which members of staff or external appointees may be able to best serve your needs. Your supervisor may wish to hold informal discussions with the members of staff identified in this process.

| You should NOT approach members of staff with requests to be members of your TAP. |
| --- |

Where students are conducting research away from the University, for example in a healthcare setting, it is usual to include someone from the outside organisation. In general TAP members serve for the whole registration period, however, in exceptional circumstances, membership may change.

Full-time students meet with their TAP at least once every six months. The purpose of the TAP meetings is to discuss your progress and training needs and to give advice on the direction of your research and your professional development. Some of your TAPs will also incorporate your progression panel meetings.

You and your TAP will document your meeting on the TAP meeting form, highlighting your progress and any goals that you should be working towards for the next meeting. The record of your TAP meeting will be will be kept on SkillsForge and must be signed by you and your TAP members.

For further information visit the YGRS supervision webpages.

# Section 5.   Formal Reviews of Progress for PhD & MPhil Students

## Formal reviews of progress: overview

All PhD and MPhil students are subject to formal reviews of progress. The purpose of formal reviews of progress is to ensure that you are making satisfactory progress with your research project and other elements of your PhD or MPhil programme. A formal review of progress should give you a clear sense of the progress you are making on your degree but the decision of a progression panel does not serve as a prediction for the outcome of the final examination.

Formal reviews of progress take place on an annual basis, towards the end of each year of enrolment, for full-time PhD and MPhil students, and on a biennial basis for part-time PhD and MPhil students. Formal reviews of progress are not required for entry into a continuation period, where this is permitted.

You have a maximum of two opportunities to meet the relevant University progression criteria at each formal review of progress. If you have not met the relevant University progression criteria after two attempts you will have failed the progression point and will be transferred to an alternative programme or your enrolment will be terminated.

## Procedure for formal reviews of progress

In a formal review of progress, you will be assessed against University progression criteria (see below) which set out the *threshold* requirements for progression to the next year (or equivalent period for part-time students).

The assessment is undertaken by a progression panel, which is independent of your supervisor(s) to gain an external perspective on the progress that you are making, and to ensure that your relationship with your supervisor remains focused on your development as a researcher.

In the Department of Health Sciences, the Research Degrees Committee will monitor and administer all aspects of the research degrees progression policy. In particular, they will:
* approve membership of all progression panels (usually consist of 3-4 members of staff including TAP members and an independent Chair)
* assign Chairs of all progression panels
* oversee progression panels decisions
* report to the Research Committee outcomes of progression

You will be notified of your progression panel during the term prior to the panel meeting.

Your department determines what evidence (oral and/or written) its PhD and MPhil students should provide to demonstrate that they have met the relevant University progression criteria (see below for details). The evidence you provide is considered alongside a supervisor's report on your progress.

## Progression criteria and student evidence for a first formal review of progress

For progression into year 2 of a full-time PhD or MPhil programme (or equivalent stage of a part-time PhD or MPhil programme), a student must demonstrate that they:
(a) can describe the direction their research is taking and the research questions it addresses
(b) have planned in a realistic fashion the second year (or equivalent) of their research, indicating any risks and how these will be mitigated
(c) have sufficient acquaintance with the relevant field of knowledge to place their research into context

(d) have sufficient proficiency in the relevant research methods, techniques and theoretical approaches to move their research to the next stage

(e) have undertaken all required training (including successful completion of the Research Integrity Tutorial)

(f) have considered ethical issues (including data management) where applicable and have in place an appropriate data management plan.

In Health Sciences, the tables below provide guidance on when progression meetings will occur which depends on when you enrolled, and if you are a full-time or part-time student alongside specific requirements for evidence.

## Full-time Students Enrolled in October

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 1 | 1$^{st}$-31$^{st}$ July<br><br>(9 months post enrolment) | **Presentation** (10 minutes). This will include background to research undertaken, a description of the methods used, or those likely to be used, and the aims and objectives.<br><br>**Written piece of work** (4,000-6,000 words). This would articulate the research question, demonstrate knowledge of the field, and for most students will be a literature review.<br><br>**Review of training completed**. Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for second year**. This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor**. |
| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of September of the same year. | | |

## Part-time Students Enrolled in October

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 2 | 1$^{st}$-31$^{st}$ July<br><br>(21 months post enrolment) | **Presentation** (10 minutes). This will include background to research undertaken, a description of the methods used, or those likely to be used, and the aims and objectives.<br><br>**Written piece of work** (4,000-6,000 words). This would articulate the research question, demonstrate knowledge of the field, and for most students will be a literature review.<br><br>**Review of training completed**. Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for second year**. This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor**. |
| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of December of the same year. | | |

**Full-time Students Enrolled in January**

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 1 | 1st-31st October<br><br>(9 months post enrolment) | **Presentation** (10 minutes). This will include background to research undertaken, a description of the methods used, or those likely to be used, and the aims and objectives.<br><br>**Written piece of work** (4,000-6,000 words). This would articulate the research question, demonstrate knowledge of the field, and for most students will be a literature review.<br><br>**Review of training completed**. Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for second year**. This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor**. |
| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of December of the same year. | | |

**Part-time Students Enrolled in January**

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 2 | 1st-31st October<br><br>(21 months post enrolment) | **Presentation** (10 minutes). This will include background to research undertaken, a description of the methods used, or those likely to be used, and the aims and objectives.<br><br>**Written piece of work** (4,000-6,000 words). This would articulate the research question, demonstrate knowledge of the field, and for most students will be a literature review.<br><br>**Review of training completed**. Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for second year**. This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor**. |
| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of March of the following year. | | |

## Progression criteria for a second formal review of progress

For progression into year 3 of a full-time PhD programme (or equivalent stage of a part-time PhD programme), a student must demonstrate that they:
  (a)  can describe in detail the research questions their project will answer and how this will lead to a substantial original contribution to knowledge or understanding
  (b)  have planned in a realistic fashion the third year (or equivalent) of their research, based on the expectation that the project will be completed and the thesis submitted on time, indicating any risks and how these will be mitigated
  (c)  have the ability to write up their research in an appropriate academic format for it to be critically assessed by peer reviewers and examiners

(d) have begun to acquire the wider background knowledge of their research field required for the degree of PhD
(e) can apply the relevant research methods, techniques and theoretical approaches required to make an original contribution to knowledge or understanding
(f) have undertaken all required training
(g) have considered ethical issues (including data management) where applicable and have in place an appropriate data management plan

In Health Sciences, the tables below provide guidance on when progression meetings will occur which depends on when you enrolled, and if you are a full-time or part-time student alongside specific requirements for evidence.

## Full-time Students Enrolled in October

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 2 | 1st-31st July<br><br>(21 months post enrolment) | **Presentation** (20 minutes). This will include refining the research question and the original contribution to the field, results of research [e.g. data management; ethics; clarity on methods] and plans for the final year. It is expected that the student will demonstrate a significant understanding of the research area and methodologies.<br><br>**Written report appropriate to dissertation** (6,000-8,000 words). This will vary depending on the type of dissertation, and may include one of the following, systematic review, ethics protocol, description of trial protocol, or preliminary results chapter, or manuscript (submitted, in – press or published). This will demonstrate the student's ability to write in an appropriate academic format for peer-review.<br><br>**Review of training completed.** Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for third year.** This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor** |
| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of September of the same year. | | |

## Part-time Students Enrolled in October

| Progression Point | Timing | Requirements |
|---|---|---|
| Year 4 | 1st-31st July<br><br>(45 months post enrolment) | **Presentation** (20 minutes). This will include refining the research question and the original contribution to the field, results of research [e.g. data management; ethics; clarity on methods] and plans for the final year. It is expected that the student will demonstrate a significant understanding of the research area and methodologies.<br><br>**Written report appropriate to dissertation** (6,000-8,000 words). This will vary depending on the type of dissertation, and may include one of the following, systematic review, ethics protocol, description of trial protocol, or preliminary results chapter, or manuscript (submitted, in – press or published). This will demonstrate the student's ability to write in an appropriate academic format for peer-review. |

| | | **Review of training completed.** Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process. |
| | | **Timetable for third year.** This will need to identify key milestones against which progress can be assessed. |
| | | **Progression report from supervisor** |

| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of December of the same year. |
| --- |

## Full-time Students Enrolled in January

| Progression Point | Timing | Requirements |
| --- | --- | --- |
| Year 2 | 1st-31st October<br><br>(21 months post enrolment) | **Presentation** (20 minutes). This will include refining the research question and the original contribution to the field, results of research [e.g. data management; ethics; clarity on methods] and plans for the final year. It is expected that the student will demonstrate a significant understanding of the research area and methodologies.<br><br>**Written report appropriate to dissertation** (6,000-8,000 words). This will vary depending on the type of dissertation, and may include one of the following, systematic review, ethics protocol, description of trial protocol, or preliminary results chapter, or manuscript (submitted, in – press or published). This will demonstrate the student's ability to write in an appropriate academic format for peer-review.<br><br>**Review of training completed.** Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process.<br><br>**Timetable for third year.** This will need to identify key milestones against which progress can be assessed.<br><br>**Progression report from supervisor** |

| If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of December of the same year. |
| --- |

## Part-time Students Enrolled in January

| Progression Point | Timing | Requirements |
| --- | --- | --- |
| Year 4 | 1st-31st October<br><br>(45 months post enrolment) | **Presentation** (20 minutes). This will include refining the research question and the original contribution to the field, results of research [e.g. data management; ethics; clarity on methods] and plans for the final year. It is expected that the student will demonstrate a significant understanding of the research area and methodologies.<br><br>**Written report appropriate to dissertation** (6,000-8,000 words). This will vary depending on the type of dissertation, and may include one of the following, systematic review, ethics protocol, description of trial protocol, or preliminary results chapter, or manuscript (submitted, in – press or published). This will demonstrate the student's ability to write in an appropriate academic format for peer-review. |

| | Review of training completed. Modules and associated marks do not form part of the progression requirements. Advice on modules that might be beneficial to the student should form part of the TAP process. |
| --- | --- |
| | Timetable for third year. This will need to identify key milestones against which progress can be assessed. |
| | Progression report from supervisor |

If you do not meet the progression criteria and requires a second attempt, this should be completed by the end of March of the following year.

## Progress review meeting

The progression panel will consider your evidence and the supervisor's report at a progress review meeting. Based on these elements, the progression panel will make a decision as to whether you have met, exceeded or not met the relevant University progression criteria as well as a recommendation regarding your progression.

**The second TAP meeting each year will be adapted to include the annual progression review meeting,** so that in addition to making a formal decision about progression, the progression panel will work with you to deliver the developmental aspect of the TAP and to complete the TAP form.

During the progression meeting you will give a presentation, followed by a question and answer session, receive feedback on your written report, discuss your training (completed/future) and describe your plans for the following year.

All written work should be submitted (on SkillsForge) **10 days** prior to the date of the progression meeting. You will be notified of the exact submission date once the date has been set for the progression meeting by Student and Academic Services Support.

Your supervisor(s) will not be part of the decision making panel but will be expected to submit a report in advance of the progression meeting which will be considered by the panel in determining if you have achieved the required standard to progress to the next phase.

## Progression panel decision and recommendation

If a progression panel decides that you have met or exceeded the relevant University progression criteria at the first attempt, they will recommend to the Standing Committee on Assessment (SCA), which is responsible for approving progression decisions on behalf of Senate, that you progress into the next year of your programme.

If the progression panel decides that you have *not* yet met the relevant University progression criteria, you will be permitted a second attempt at progression within three months, but the panel may recommend that it would be in your best interests to transfer to an alternative programme or to withdraw from the University. You will need to let your department know as soon as possible if you wish to accept a recommendation for transfer or withdrawal.

## Second attempt at progression

If you make a second attempt at progression but *do not* meet the relevant University progression criteria at this attempt, the progression panel will recommend that you are transferred to an alternative programme or that your enrolment with the University is terminated.

If you make a second attempt at progression and *do* meet or exceed the relevant University progression criteria at this attempt, the progression panel will recommend that you are progressed but this *does not* alter the timing of the next formal review of progression (if applicable) or the deadline for submission of the thesis.

See the [Policy on Research Degrees](#) (Appendix 4) for full details of the procedure to be followed for making a second attempt at progression.

## Exceptional circumstances

If you have any exceptional circumstances that may impact on a formal review of progress then you should contact your supervisor as soon as possible to discuss your options. If you require an extension for your progression meeting deadline, but the revised date falls within the 12 month window for progression, then you can apply through the [Departmental exceptional circumstances committee](#).

However, if you need an extension to the progression meeting deadline then extends past 12 months since you enrolled on your PhD, then a request to the University Special Cases Committee (SCC) will be required. Your supervisor or the PhD programme leader will be able to advise on this.

# Section 6.  Key milestones for your research degree

The following section lays out the key milestones that you must achieve as a research student.

If you commence a PhD or MPhil programme outside a cohort entry point, or if your journey goes out of sync with the rest of your cohort (e.g. due to a leave of absence) the dates specified above may not apply to you, but will be calculated in terms of how long you have been enrolled on the programme.

## Programme structure

See next page for programme structure.

**First year full time student PhD milestones**

| | | | First formal review of progress | | Second attempt at first formal review of progress | |
|---|---|---|---|---|---|---|
| **Event** | **TAP 1** | **TAP 2** | **Submission of written evidence** | **Progress review meeting (TAP 2)** | **Resubmission of written evidence** | **Further progress review meeting** |
| **Month from enrolment** | 3-6 months | 9 months (see progression meeting) | 10 days prior to meeting | 9 months | 10 days prior to meeting | 12 months |
| **Date(s) for October cohort starters** | January-March[1] | July | June/July | July | August/September | September |
| **Date(s) for January cohort starters** | March-June[1] | October | September/October | October | November/December | December |
| **Requirement** | • Draft PhD plan<br>• Presentation | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | |
| **Meeting** | TAP | TAP/progression | - | Progress review | | 2nd attempt progress review |
| **Outcome** | Agreed TAP form | Agreed TAP form | - | Decision and recommendation | | Decision and recommendation |

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[1] These are indicative dates when TAP would usually occur

# First year part-time student PhD milestones

| | | | First formal review of progress | | Second attempt at first formal review of progress | |
|---|---|---|---|---|---|---|
| **Event** | TAP 1 | TAP 2 | Submission of written evidence | Progress review meeting (TAP 2) | Resubmission of written evidence | Further progress review meeting |
| **Month from enrolment** | 6-12 months | 21 months (see progression meeting) | 10 days prior to meeting | 21 months | 10 days prior to meeting | 24 months |
| **Date(s) for October cohort starters** | April –September[2] | July | June/July | July | August/September | September |
| **Date(s) for January cohort starters** | June-December[2] | October | September/October | October | November/December | December |
| **Requirement** | • Draft PhD plan<br>• Presentation | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | | | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | |
| **Meeting** | TAP | TAP/progression | - | Progress review | | 2nd attempt progress review |
| **Outcome** | Agreed TAP form | Agreed TAP form | - | Decision and recommendation | | Decision and recommendation |

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[2] These are indicative dates when TAP would usually occur

## Second year full time student PhD milestones

| | | | First formal review of progress | | Second attempt at first formal review of progress | |
|---|---|---|---|---|---|---|
| **Event** | **TAP 3** | **TAP 4** | **Submission of written evidence** | **Progress review meeting (TAP 4)** | **Resubmission of written evidence** | **Further progress review meeting** |
| **Month from enrolment** | 15-18 months | 21 months (see progression meeting) | 10 days prior to meeting | 21 months | 10 days prior to meeting | 24 months |
| **Date(s) for October cohort starters** | January-March[3] | July | June/July | July | August/September | September |
| **Date(s) for January cohort starters** | March-June[1] | October | September/October | October | November/December | December |
| **Requirement** | • Draft PhD plan<br>• Presentation | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | |
| **Meeting** | TAP | TAP/progression | - | Progress review | | 2nd attempt progress review |
| **Outcome** | Agreed TAP form | Agreed TAP form | - | Decision and recommendation | | Decision and recommendation |

---

[3] These are indicative dates when TAP would usually occur

## Second year part-time student PhD milestones

| | | | First formal review of progress | | Second attempt at first formal review of progress | |
|---|---|---|---|---|---|---|
| **Event** | TAP 3 | TAP 4 | Submission of written evidence | Progress review meeting (TAP 4) | Resubmission of written evidence | Further progress review meeting |
| **Month from enrolment** | 18-24 months | 45 months (see progression meeting) | 10 days prior to meeting | 45 months | 10 days prior to meeting | 48 months |
| **Date(s) for October cohort starters** | April –September[4] | July | June/July | July | August/September | September |
| **Date(s) for January cohort starters** | June-December[2] | October | September/October | October | November/December | December |
| **Requirement** | • Draft PhD plan<br>• Presentation | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | • Presentation<br>• Written report<br>• Review of training<br>• Timetable for next year | |
| **Meeting** | TAP | TAP/progression | - | Progress review | | 2nd attempt progress review |
| **Outcome** | Agreed TAP form | Agreed TAP form | - | Decision and recommendation | | Decision and recommendation |

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[4] These are indicative dates when TAP would usually occur

# Section 7.   Researcher training and development

Being a research student is not just about producing a piece of academic work. It is about developing skills that will help you succeed in your chosen career. Your department and supervisor will help you with skills specific to your subject, and training and support is also provided centrally.

## Being an Effective Researcher Tutorial

The 'Being an Effective Researcher Tutorial' is an online induction available through the VLE to all postgraduate research students and supervisors. The tutorial is organised in easy to navigate sections so that, following completion of the tutorial, you are able to come back to the information as you need it throughout your programme. You are expected to complete this tutorial as part of your induction at the University and are encouraged to discuss it with your supervisor and TAP. You can access BERT directly from the VLE or via the YGRS webpage for new students.

## Research training modules/courses

Your research training programme is designed to equip you with the relevant and appropriate skills to enable you to fulfil your full potential during your research degree and to enhance future employability.

As part of your degree, you will design a specific 'research training programme' with your supervisor and TAP to meet your individual needs which is then reviewed to ensure it aligns with the Departmental training requirements. Training is likely to take place over the course of your PhD and may evolve from the original plan. All changes should be evidenced in the supervision records and approved by your TAP. The research training programme should be designed to give you a range of skills required by health services researchers, not just the skills needed for completion of your particular research project.

The Department is aware that training programmes will need to vary between students, however, all students will be expected to undertake some research training and since they will vary from student to student it is unwise to compare your training programme to other students who may be working in a very different area.

Students may choose to undertake modules for their research training programme, which may include ones from across the range of taught postgraduate modules in the Department or modules elsewhere in the University (with the permission of the module leader). Training outside of the University may be also appropriate but may be dependent on timing and availability of funding.

The taught modules taken as part of the research training programme run in line with University term dates with modules taught in autumn, spring and summer terms. Your choice may be limited by the timing of the modules and you should make sure that you check the timetable summary carefully.

| Modules available | | | |
|---|---|---|---|
| **Module code** | **Module Title** | **Indicative credit value** | **Term Taught** |
| HEA00013M | Epidemiology | 10 | Aut |
| HEA00034M | Randomised Controlled Trials | 10 | Aut |
| HEA00033M | Qualitative Health Research | 10 | Aut |

| HEA00016M | Global Public Health | 10 | Aut |
|---|---|---|---|
| HEA00091M | Introduction to Health Statistics | 10 | Aut |
| HEA00039M | Introduction to Applied Multi-Level Analysis | 10 | Aut |
| HEA00066M | Infection & Disease | 20 | Aut-Spr |
| HEA00065M | Public Health Foundations & Practice | 20 | Aut-Spr |
| HEA00001M HEA00114M | Introduction to Regression Analysis* | 10 | Spr |
| HEA00092M | Health Research in Practice | 10 | Spr |
| HEA00036M | Systematic Reviews | 10 | Spr |
| HEA00002M HEA00094M | Further Regression Analysis* | 10 | Sum |
| HEA00005M | Understanding Clinical Statistics | 10 | Spr |
| HEA00019M | Health Economics | 10 | Spr |
| HEA00031M | Public Health & Ethics | 10 | Spr |
| HEA00063M | Health & Social Behaviour | 20 | Sum |
| HEA00021M | Health Policy: Principles, Practice & the Evidence Base | 10 | Sum |
| HEA00028M | Measurement in Health & Disease | 10 | Sum |
| HEA00112M | Practical Randomised Controlled Trials | 10 | Sum |

**\* Please note these modules can be taken as face to face modules (HEA00001M/HEA00002M) or online (HEA00114M/HEA00094M)**

## Module Timetable

| Term | | Tuesday | | Wednesday | | Thursday | | Online |
|------|-----|---------|---|-----------|---|----------|---|--------|
| **Autumn** | **am** | Introduction to Health Statistics HEA00091M | | Global Public Health HEA00016M | Randomised Controlled Trials HEA00034M | Public Health Foundations & Practice HEA00065M 20 credits | Introduction to Applied Multi-Level Analysis HEA00039M | |
| | **pm** | Epidemiology HEA00013M | | Qualitative Health Research HEA00033M | | Infection & Disease HEA00066M 20 credits | | |
| **Spring** | **am** | Health Research in Practice HEA00092M | | Systematic Reviews HEA00036M | | Public Health Foundations & Practice (cont) HEA00065M | | Introduction to Regression Analysis Online HEA00114M |
| | **pm** | Introduction to Regression Analysis HEA00001M | Public Health & Ethics HEA00031M | Health Economics HEA00019M | | Infection & Disease (cont) HEA00066M | Understanding Clinical Statistics HEA00005M | Understanding Clinical Statistics HEA00005M |
| **Summer** | **am** | Health & Social Behaviour HEA00063M 20 credits | | Further Regression Analysis HEA00002M | Practical Randomised Controlled Trials HEA00112M | | | Further Regression Analysis Online HEA00094M |
| | **pm** | | | Health Policy HEA00021M | | | | Measurement in Health & Disease HEA00028M |

All modules are 10 credits unless otherwise stated

## Module information

Each module has its own **Module Descriptor** which includes module learning outcomes and module specific information. The Module Catalogue provides you with information about the modules running in a year of study.

Electronic information sources related to each module will also be provided for you to access through the Yorkshare VLE. You will need your University username and password to access the VLE.

## Module choices and changing module

If you wish to take modules as part of your research training programme you should ensure that you discuss this with your supervisor. You should notify the Postgraduate Administrator (Student and Academic Support Service) of your choices **by the end of Week 1, in each term** as teaching begins in Week 2.

In addition, you must indicate if you wish to take the assessment for the module, and this is something that you should discuss with your supervisor.

If you wish to change module you will need to complete a change of module form which is available from the Student Services. You must discuss any module changes with your supervisor prior to completing any paperwork, in order to ensure that the modules are compatible with your research training.

> Please note that you will **not be allowed** to change modules in any given term after the **end of Week 3** of that term.

There may be occasions when modules do not run, and you will be informed of this as soon as possible and asked to choose another module. It is important to remember that any timetable changes and other information from administrative offices and academic staff are emailed to students officially enrolled for a module. If you change modules without informing anyone you will not be on the email list for that module and you will not be enrolled for the module's assessments.

## Module assessment

Your research training programme can consist of a wide range of assessments. The form of assessment varies depending on the module. Examples of assessments within the Department include: essays, case studies, protocols, evaluative studies, critiques, closed examinations, open examinations, and projects.

During the module you will be informed of the type of assessment to expect. Where more than one type of assessment is involved, the marks from the different assessment components will be combined (weighted appropriately) to provide an overall mark for the module.

Across the Department a small number of skills based assessments are marked on a pass/fail basis. Assessments marked on a pass/fail basis are not given an academic mark. Your programme specific information will confirm if this applies to your assessments.

Each module has its own Assessment Guideline that provides information regarding the nature of the module's assessment. Assessment Guidelines can be found on the Student Intranet.

The marking criteria used to assess your work can also be found on the Student Intranet.

## Assessment deadlines

The submission dates for all assessments are published on the Assessment Schedules which are available on the student intranet.

## Assessment formatting

Refer to the formatting guidance on the student intranet for information on how to format a written assessment.

## How to submit

Summative work is submitted electronically via the VLE. This is a simple process of uploading your assignment and full details of how to submit are on the student intranet.

**Please note that assignment submissions must not exceed 30MB of data.** Your upload will not be successful if the maximum file size is exceeded.

The deadline for submission/completion is usually 4.30pm on the published date. A small number of exceptions to this are published on the Assessment Schedules. This deadline is strictly enforced and submission after this point will incur a late penalty in line with University policy.

You are reminded to keep back-up copies of all work as the Student Assessment Office is unable to provide copies of your work post-submission should you lose access to your assessments e.g. through computer failure or theft.

## Use of your exam candidate number

You are allocated a random exam candidate number when you enrol with the University. The number is shown next to the word 'Exam' on the back of your University card. You can also access your exam candidate number through your e:Vision student record.

You should use your exam candidate number instead of your name on all summative assessments that are marked anonymously. Your exam candidate number is used for both exams and other forms of assessment.

It is **your responsibility** to correctly submit your assessment scripts anonymously using your exam candidate number. If you fail to identify your assessment correctly you will jeopardise your anonymity during the marking process and throughout your programme of study.

Please note that if you have previously studied with the University your examination candidate number may have changed since you last studied. It is very important that you use your current examination candidate number when submitting your assessments.

Exam candidate numbers are not given out over the phone or by email. You are advised not to divulge your examination number to anyone else.

> There is a significant difference between your University '**student number**' (nine digit number) and your University '**exam candidate number**' (seven digit number preceded with a Y). Your 'student number' can identify you as this is available to all staff; however your 'exam candidate number' is confidential and is only available to staff in the Student Assessment Office.

## Module Examination Requirements

For information on the University's formal examination requirements, consult your University handbook or visit the Assessment and Examination webpages.

Individual examination arrangements may be approved for students who are unable to sit exams under formal University examination conditions as a result of a disability or other condition. It is important to note that such arrangements must be in place at least six weeks prior to the exam in question, so it is essential that students requiring individual arrangements contact Disability Services as soon as possible in order to ensure that adjustments can be made.

Refer to the Step by step guide to requesting individual arrangements for full details of the process.

If you have any queries relating to alternative examination or assessment arrangements please do not hesitate to contact the Student Assessment Office within the Department (dohs-disability@york.ac.uk) who will be happy to discuss these with you.

## Extensions for submission dates

If you need to apply for an extension for one of your module assessments please refer to the exceptional circumstances website and discuss with your supervisor.

## Module marks and feedback

Marks will be released to you within 20 working days of the date of submission or examination. Full details of dates are found on your programme Assessment Schedule.

Assessment marks are released to you through your e:Vision account. In addition to the marks, individual written assessment feedback will be provided to you for every piece of summatively assessed work, with the exception of closed examinations. Written feedback sheets will normally be uploaded to your e:Vision account. To provide a consistent approach, the Department has a standard feedback form.

For closed examinations you will be provided with general cohort feedback, giving details of how the cohort performed as a whole in the exam.

You are not normally notified that your marks are available. However, if there was an unavoidable delay in releasing your marks by the date indicated on the Assessment Schedule you will be notified, by email to your University email account, regarding the delay and when the marks will be available.

All marks are provisional until after ratification by the Board of Examiners. This may either be at a meeting or they may be approved on Chair's Action.

## Access to marked examination scripts

You may request to view your marked examination script. You can initiate this request through your module leader who would negotiate a time for you both to review this together.

The script may not be copied or taken away with you, and can only be viewed with a member of academic staff present.

Further information can be found on the Exams webpages.

## External Examiners

The Department has a team of External Examiners to cover the taught programme provision.

External Examiners comment and give advice to the Department on programme content, balance and structure. External Examiners provide specific and general advice to the Departmental Board of Studies via Board of Examiners meetings and their External Examiner Annual Report. The Department provides a list of current External Examiners for information.

It is inappropriate to make direct contact with external examiners, in particular regarding your performance in assessments. If you have any issues or concerns, you can register these through appeal or complaint.

There are ways of engaging with the process through which the University considers and responds to External Examiners. Your Course Rep will have the opportunity to attend the relevant Programme Committee where feedback from External Examiners will be shared and discussed.

## Research Excellence Training Team (RETT)

The University's Research Excellence Training Team (RETT) provides a range of skills training and support to help you develop the skills you need to progress your research and your career. This includes communication, careers, collaboration, project management and public engagement. Book on workshops via SkillsForge and visit the RETT pages, RETT Facebook page and Twitter (@rett_york) for up to date information.

## Library Research Support Team

The Library's Research Support Team (RST) provides advice and guidance on research data management, open access publishing and repositories, copyright and bibliometrics.

The team delivers workshops on these themes within the Research Excellence Training programme. Visit the website to view information on workshops and to make a booking.

The Library's Research Support Team is here to help you. If you have any questions, want to know more, or if you want to talk to us, email lib-research-support@york.ac.uk.

## Academic Liaison Librarians

Your Academic Liaison Librarian is your main contact in the Library. Talk to your Academic Liaison Librarian about your research; they can point you in the direction of the best resources and order new resources for you. Find your librarian, lists of useful resources and further guidance in the Health Sciences Subject Guide.

## Research Computing

All researchers use computers at some point in the research process and IT Services provide a wide range of services and support, from email to Tier 3 High Performance Computing. The Research Computing team provides training and one-to-one support so that you can make the most of the systems and resources provided at York. Whatever your level of experience, help is on hand to get you started and choose the right tools for your research or project.

Designed with the aim of making research easier, faster and more productive, our systems and resources could be of use to all researchers, regardless of discipline or research project. To discuss what help we can provide, email: itsupport@york.ac.uk.

## Departmental seminars

The Department offers a seminar series that usually run on a Wednesday between 12-1.00pm. You will be sent details of these by the postgraduate administrator. In addition, as a PhD student in the Department you will be invited to present your research at one of these seminars during the course of your study.

# Section 8.   Your Thesis

## Thesis content and style

For detailed guidance about the style, formatting and sequence of material standards for your thesis, go to the Format your thesis webpage.

In addition to online guidance on preparing and formatting your thesis, the University also offers courses to help you through Information Services and through RETT. For more information visit the Information Services Skills Guides and the RETT student webpages.

The Harvard referencing style is used by the Department of Health Sciences.

## Thesis submission

### Before submitting

You should discuss your submission plans with your supervisor, though ultimately it is your decision when to submit your thesis for examination.

About two months before you expect to submit your thesis, you should complete the 'notification of intention to submit' in your e:Vision account (located under 'Research Progress' within the 'My Supervision Meetings and Research Details' section). This allows the department to make the necessary arrangements for your examination. You do not need to be over-exacting in calculating your submission date, provided that you adhere to your deadline for submission.

You can find the intention to submit form in your SkillsForge account.

### When to submit

You **must** submit your thesis by the final deadline, though it is a good idea to plan to submit long before that, in order to give yourself time to deal with unexpected events in both your research and your personal life. You can see your submission deadline in your SkillsForge account.

Should you have a request for an extension to submission pending at the time of your deadline, you are strongly advised to submit a digital contingency copy of your thesis in order to avoid automatic failure for non-submission should your extension not be approved. RSA can provide details on how to submit your contingency copy.

### How to submit

Theses are required to be prepared and submitted for examination as specified in the University's requirements. Refer to the Format your thesis webpage for further information. It is your responsibility to ensure that the thesis reaches RSA (via the Student Hub) by the deadline.

## Continuation period

Your continuation period begins at the end of your normal period of enrolment. During this time you will retain access to the Library and IT facilities. You may only access departmental facilities with the written permission of the Chair of the departmental Research Degrees Committee. Students entering a continuation period will be liable to pay a continuation fee.

# Thesis examination

## Appointment of examiners

Once a notification of your intention to submit has been presented, the Chair of Research Degrees Committee nominates examiners and submits the recommendation to Standing Committee on Assessment (SCA) for approval. Your supervisor(s) will have been consulted on who will be suitable examiners and you should be asked to confirm that there are no known conflicts of interest with the selected examiners. There will be at least two, and not more than three, examiners, including at least one external examiner from another university.

## Oral examination

Following the submission of your thesis for examination, MPhil and PhD candidates will be required to sit an oral examination known as a viva. The purpose of this oral examination is to allow your examiners to explore your work and satisfy themselves that:

- the work is of appropriate quality;
- you are well acquainted with your subject matter;
- you have applied appropriate research methods;
- the work is your own, or if a collaborative piece, that your contribution is adequate.

The oral examination also allows you to respond to any shortcomings identified by the examiners. Your oral examination will take place within three months of submitting your thesis.

Oral examinations for all research degrees will be recorded. These recordings are used only in the event of an appeal based on the conduct of the examination, or when an additional examiner has been subsequently appointed to resolve a dispute. Recordings will be destroyed one year after the result of the examination has been confirmed, or one year after appeal proceedings have been concluded.

PhD or MPhil students: your department will contact you to arrange your viva.

## Examination outcomes

There are several possible outcomes for research degree examinations:
1. Pass
2. Pass subject to corrections
3. Revise and resubmit for re-examination
4. Opportunity to be awarded lower degree (if available) either with or without changes being made
5. Fail

For details of how these outcomes are applied to a Masters by Research, MPhil and PhD, see the [Policy on Research Degrees](#).

The outcome will be ratified by the SCA and you will be informed of the decision and advised on how to proceed. You have the right to appeal against the examiners' recommendations on the grounds of unfair or improper conduct of the examination, prejudice on the part of the examiners, or procedural irregularity.

## More information

Full details on thesis submission and examination can be found on the [Theses and dissertations webpages](#).

# Section 9.   Change of Plan?

## Leave of absence

A [leave of absence](#) allows you to take an authorised break of a month or more from your studies. You may apply for a leave of absence for a documented medical or personal reason. Breaks of less than 1 month can be approved at departmental level, but will not then result in an extension to your progression or final submission deadlines.

Any student can apply for a leave of absence. It can be a good solution for a research student who genuinely finds that medical or personal difficulties are preventing their study for a period of time. However, approval remains at the discretion of the Special Cases Committee (SCC).

As far as possible, you should apply for a leave of absence in advance. Departments should not submit requests to the SCC later than one month after the proposed start date of the leave period. Leave of absence that is entirely retrospective will not normally be considered or approved.

Students on Tier 4 visas should be aware that a Leave of Absence will impact on their eligibility to remain in the UK, and should therefore consult with the [Immigration Advice Service](#) before making any decision.

## Mode of Attendance: Full-time/Part-time

You may be able to switch between full-time and part-time attendance at University. Not all programmes have a part-time option, so you should check with your department first.

Speak with your supervisor and discuss the options available to you. This decision should not be taken lightly. It is essential that you understand the implications that changing your mode of attendance may have.

Changing your mode of attendance will affect the end of your period of registration, your submission deadline and the tuition fees payable for the remainder of your programme. It will alter how you fulfil the University's requirement of a minimum period of registration.

Changing your mode of attendance may also affect your entitlement to:

- Financial support
- Funding
- Student visas
- Accommodation
- Council Tax exemptions
- Tuition fees and accommodation

Your funding body may place restrictions on whether and how often you can change status. RSA can give you further guidance.

For more information, visit the [Change mode of attendance webpage](#).

## Change programmes

While we do not encourage research students to change programme, situations may arise which make a change worthwhile.

Reasons may include:

- you're progressing well at a lower level and wish to upgrade to a degree at a higher level;
- you have not met the requirements for the degree for which you are registered and are transferring to a lower degree;
- a change in personal circumstances means you need to end your programme early, but still want to receive a qualification;
- your supervisor is moving to a different department.

This is by no means an exhaustive list. Reasons for a change of programme are often unique to your situation. If you think a change of programme may be right for you, you should speak to your supervisor.

For more information, visit the [Change your programme webpage](#).

# Extension

If exceptional circumstances are affecting your ability to work in the final 3 months before your submission deadline, you may be permitted to extend your submission deadline, but only in proportion to the documented impact on your work. You should be planning to submit considerably before the deadline to allow for less exceptional but still unpredictable events that might affect your work.

There is no guarantee that you will be able to extend your programme in this way, especially if the circumstances could have been remedied with a leave of absence at an earlier stage.

Extensions are normally limited to a maximum of six months. In exceptionally compelling circumstances a longer extension of up to one year may be granted. Multiple extensions exceeding a total period of two years will not normally be granted.

Applications for extensions should be made before your current submission deadline. If you need to apply for an extension to your submission deadline, you should speak to your supervisor. This date should be justified by the circumstances and supported by the departmental Graduate Chair or the Director of Graduate Studies.

For more information, visit the [Extensions webpage](#).

# Withdrawal

Withdrawal is the term used when a student decides to permanently leave the University before completing their programme of study. If you wish to withdraw from your course and leave the University, you should complete the Intention to Withdraw form, available via the link at the bottom of this section.

Leaving the University is an important decision, so we want to make sure that you are aware of all the options available and that you have access to the right advice and support. Therefore, once you submit the form, a Student Adviser will contact you within two working days. If after your conversation with a Student Adviser you still wish to withdraw, you will be asked to complete a Confirmation of Withdrawal form.

For more information, visit the [Leave the University webpage](#). You are encouraged to speak to your supervisor if you are considering withdrawing, and support is also available from the GSA.

# Section 10. Professional Development and Employability

## Teaching/demonstrating opportunities

As a research student, you work at the cutting edge of your field. You live, breathe and care passionately about your subject. We encourage you to take advantage of the opportunities available to teach and share some of your expertise with other students. Each department has a designated Graduate Teaching Assistant (GTA) co-ordinator who organises the teaching opportunities and provides support.

In the Department there are a number of opportunities available; for example you may support workshop activities or use of statistical software packages or how to undertake data analysis.

Why teach? It can:

- improve your confidence;
- enhance your ability to explain and engage people with your research;
- allow you to reflect on the impact of your research and why it is important;
- develop skills of creativity and innovation in you and your students;
- increase your resilience and resourcefulness;
- assimilate you into the faculty as a recognised expert in your field.

All opportunities for teaching will be advertised to all PhD students and you will be asked to make an application. The module leader along with the GTA co-ordinator will then decide who is offered the role based on skill set, in some cases you may be asked to attend an "interview" depending on how many applications are received.

If you wish to teach at the University you must attend the University's 'Introduction to Teaching and Learning' workshop and departmental training before you commence teaching. University training for GTAs is designed to help you develop the skills and confidence you need to support your students. For more information visit the Teaching development webpages.

Some teaching opportunities for GTAs are advertised centrally on behalf of academic and support departments (e.g. Maths Skills Centre and Writing & Language Skills Centre Tutors); see the YGRS Teaching opportunities webpages for more details.

## Public engagement

Another way to share your expertise and enthusiasm for your research is through public engagement. The University runs a range of one-off and ongoing public events and initiatives that are fantastic opportunities for you to share your research and its findings with a broad audience. This includes events such as York Talks and the Festival of Ideas.

Like teaching, public engagement activities can:

- improve your confidence;
- enhance your ability to explain and engage people with your research;
- allow you to reflect on the impact of your research and why it is important;
- assimilate you into the faculty as a recognised expert in your field.

## Careers/employability

Careers and Placements at the University of York offers information and advice to support postgraduate researchers with skills development and career planning in conjunction with RETT. You can expect:

- impartial and confidential careers guidance from our team of careers consultants to help you consider your future career options;
- access to events and dedicated workshops on campus, offering you the opportunity to meet employers and build on your skills;
- online resources, and reference materials available in Careers and Placements building.


For more information, visit the YGRS Careers webpages.

# Section 11. Appeals and complaints

A complaint is about any service received. An appeal is about an academic decision reached.

The GSA has a dedicated advice service to guide students through these procedures. If you are considering making an appeal or a complaint, email advice@yorkgsa.org, or use the online booking service.

## Appeals

You can appeal against a procedural error in arriving at the academic decision or on the basis of mitigating circumstances if you have a good reason for not declaring these at the appropriate time. You cannot appeal against an academic judgement of the quality of your work.

## Complaints

You may complain about your experience of any academic or non-academic service you have received as a student. If you are not happy with the outcome of an initial investigation of your complaint you can pursue your complaint further under the formal Complaints Procedure.

For more information on complaints and appeals, and how to complain or appeal, visit the Complaints and appeals webpage.

# Section 12. End of Programme Information

## Reference request

Students should generally only request references from their supervisor.

## Graduation ceremony

If you are eligible to graduate you will receive an online invitation to graduate from the University Graduation Office. It is important that you ensure that you have recorded a current non-university email address on your e:Vision account, prior to completing the programme, for this purpose.

The Graduation webpages provide detailed information about the full graduation process, including how to register for graduation or how to graduate in absentia.

You should respond to the graduation invitation even if you do not wish to attend to ensure that the Graduation Office sends your certificate and academic transcript to the correct address.

# Section 13. Disclaimer

We have tried to ensure that the information contained in this document is accurate as of June 2020. Please check our website for any changes to this information.