

THE UNIVERSITY *of York*

of York

DEPARTMENT OF SOCIOLOGY

Research Students' and Supervisors' Handbook



**Course Handbook
2010 — 2011**



Welcome to the Department of Sociology.

The aim of this guide is to provide information and advice for postgraduate research students about the Department, its regulations and practices. It is no substitute for a wider knowledge of University policy regarding graduate students. The authoritative text for this is the University's Ordinances and Regulations, a copy of which will be given to you upon registration and which should be consulted whenever questions arise relating to University regulations for higher degrees.

Please also consult the web pages of the Graduate Schools Office on <http://www.york.ac.uk/admin/gso/welcome.htm> as these contain a wealth of information on study, examination, thesis presentation and format, as well as general guidelines.

The University policy on research degree programmes can be found at <http://www.york.ac.uk/admin/gso/research.htm>

The Department of Sociology would like to thank Professor Stevi Jackson for permission to use materials from the Guide for Research Students and Supervisors, produced by the Centre for Women's Studies.



GUIDE FOR RESEARCH STUDENTS AND SUPERVISORS

IN THE DEPARTMENT OF SOCIOLOGY

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1 THE UNIVERSITY OF YORK

The University of York was founded in 1963 with 200 students. Since then, it has expanded to 10,000 students and has over 30 academic departments and research centres. Despite being a relatively new university, it has become one of the UK's premier institutions. York has a long established reputation for excellence in both its teaching and research (25% of the student population at York are postgraduates).

There are several reasons why the University has an outstanding reputation for the quality of teaching and research training:

- Being one of the UK's smaller universities, it is committed to small group teaching, and the highest standards in research-led teaching;
- We offer close personal supervision, made possible by advantageous staff-student ratios;
- York is a campus university, with all facilities on site and within close walking distance of the city;
- The University provides college based accommodation and activities, ensuring excellent support for students (including mature students, and those from overseas);
- The University is committed to supporting research, which has resulted in 83% of subjects at York having the highest research ratings of 4, 5 and 5* - one of the highest average scores for research quality in the UK.

All these indicators of the excellence of its teaching programmes and research apply to postgraduate training.

2 THE DEPARTMENT OF SOCIOLOGY

The Department of Sociology has contributed fully to the University's success. It is an expanding department, currently with 24 members of staff. In the most recent Research Assessment Exercise, the RAE 2008, Sociology at York achieved joint first position nationally, judged on the quality of its research. 30% of our research was considered to be "world-leading" with a further 30% being judged as "internationally excellent" and in the most recent Teaching Quality Assessment (TQA) - which included taught elements of postgraduate study - we gained 23 points (from a possible 24, equivalent to an excellent rating), making us one of the highest ranked Sociology departments in the UK in terms of teaching (resources, quality of teaching methods, research input etc.).

We currently offer four Masters programmes: the MA in Social Research, (ESRC recognised), the MA in Sociology (by Research), the MSc in Social Informatics and Management [in partnership with the York Management School] and the MSc in Social Informatics and Interactive Technologies [in partnership with the Department of Computer Science].



To be sent further information about these Masters courses, please contact:

Ms Alison Taylor

Graduate Administrator,

Department of Sociology,

University of York,

Heslington,

York, YO10 5DD, UK

email: sociology-pg@york.ac.uk

The Department has internationally recognised research expertise in the areas of:

- Language/Interaction/Communication
- Culture/Class/Consumption/Space
- Gender/Sexuality/Bodies
- Science/Technology/Medicine
- Social Media and Urban Studies

In addition to these broad departmental themes, the work of the *Science and Technology Studies Unit (SATSU)* focuses more specifically on: science and technology governance; sociology of biosciences; and mobilities. *The Anomalous Experience Research Unit (AERU)* was established in the summer of 2006 to research into the contexts, characteristics and consequences of experiences which suggest anomalous psychological processes and agencies, and exceptional states of consciousness. Another recent research group which has been established is the *Centre for Advanced Studies in Language and Communication*, which contains within it the *Feminist Conversation Analysis Unit*. The Department also has strong links with the *Centre for Women's Studies*.

We offer research training and supervision for higher research degrees in any of these areas, as well as in some of the more specialised fields of research being pursued by individual members of the department.

We currently have approximately 47 registered graduate students (including students on the Department's MA and MSc degrees).

Further information about the Department's research can be found on our departmental web pages: <http://www.york.ac.uk/sociology>

Location

The Department of Sociology is situated on the first and second floors of Wentworth College, on the main campus. The Departmental Administrative Office (W/252) is open daily, Monday to Friday, when the Department and Graduate Administrators are in attendance.

Opening Hours: 9.00am to 5.00pm (4.00pm on Friday)

Wentworth College is also home to the Graduate Students' Association (GSA) and the Overseas Students' Association (OSA).



Administrative staff

The Departmental Administrator is Ms Lynn Kilgallon (W/250).

The Graduate Administrator is Miss Alison Taylor (W/252, tel. no. 3044, email: sociology-pg@york.ac.uk). Alison is responsible for all graduate matters. She provides assistance to the Director of Graduate Studies, Dr Nick Gane, maintains all graduate files, and distributes all departmental information to graduates. It is very important that address and contact details are kept up to date in E:vision so that she is able to contact you via other means than the University email address.

Mail

Students may use 'The Department of Sociology, Wentworth College, University of York, Heslington, York YO10 5DD' as a mailing address. Each student has a pigeonhole (or shared) in the departmental copier room (W/250a) and they should regularly check if there is any post.

The departmental notice-boards are in the quad adjacent to the main administrative offices. They are used to display departmental and University information, as well as information about local and national activities and events relevant to research students.

There is a PG notice board on the wall next door to the PG Common Room.

Notices about conferences are on the corridor board opposite W/245 and W/244.

Data protection

The University collects information about students for administrative, academic, statutory, and health and safety reasons. It conforms to the Data Protection Act 1988 in its collection, processing and disclosure of personal data. It cannot operate effectively without processing information about you and requires your consent to do so. Your signature on your student registration form gives your agreement to the processing of your personal data for any purposes connected with your registration with the University, your health and safety or for any other legitimate reason. Further information can be found at <http://www.york.ac.uk/recordsmanagement/dpa/> or from the Data Protection Co-ordinator, Registrar's Department.

Health and safety in the Department of Sociology

Everyone working in or visiting the Department of Sociology should make themselves familiar with University Notices concerning Health and Safety. Take particular care to read and understand the notices about 'What to do in case of fire' and 'What to do in medical emergencies'. Please ensure that you observe the no-smoking policy in those areas designated as no-smoking. Make sure you know the location of the nearest fire extinguishers. Make sure you know the fire drill and **ALWAYS** observe the fire alarm.



Accidents

If you have an accident at the Department, no matter how apparently minor, it is your responsibility to report it. Official forms are available at Wentworth Porter's Lodge. We require people to complete forms merely to help the Department or University learn from what has happened.

Security

Please ensure that your office door is locked when the office is empty. The 24 hour Security number is (43)4444. The Emergency Security number is (43)3333.

Electrical Equipment

All electrical equipment should be switched off when not being used. Staff and students with access to the Department outside normal office hours should make sure that all lights are switched off and electrical equipment disconnected before they leave. This includes terminals, computers, printers, monitors, heaters and photocopiers.

Using Computers

Users of computer screens should make themselves aware of the University's recommendations regarding their use, in particular, the University's Code of Practice for Display Screen Equipment.

Full details of the University's Health and Safety Policy can be found on YorkWeb at <http://www.york.ac.uk/admin/hsas>. The University's team of advisers responsible for Health and Safety is currently located at:

Health, Safety & Environment Advisory Service
Grimston House
Ext: 2020
E-mail: gf9@york.ac.uk
Fax: 2027

For further information about the Department and its activities, you are invited to visit its website at <http://www.york.ac.uk/sociology>

3 FACILITIES FOR RESEARCH STUDENTS

The Department of Sociology endeavours to provide (usually shared) office facilities for all full-time MPhil/PhD students who need them. A dedicated PG study and common room area has been opened on the mezzanine floor of Wentworth which has office space for all PhD students and a common room/kitchen for everyone (including MA/MSc students). Office accommodation comprises desks, shelving, filing cabinets, computing facilities and a telephone for incoming and



internal calls. A limited number of places are also available to research students in single or shared carrels in the library. There is always a waiting list so early application is advised.

If you are unable to use computing facilities we strongly urge you to learn. Courses are regularly run by the University's Computing Service which are available to staff and research students. Competent word processing skills can help save a vast amount of time when preparing papers for supervisors, draft chapters and the final thesis.

Photocopying

Photocopying facilities are available in the department photocopier room (W/250A). Students should speak to Alison Taylor in order to gain access to the staff copier as a code is required.

Headed paper

Students are allowed to use Departmental headed notepaper and mailing facilities when they are clearly needed for research purposes. A supervisor's permission should be obtained and conveyed to the Departmental Administrator. There is a word template available on the University web site. You should contact Alison Taylor if you require access to it.

Scanning and printing

There is a scanner, computer and network printer available in the department for PhD students. There is also a facility to plug in a memory stick to work from the computer if you prefer. If you are the last person to use the room after 5.00pm please shut down the computer and switch off all the other equipment.

Catering

Full catering facilities are provided by Wentworth College's restaurant/bar "Edge".

Induction Programme

We run an induction programme to help new graduate students settle in to the Department. In addition to discussion about research practices and the career of the research student, you will be provided with a pack of relevant Departmental and University regulations relevant to postgraduate research. You will also be made aware of the various subject specific and generic skills training offered by the University and the Department. It is important that you attend all the induction sessions offered to you.

Departmental support for attendance at national or overseas conferences

The department is keen to support graduates attendance and presentation at academic conferences. If there is a conference that you would like to attend you should discuss it with your supervisor first. Once it has been agreed that you should attend this event please contact Nick Gane (nbg2@york.ac.uk; tel. 2636). Notices and Calls for Papers are posted on the conference notice



board opposite W/244 and W/245 and University Calls are available online at <http://www.york.ac.uk/depts/soci/research/currpapers.htm>.

Alcuin Research Resource Centre (ARRC)

The Alcuin Research Resource Centre (ARRC) is a multidisciplinary collaborative support infrastructure for researchers involved in health and social sciences research within the University. Information about ARRC and its resources is available from its website: <http://www.york.ac.uk/inst/arrc/>

Berrick Saul Building

The £11m building (<http://www.york.ac.uk/campusdevelopment/heswest/currentprojects/berricksaul.htm>) houses the IEE, the Wolfson Suite, and the Humanities Research Centre (HRC). The HRC provides high-quality workspace for Arts and Humanities research postgraduates and postdoctoral researchers, as well as accommodation for research projects, interdisciplinary centres, and emerging research groups. The Centre has become a hub for Arts and Humanities activities on campus, hosting a large number of international colloquia, seminars and conferences. The interdisciplinary research centres and groups based in the HRC include the Centre for Modern Studies, the Centre for Renaissance and Early Modern Studies, the Centre for Advanced Studies in Language and Communication, Christianity and Culture and the Institute for the Public Understanding of the Past.

Departmental research seminars

There is a programme of seminars organised each term by members of the Department. Included are speakers both from York and from elsewhere for the staff and students of the Department of Sociology, which research students are expected to attend. You are welcome to suggest people whom you would like to be invited to give talks at these seminars: if you would like to make a suggestion, please contact the seminar series organiser. Alison Taylor will have this information.

Some seminars arranged by other departments of the University may also be of interest to research students in the Departments, and relevant information is posted on the notice boards adjacent to the Department's main administrative offices.

4 GRADUATE ADMINISTRATION AT DEPARTMENTAL AND UNIVERSITY LEVEL

The Board of Studies and the Graduate Committee

A research student representative sits on the Graduate Board, which is responsible for the organisation and provision of the research training, as well as the MA and MSc courses. There is also research student representation on the Department's Board of Studies, which deals with general departmental matters, and to which the Graduate Board reports. Research students thus



have clear line of contact with the decision-making structures in the department. Both Boards meet each term. This means that research student concerns can be dealt with speedily.

Research student representatives are encouraged to contact the Students' Union which can provide training and guidance about their role. A notice board in the Department, access to 'unreserved' minutes of the meetings, and an email directory of the representative's cohort of students will be provided by the Department. On request, we will provide time and space for students to meet with the people they represent. We will also attempt to provide photocopying access where this is needed for the Board of Studies representative's role.

We value the input of our Board reps very highly: please consider undertaking this important role as part of your time at the Department.

Board for Graduate Schools

This is the major University committee dealing with graduate affairs. All matters of policy regarding graduate students are discussed in this committee. The Executive Committee of the Board for Graduate Schools is the body which will finally approve recommendations from the Board of Studies for the Department of Sociology regarding, for example: transfers from full-time to part-time study within the period of full registration; confirmation of PhD status after the assessment of work submitted to the student's thesis advisory panel; recommendations of the names of appropriate internal and external examiners; extensions of registration after the normal period has expired which, it should be noted, are granted only in the most exceptional circumstances; and suspensions of registration.

The Graduate Schools Office

All enquiries about grants and fees should be directed to the Graduate Schools Office in the first instance. The office also deals with admissions, records, registration, higher degree regulations and welfare co-ordination. Students are welcome to visit or telephone the office at any time during normal office hours. The office is situated in the Student Support Building at Market Square.

For general Graduate Schools Office enquiries please e-mail graduate@york.ac.uk.

Department of Sociology Administrative Responsibilities (Staff)

Head of the Department

Prof. Roger Burrows

Overall responsibility for the department, and manages the staff and resources. Contact him about matters concerning the day-to-day running of the department or the conduct of any member of staff.

Chair, Board of Studies

Dr Nik Brown

Chair, Teaching Committee and Deputy Chair, Board of Studies

Mr Brian Loader

Senior Exams Officer

Dr Amanda Rees

Director of Research and Chair of Research Committee

Prof Robin Wooffitt



Deputy Director of Research	Dr Rowland Atkinson
Director Graduate School and Chair of Graduate Committee	Dr Nick Gane
Deputy Director Graduate School	Dr Emma Uprichard
Chair PGT Exams Boards	Dr Nick Gane
Postgraduate Training Officer	Dr Emma Uprichard
Departmental Graduate/Research/Staff Seminar Coordinator	Dr Nick Gane
PGT Course Coordinators	
Masters in Social Research	Dr Emma Uprichard
Masters in Social Informatics and Management	Dr Darren Reed
Masters in Social Informatics and Interactive Technologies	Dr Darren Reed
Postgraduate Administrator	Miss Alison Taylor
Research Centres	
Director AERU	Prof Robin Wooffitt
Co-Director CASLC	Prof Paul Drew
Director FCAU	Prof Celia Kitzinger
Director of CWS [now an IDC]	Prof Stevi Jackson
Director of SATSU	Prof Andrew Webster
SATSU/ICS Administrator	Mrs Sarah Shrive-Morrison
Other support/advisory roles	
BSA Rep.	Prof Andrew Webster
Data Protection Liaison	Prof Roger Burrows
Department Computing Officer	Dr Graham Lewis
Disability Liaison	Prof Andrew Webster
Energy Coordinator	Dr Merran Toerien
Equal Opps and Race Relations	Prof Roger Burrows (qua HoD)
Overseas Students	Prof Paul Drew
WUN Links	Mr Brian Loader/Prof Andrew Webster
Health & Safety Officer	Miss Alison Taylor
Library Liaison	Dr Anne Akeroyd
Psychological Welfare Liaison	Dr Kelly Benneworth/Prof Robin Wooffitt
Harassment Liaison Officer	Dr Sarah Nettleton/Dr David Beer
Staff Development Officer	Prof Roger Burrows
Widening Participation	Managed via liaison with the University

5 RESEARCH SPECIALISMS IN THE DEPARTMENT OF SOCIOLOGY

There are broadly five thematic clusters in which the department has special research expertise.

- Language, Interaction and Conversation
- Gender and Sexualities
- Culture and Media
- Science, Technology and Medicine
- Social Media and Urban Studies.



These are areas in which there is a significant concentration of research expertise within the department, and in which we have an international reputation for excellence and methodological and theoretical innovation. A brief description of each of these areas follows; the names of those members of staff who work in these area and sub-fields are shown, so that you can check their specific research interests, relevant publications and contact information in Section 7: Members of the Department of Sociology.

Language/Interaction/Communication

Staff working in the area include:

Kelly Benneworth

Paul Drew

Celia Kitzinger

Merran Toerien

Robin Wooffitt

The department is notable for having been a pioneer in the UK in the field of conversation analysis, in which it is a world-class research centre. We can provide outstanding facilities for research and postgraduate study in this area, including comprehensive data archives, audio and video recording equipment, laboratory and other technical resources.

Our research expertise in language and interaction - covering a very broad range of topics and issues, many of which are being pursued through funded projects - falls into four main groups: language and interaction in ordinary conversation; interaction in institutional and workplace settings; the analysis of anomalous experiences and marginal states of consciousness; and (linking across to another cluster of research interests in the department) language, gender identities and sexuality.

Culture/Consumption/Space

Staff working in this area include

Rowland Atkinson

David Beer

Kelly Benneworth

Roger Burrows,

Colin Campbell

Nick Gane

Ruth Penfold-Mounce

Mike Savage

Emma Uprichard

Simon Winlow

The study of culture, generally conceived, has been a focus and strength of the Sociology Department at York for over three decades. We were one of the first departments to make the 'cultural turn'; since then we have maintained our reputation as one of the principal departments in which to undertake research into culture. The term 'culture' here is used in a broad sense to embrace a wide range of issues related to cultural theory, cultural studies and the study of cultural change, as well as specific substantive fields of study that fall under this general heading, such as: consumption and housing; the media, especially film and the internet; the cultural economy etc. More recently we have developed work that has also taken seriously the 'spatial turn' in sociological analysis developing research on various aspects of socio-spatialization, especially in relation to new urban forms, rurality, the virtual, crime and environmentalism.



Gender/Sexuality/Bodies

Staff working in this area include

Anne Akeroyd
Stevi Jackson
Celia Kitzinger

Amanda Rees
Merran Toerien
Simon Winlow

This cluster includes work of a sociological nature that takes places in the Centre for Women's Studies as well as that which occurs in the rest of the Department. We have particular expertise in: the sociology of sexuality; feminist theory; language and gender; gender, science and expertise; and masculinities and violence.

Science/Technology/Medicine

Staff working in this area include

Nik Brown
Graham Lewis
Sarah Nettleton

Amanda Rees
Darren Reed
Andrew Webster

The sociology of science has been a focus for innovative thinking in social science in the last two decades and York sociologists have consistently been at the forefront of international research in this area. Work in this cluster includes that which takes place in SATSU on science and technology governance, the sociology of the biosciences and in SIRU on mobilities, informatics and space. In addition other work in the wider department on social and cultural informatics, the environment (both with links to one of the other themes), genetics, science studies and social theory and medical sociology can be placed under this heading.

Social media and urban studies.

Members of staff working in this area of research are:

Dr Rowland Atkinson
Prof Roger Burrows
Mr Brian Loader

Dr Darren Reed
Dr Emma Uprichard

This cluster is a more recent development. It houses the international academic journal *Information, Communication and Society*, co-edited by Brian Loader. Staff in SIRU are also responsible for the Spatial Informatics Lab (SIL) and the Access Grid Node (AGN). In addition to work on urban informatics, a far broader interest in urban studies is also encompassed within this cluster, including a strong interest in housing and neighbourhood research. Important work has been completed which has established new research agendas in relation to the sociology of the night-time economy, young people, violence and control in urban settings.



6 MEMBERS OF THE DEPARTMENT (AND ILLUSTRATIVE PUBLICATIONS)

Academic Staff

Dr Rowland Atkinson, BSc (Kingston), PhD (Greenwich), Senior Lecturer

Email: ra530@york.ac.uk

Disorder, anti-social behaviour, social control and community life in neighbourhoods. Gentrification, elite residential development and its social consequences. Privatisation of public and residential spaces, particularly with reference to gated communities and civic space

Publications

Atkinson, R. (2010) Prisoners by Choice, *Le Monde Diplomatique*

Atkinson, R. and Jacobs, K. (2010) Damned by Place, then by Politics: disadvantage and the housing policy-research interface, *International Journal of Housing Policy*, 10, 2, pp. 155-171.

Atkinson, R. and Jacobs, K. (2009) The social forces and politics of housing research: Reflections from within the academy, *Housing, Theory and Society*. 26, 4, pp. 233-247.

Atkinson, R. and Willis, P. (2009) Transparent cities: The re-shaping of urban experience through interactive video game simulations, *CITY*.

Atkinson, R. and Easthope, H. (2009) The Consequences of the Creative Class: The pursuit of creativity strategies in Australia's cities, *International Journal of Urban and Regional Research*, 33, 1, pp. 64-79.

Atkinson, R. (2009): 'The politics of knowing: spatial isolation, disconnection and social withdrawal', *Geografiska Annaler: Series B, Human Geography* 91 (4): 299-310.

Atkinson, R., McGuirk, P. and Dowling, R. (2009) Home/Neighbourhood/City+, for *Environment and Planning: A* (special issue introduction), 41, 12, pp. 2816-2822.

Atkinson, R. and Blandy, S. (2009) A Picture of the Floating World: Grounding the Secessionary Affluence of the Residential Cruise Liner, *Antipode*, 41, 1, pp. 92-110.

Atkinson, R., Picken, F. and Tranter, B. (2009) Home and away from home: the urban-regional dynamics of second home ownership in Australia, for *Urban Research and Practice*, 2, 1, pp. 1-17.



Dave Beer, BSc (Bradford) MA, PhD (York). Lecturer.

Email: db501@york.ac.uk

Popular culture, particularly popular music culture; Digital technologies, new media and web cultures; Noise and sound, particularly in the urban context; Social and cultural theory

Publications

Penfold-Mounce, R., Beer, D. & Burrows, R. (forthcoming) 'The Wire as social science fiction', *Sociology*.

Beer, D. (forthcoming) 'Mobile music, coded objects and everyday spaces', *Mobilities*.

Beer, D. & Burrows, R. (2010) 'The sociological imagination as popular culture', in, Burnett, J., Jeffers, S. & Thomas, G. (eds) *New Social Connections: Sociology's Subjects and Objects*. Basingstoke: Palgrave Macmillan. pp. 233-252.

Beer, D. & Burrows, R. (eds) (2010) 'Consumption, presumption and participatory web cultures', a special issue of the *Journal of Consumer Culture* 10(1): 3-149.

Beer, D. (2009) 'Can you dig it? Some reflections on the sociological problems associated with being uncool', *Sociology* 43(6): 1151-1162

Beer, D. (2009) 'Power through the algorithm? Participatory Web cultures and the *technological unconscious*', *New Media & Society* 11(6): 985-1002.

Beer, D. & Penfold-Mounce, R. (2009) 'Celebrity gossip and the new melodramatic imagination', *Sociological Research Online* 14(2/3): <http://www.socresonline.org.uk/11/3/beer.html>

Kelly Benneworth, BSc (Loughborough), MSc (Liverpool), PhD (Loughborough). Lecturer.

Email: kb521@york.ac.uk

Critical social psychology, discursive psychology; conversation analysis, crime and criminal investigations; interaction in forensic settings.

Publications

Benneworth, K. (forthcoming 2010) Negotiating paedophilia: How sexual offences are constructed in the investigative interview. In M. Coulthard and A. Johnson (eds.) *Handbook of Forensic Linguistics*. Oxon: Routledge.

Benneworth, K. (2009) Police interviews with suspected paedophiles: A discourse analysis. *Discourse and Society*.

Benneworth, K. (2008) Applying discourse analysis to the police interviewing of child sex offenders. *Qualitative Methods in Psychology Newsletter*, British Psychological Society, October, Issue 6, 25-37.

Benneworth, K. (2007) 'Just good friends': managing the clash of discourses in police interviews with paedophiles. In J. Cotterill (Ed.) *The Language of Sexual Crimes*. Basingstoke: Palgrave Macmillan.

Benneworth, K. (2006) A discourse analysis of police interviews with suspected paedophiles: the implications of 'open' and 'closed' interviewing for admission and denial. *PhD abstracts edition of The International Journal of Speech, Language and the Law*. Vol. 13 (1), 140-144.



Benneworth, K. (2006) Repertoires of paedophilia: conflicting descriptions of adult-child sexual relationships in the investigative interview. *The International Journal of Speech, Language and the Law*. Vol. 13 (2), 190-211.

Canter, D., Grieve, N., Nicol, C. & Benneworth, K. (2003) Narrative plausibility: the impact of sequence and anchoring. *Behavioral Sciences and the Law*, Vol. 21 (2), 251-267.

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Publications

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Publications

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Publications

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Publications

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**Publications**

- Penfold-Mounce, R. (2010) '*Consuming Criminal Corpses: Celebrating the Spectacle of the Dead Criminal Body*'
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Publications

- Reed, D.J. & Monk, A., (forthcoming) Inclusive Design: Beyond Capabilities Towards Context of Use, UAIS special issue on Innovations in *User Sensitive Design, Research and Development*.
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**Publications**

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Publications

- Savage, M. Changing Social Class Identities in Post-War Britain. Forthcoming. Sociological Research Online.
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Publications

Kitzinger, C. and Toerien, M. (2009). The turn of talk. *The Association for Qualitative Research In-Depth Papers* [on-line]. Summer. Available at: <http://www.aqr.org.uk/indepth/summer2009/index.shtml>

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Publications

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Publications

Webster, A. Douglas, C. Lewis, G. 'Making Sense of Medicines: 'Lay Pharmacology' and narratives of safety and efficacy', *Science as Culture*, 18:233-248, 2009

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Publications

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Conversation analysis; discourse; anomalous/exceptional experiences; parapsychology

Publications

Conversation Analysis: Principles, Practices and Applications. Second edition (2008) Polity Press. (With Ian Hutchby.)

Wooffitt, R. and Holt N. (2008) 'Reporting on Consciousness: communication in mentation narratives' *Proceedings of the 51st Annual Convention of the Parapsychological Association* New York: The Parapsychological Association,

Wooffitt, R., and Allistone, S. 'Participation, procedure and accountability: reported speech markers in a parapsychology experiment' forthcoming, to appear in *Discourse Studies*.

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Wooffitt, R. and Gilbert, H. (2008) ' Discourse, rhetoric and the accomplishment of mediumship in stage demonstrations' *Mortality* 13(3): 222-240. 'Participation, procedure and accountability



Wooffitt, R. (2007) 'Communication and laboratory experience in parapsychology experiments: demand characteristics and the social organization of interaction.' *British Journal of Social Psychology*. 46(3) 477-498.

The Language of Mediums and Psychics: The Social Organisation of Everyday Miracles . (2006) Ashgate.

Honorary /Associate Staff

Anne Akeroyd, BA, MA, PhD (London). Honorary Research Fellow.

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Socio-cultural aspects of the body and of health and illness, in particular women's health; gendered aspects of HIV/AIDS, especially in Africa, and related issues of gendered violence and of women's rights; and comparative perspectives on gender, especially in East Asia and Southern Africa.

Publications

'Coercion, Constraints, and "Cultural Entrapments": A Further Look At Gendered & Occupational Factors Pertinent To The Transmission Of HIV In Africa'. In Kalipeni, E., Craddock, S., Opong, J. and Ghosh, J. (eds.) *HIV and AIDS in Africa: Beyond Epidemiology*, London; New York: Blackwell Publishing, 89-103, 2003.

'Coercion, Constraints, and "Cultural Entrapments": A Further Look At Gendered & Occupational Factors Pertinent To The Transmission Of HIV In Africa'. In Kalipeni, E., Craddock, S., Opong, J. and Ghosh, J. (eds.) *HIV and AIDS in Africa: Beyond Epidemiology*, London; New York: Blackwell Publishing, 89-103, 2003.

'Ethnography, personal data and computers', in Burgess, R.G. ed., *Studies in Qualitative Methodology: A Research Manual*, volume 1, 1988.

'Ethical and legal issues in qualitative social research: A review and summary', consultancy report for the ESRC, 1985.

Colin Campbell, BSc (Econ), PhD (London). Emeritus Professor.

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Culture and cultural change, sociology of religion, action theory

Publications

'Beatniks, Moral Crusaders, Delinquent Teenagers and Hippies: Accounting for the Counter Culture' in *The Permissive Society*, Marcus Collins (ed.), New York: New York University Press, forthcoming.

The Easternization of The West, Paradigm Publishers, forthcoming 2006.

Culture, Identity and Consumption (jointly edited with Livia Barbossa), Rocco: Rio de Janeiro (forthcoming 2006).

'The Craft Consumer: Culture, Craft and Consumption in a Postmodern Age' *The Journal of Consumer Culture*, 5 (1), 2005.



Do Today's Sociologists Really Appreciate Weber's essay *The Protestant Ethic and Spirit of Capitalism?* *Sociological Review* 54 (2) 207-223.

'On Understanding Modern Consumerism and Misunderstanding the Romantic Ethic Thesis: A Reply to Boden and Williams', *Sociology* 37 (4), 791-798, 2003.

Barry Sandywell, BA, BPhil (York), PhD (London). Honorary Research Fellow.

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Sociological theory; sociology of philosophy; (post)modern social thought; contemporary European philosophy and social theory; reflexive social science

Publications

B. Sandywell, 'Monsters in Cyberspace: Cyberphobia and Cultural Panic in the Information Age', *Information, Communication & Society*, Volume 9, No.1, February 2006, pp. 39-61

B. Sandywell, 'The Myth of Everyday Life: Toward a Heterology of the Ordinary', in Michael E. Gardiner and Gregory J. Seigworth, eds., *Rethinking Everyday Life: And Then Nothing Turns Itself Inside Out*, London: Routledge, 18 (2/3), 2004, pp.

B. Sandywell, 'Metacritique of Information', in *Theory, Culture and Society*, London: Sage, Volume 20 (1), 2003: 109-122

B. Sandywell (with M. Hand), 'E-Topia as Cosmopolis or Citadel. On the Democratizing and De-democratizing Logics of the Internet, or, Towards a Critique of the New Technological Fetishism', in *Theory, Culture and Society*, London: Sage, Vol. 19 (1-2), 2002: 197-225

B. Sandywell, 'The Agonistic Ethic and the Spirit of Inquiry: On the Greek Origins of Theorizing', in M. Kusch, ed., *The Sociology of Philosophical Knowledge* (Dordrecht: Kluwer, 2000), pp. 93-123

7 RECENTLY COMPLETED DOCTORAL DISSERTATIONS (2005 TO PRESENT)

This list of dissertations indicates the range of topics on which postgraduates have done research. Our students have an excellent record of success, in terms both of completion within a three to four year period, and of obtaining academic and research positions thereafter: almost all our graduates have gone on to full-time academic posts, or to significant research and consultancy positions.

Jon Minton

2010, *Work and its other: A Multiple Purpose Analysis of Incapacity Benefit Reform*

Chrissie Buse, Research Officer, Faculty of Education, Social Sciences and Law, University of Leeds

2009, *Online @ home in retirement : situating computer and internet use within bodies, spaces and biographies.*



Madeleine Castro

2009, Talking of transcendence : a discursive exploration into how people make sense of their extraordinary experience

Chi Chih Lien

2009, Contemporary Chinese migration : exploring the experiences of middle-class Chinese families living in England in the early 21st century

Maria Eugenia Rodrigues, (University of Minho, Department of Social Science).

2009, Modes of Lay Environmental Monitoring

Helen Cox, (Postdoctoral researcher, Department of Health Sciences, University of York)

2009, Translating Molecular Diagnostics: Innovation, Communication and the Dynamics of Clinical Implementation

Conor Douglas, (Research Technician W. Maurice Young Centre for Applied Ethics)

2009, The Social Construction of Patients, Their Involvement and New Medical Technologies: The Case of Pharmogenics

Jean-Baptiste Gouyon, (Postdoctoral Research Fellow, Max Planck Institute for the History of Science)

2009, Natural History Film-Making as a Culture of Knowledge-Production

Dangjie Ji,

2009, Indirectness in Defensive Responses to Hostile Questions in British Broadcast News Interviews

Olubunmi Lana

2009, From Risk to Reason: Understanding Young People's Perception of HIV Risk in South Africa

Danae McLeod, (Post doctoral research SATSU, University of York)

2009, Home and Away: A Sociological Study of Transnational Intimate Relationships

Cheng Wen Lin

2009, The Microanalysis of Metaphor in Taiwanese Political Communication: A Case Study of the 2004 Taiwanese Presidential Election

Luke Cowie

2008, Medicine : its Meaning, Management and Value

Hannah Gilbert

2008, Speaking of Spirits: Representations and Experiences of the Spirit World in British Spirit Mediumship

Estefania Guimaraes (Postdoctoral Researcher, London)

2007, Talking About Violence : Women Reporting Abuse in Brasil

David Beer (Lecturer, University of York)

2006, Wired for Sound: On the Digitalisation of Music and Music Culture.



Sarah Collins (Lecturer, Department of Health Studies, University of York)

2006, Alignments Between Medical Agendas and Patient Concerns: a Comparative Study of Communication and Strategy in Multidisciplinary Health Care.

Iris Halldorsdottir

2006, The Client's Instructions: Lawyer-Client Interaction and Criminal Defence Case Preparation.

Victoria Land (Researcher, BT Ipswich with University of Surrey),

2006, Doing Politically Engaged Conversation Analysis with Talk by Lesbians and Gay Men: Categories, Person Reference and Heteronormativity in Action.

Pairote Wilainuch, Office of the Civil Service Commission, Thailand

2006, A Sociological Study of Language in HIV/AIDS Counselling between Nurses and Patients in Thailand.

Yuri Jack Gomez Morales (Associate Professor, Colombia)

2005, The Scientific Production: An Investigation into the Socio-Technical Construction of Bibliometric Measurement.

Ieuan Jones

2005, Modern Paganism in the United Kingdom.

Melissa Dearey (Lecturer, Department of Politics, University of York)

2005, Life in the Pen: Subject Representation in Political Prisoner Auto/biography 1963-1983.

8 THE DEPARTMENT'S CODE OF CONDUCT FOR RESEARCH SUPERVISION

University guidelines are at: <http://www.york.ac.uk/admin/gso/exams/researchcode.htm>

This section outlines the Department's code of conduct for research student supervision, and offers general guidelines as to the role and responsibilities of the student. Our code of practice conforms to the University of York's general guidelines for the supervision of graduate students, and the QAA's Code of Practice for Postgraduate Research Programmes (September 2004). This document should be read in conjunction with the University's Ordinances and Regulations, and the University of York's Code of Practice on Research Degree Programmes.

General Supervision Principles

All students will be allocated to a supervisor or supervisors at the beginning of the first academic year; normally student and supervisor(s) will already have met or corresponded before admission. Where relevant to the student's research interest, a second supervisor from the Department may be appointed.



All students registered as doctoral students on the Department's programme in Communication Studies, (in which we collaborate with the departments of Educational Studies, Languages and Linguistic Science, and Psychology), have two main supervisors, one from each of two departments, combining the disciplines and expertise which relates most closely with the student's research interests.

As well as the main supervisor(s), a Thesis Advisory Panel (TAP) will be appointed, to monitor students' progress towards completion and offer advice where necessary. For further information about the Thesis Advisory Panels, see below.

In the last resort students are themselves responsible for their final thesis, but the supervisor/supervisee relationships will have a major influence on the progress of the research. The learning process should be two-way, from which you should both benefit. However, a supervisor should help to maintain and develop a student's intellectual interests, offering new perspectives on the research topic, drawing attention to new work in the area, providing appropriate academic contacts, giving notice of useful conferences and seminars, and advice on publication. He or she should direct students to relevant short courses offered in other departments, and by university service departments. The supervisor should also help the student in the planning and organising of his or her time. The formal role of the supervisor is set out in more detail below.

Supervisorial meetings are the most important formal part of a higher degree. Part-time students, who will face many calls on their time, must give these meetings priority. Meetings should take place without interruptions. Students have a right to expect their supervisor(s) to set aside time to discuss their work.

It is important that supervisor(s) and supervisee should meet frequently and regularly, though the frequency may vary according to the nature of the project and the stage reached in the research. The Department considers it good practice for full time students to have no fewer than three supervision meetings with their supervisors per term, and part time students to have at least two meetings per term. *It is compulsory for students to have two formal supervision meetings (1 for P/T students) every term and to submit a report form to Alison Taylor at the end of each meeting.* Forms are available for download at <http://www.york.ac.uk/depts/soci/current/SupervisionRecordSheet.doc>

When students are conducting fieldwork away from the University arrangements must be made to ensure regular supervisory contact by telephone and email. This is particularly important for long absences, such as those necessary in undertaking fieldwork overseas. Students should be required to check in regularly, generally each week, and to provide longer reports on their progress on a fortnightly basis. This contact is essential in ensuring that the supervisor does not lose track of the student's work and is consulted about any problems arising during fieldwork.

Where a student submits written work, it is essential that the supervisor's comments, criticisms and suggestions for improvement are clear and unambiguous. Sometimes it may be sufficient to convey these orally or by comments on the student's text. But for important pieces of work supervisors should provide written comments, which specifically aim to give his or her overall view of the text and identify all necessary revisions. Students should not be left in doubt of their supervisor's judgement of the quality of work, particularly if improvements are required.



Supervision involves identifying a candidate's research training needs and ensuring they are met. Those who have not previously followed the training programme provided by the Department's ESRC recognised MA should do so, unless exemptions have been agreed by the Board of Studies. Research training does not end with the completion of the MA, but should continue throughout the period of MPhil/PhD registration. This training should include any advanced or specialised methodological skills required for the student's project as well as general transferable skills. Research training should be decided upon prior to the start of each academic year in order to ensure that students are enrolled on appropriate courses and should be regularly reviewed and monitored. (See Section 11).

Students should keep in touch with their supervisor(s), and discuss any change of direction in their work as such changes arise. Notice should be given if appointments cannot be kept. Students should go to supervision meetings well prepared and with an idea about what they want to get out of the meeting. They should ensure that any written work to be used as a basis for supervision should reach the supervisor(s) well in advance of the meeting. Students are urged to let their supervisors know if they are feeling stuck, depressed or isolated. All academics lose enthusiasm and momentum at some point; this can often be talked through and resolved.

The Department of Sociology will make every effort to provide alternative supervision if a member of staff is away on leave, ill or resigns.

Termly Reports

Two supervisions each term are to be designated as formal supervisions and for these meetings formal reports must be submitted to Alison Taylor. (One per term for part time students). These reports are written by the student, signed off by the supervisor and will detail progress, future work/plans and the student's transferable skills training requirements discussed during the supervision.

It is the student's responsibility to ensure that the forms are completed and submitted to Alison Taylor in the Sociology Reception Office before the end of each term.

Electronic versions of the forms can be downloaded from:

<http://www.york.ac.uk/depts/soci/current/resforms.htm>

Supervision in the first year

As well as undertaking required elements of research training, in the first term students should, with the help of their supervisor(s) and Thesis Advisory Panel, be clarifying a practicable research topic, with reference to existing work in the field, the availability of sources, and what they find most intellectually exciting. The supervisors will check that the topic is viable, sufficiently specific, and not over ambitious.

Student, supervisor(s) and Thesis Advisory Panel members will jointly need to plan, in some detail, a timetable of research which is clearly oriented towards the completion of the thesis within the timetable stated above. This may involve the learning of specific techniques, the conducting of interviews, and the study of source materials in different parts of the country or abroad, depending on the subject. The time spent in these activities should be balanced with the time required for writing.



By the end of the first year, the student will be expected to have completed core elements of their research training; to have clearly defined the subject of the research; to have a grasp of the relevant literature; to have completed the greater part of the bibliographical work, and to be well embarked on primary research. In addition he or she should have completed a substantial piece of writing, which may be an introductory discussion, a survey of the literature, or a draft chapter.

Supervision in the 2nd and 3rd Year

Even when students are most actively engaged in research, meetings with their supervisor(s) will still remain important, and should be given a very high priority. Regular discussion of research findings is always helpful, and can mitigate feelings of isolation and confusion.

As writing-up gets underway, a supervisor's advice will be crucial. Regular drafts of chapters should be submitted; he or she will be looking at the quality of writing, at general strength of argument, and at scholarly presentation.

Throughout the drafting process, a student will be asked to defend and justify the relevance of the chapters to the overall direction of the thesis; this is where a supervisor can be of most use. Before the thesis is finally submitted the supervisor(s) should see the complete final draft.

The role of the supervisor

The relationship between supervisor(s) and research student is of critical importance to the success of the latter's studies. It is the responsibility of the supervisor to scrutinize the balance and direction of the student's work at every stage of the research. In addition to supervising the research itself (see below), the supervisor or supervisors must ensure:

- That back-up supervision is available and in place when they are absent (e.g. on research leave or ill).
- That the Thesis Advisory Panels meets early in the candidate's registration, so that he or she is aware that she can rely on a broad support network, and thenceforth at least twice per year (annually for part-time students).
- That, where there is co-supervision, there exist clearly defined roles and arrangements for the conduct of supervision.
- That the research training needs of the candidate are clearly identified at the commencement of supervision and are fulfilled over the course of the registration.
- That any problems impeding the student's progress are identified, brought to the attention of the Graduate Committee, and that appropriate action is taken. He or she can be expected to provide advice in all these, as appropriate.



Direction of the research

Your supervisor is in general responsible for advising you about the direction and practical aspects of your research, and more specifically about:

- The relevant research literature in your area
- The design of your project, including samples, methodology, conducting fieldwork, etc.
- Gaining access: this includes assistance in making contact with those who may give you access to data, permission to make audio or video recordings, etc.
- Ethical aspects of your research, including constructing subject consent information/forms, and applying to ethics committees (eg. NHS Ethics Committees) for permission
- Data collection (including the availability of secondary data sources)
- Data analysis
- The scope of your study, and what areas will need to be covered or included in your project and dissertation
- Constructing work timetables, and a schedule towards the timely completion of your dissertation.

Mechanisms for dealing with problems in the supervisor-supervisee relationship

Occasionally problems arise in the supervisory relationship. It is vital that the supervisor make the candidate aware, at the start of his or her registration, of the mechanisms available if things go wrong. Research students should feel free to express comments on their supervision at any time, directly to the supervisor, to another member of the Thesis Advisory Panel, to the Chair of the Board of Studies, the Director of Graduate Studies, or the Head of Department. At the end of each meeting of the TAP the supervisor(s) are required to leave the room enabling the student to have a free and frank discussion on the quality of supervision with other TAP members. Supervisors should explain to candidates that raising problems in any of these ways does not necessarily constitute a formal complaint, and will be treated in strict confidence. Supervisors should draw supervisees' attention to the University's mechanisms for formal complaints. Candidates should also be made aware that they can approach the Board of Studies through their Board of Studies representative. Students have a right, under University regulations, to request a change of supervisor when the supervisory relationship breaks down irrevocably. Changes of supervisor must be formally approved by the Board of Studies and the Graduate Schools Office must be informed immediately. Where the student is supported by funding from research councils, changes of supervisor also require the approval of the funding body.

Mechanisms for monitoring progress

The following procedures are in place and should be followed for monitoring the progress of higher degree research:



- Regular supervision, accompanied wherever possible by written comments on the candidate's work.
- Formal twice termly report forms, to be filled by the student, and submitted to the Graduate Administrator.
- Regular Thesis Advisory Panel meetings, to discuss and monitor the development of the research project.
- Written reports of the Thesis Advisory Panel meetings, on the appropriate form, to be submitted to the Chair of the Board of Studies and kept on the student's file.
- Regular meetings of the Board of Studies to discuss and resolve any problems arising from the conduct of supervision and research. Student problems are raised and reviewed under a regular item of reserved or 'starred' business (from which student representatives are excluded) on the agenda.
- The Upgrading procedure (based on submitted written work and an oral examination), followed by a written recommendation on the appropriate form to be approved by the Chair of the Board of Studies (or the Chair of the Board of Examiners) and submitted for approval to the University's Graduate and Undergraduate Studies Committee.
- Final submission and examination according to the University's Regulations.

If a student has not completed the thesis by the end of the full registration period (full-time and part-time), he or she is responsible for keeping in regular contact with her supervisor(s) during any period of extension.

9 GENERAL RESEARCH STUDENT INFORMATION

Funding whilst a PhD student

Many students begin their studies with only partial funding, or funding themselves. In such circumstances, it is often possible to secure further (or top-up) funding from a variety of sources, including the EU, Overseas Research Students awards, university bursaries, and specialist agencies such as medical bodies, the Wellcome Trust etc.. Your supervisor will be able to give you guidance about where to look for such funding opportunities, and assistance in completing applications.

In addition, you may incur exceptional costs during your research, for instance in attending conferences or doing field work away from York. Your supervisor may be able to give advice about seeking funding to cover such costs, and any Departmental allocation to support graduate attendance at conferences or related academic meetings.



Conferences and other professional activities

There are frequently conferences, workshops, one day meetings and so forth on most areas of sociological research. You may like to attend such meetings, either to learn about current research in the area, or to give a presentation or paper. Your supervisor should keep you informed about such meetings, and if necessary help you in preparing presentations. Information on conferences is posted on the notice board opposite W/254.

Technical facilities and resources

You may need, at various stages of your research, access to certain technical facilities, such as recording and playback equipment, computer software, and so on. Your supervisor will know what facilities the department has (or needs to provide), and will be able to arrange your use of such facilities.

Writing and dissemination

The successful completion of your degree ultimately rests on the completion of your dissertation, and its quality. Your supervisor is responsible for advising you about all aspects of writing draft reports and chapters, commenting in detail on those, and the shape and content of the final dissertation.

Equally important, however, is that you disseminate the results or findings of your research, as early as is practicable, and bearing in mind the standards of academic rigour. Publication is a vital part of the dissemination of your research findings, and of your career development. You should expect to have published (or have accepted for publication) at least one journal article by the time you finish your studies here. Again, your supervisor should provide advice about all aspects of publication - including a decision about what findings to publish, in what journals, how to prepare and submit a paper for publication, and how to handle reviewers' recommendations and suggestions.

The inclusion of a supervisor as co-author of a paper or chapter which relates to a student's project or research findings is subject to the strictest departmental control. In view of the potential for the abuse of opportunities for a supervisor claiming co-authorship of work which is substantially that of a student, co-authorship should only be considered if the supervisor has made a substantial and original contribution to the work in question.

Future careers

Almost every student graduating in the past decade with a PhD in Sociology from this university has gone straight into full-time employment, either in higher education, or in other sectors. Many are in university teaching or research positions; whilst others have gone into the probation service and secondary school teaching etc. Although your supervisor is unlikely to have knowledge of the whole range of employment sectors, he/she will be able to advise you about academic teaching and research positions for which you might apply.



Welfare

Supervisors should also be available, when necessary, to offer support and guidance on personal problems where they affect the progress of the student's work. While supervisors are not expected to be expert counsellors, their role is pastoral as well as academic. In particular, he or she should identify any personal or health issues that might affect a student's progress, advise on formal steps that might be taken (such as temporary suspension of studies) and refer a student to Student Services if more specialist help is required.

10 UNIVERSITY REGULATIONS ON PhD STUDY AND SUPERVISION

The University regulations concerning all aspects of Research degrees are on line at:

MPhil: <http://www.york.ac.uk/admin/asol/ordreg/r2.htm#2.4>

PhD: <http://www.york.ac.uk/admin/asol/ordreg/r2.htm#2.5>

The degree of PhD – Length of Study

- The duration of a full time PhD programme is three-years and it is expected that theses should **normally** be completed and submitted for examination within this period.
- PhD research projects should **at the outset** be designed to **be capable of** completion (**including** submission of the thesis) within three years, and the timetable for the conduct of research leading to the PhD should reflect this.

Although the Regulations make provision for an additional year for the submission of the thesis, students should not embark on the PhD programme expecting to avail themselves of this provision. For this reason, the term 'writing up year' (or 'writing up period') is no longer to be used, since the expectation is that students will complete both the research and the writing of the thesis within three years. However, students may have an additional period of up to one year, if required, to complete and submit their theses.

The Thesis Advisory Panel (Tap)

University Regulations are available at

<http://www.york.ac.uk/admin/gso/exams/researchcode.htm#Thesis>

Department TAP forms are online at: <http://www.york.ac.uk/depts/soci/info/TAPForm.doc>

In addition to being allocated a supervisor(s), all students are assigned to a Thesis Advisory Panel, as a matter of University policy. The main task of this panel is to monitor a student's progress, and to supplement and support the supervisory relationship. The Thesis Advisory Panel consists of the student's supervisor(s) and one or two named members of the academic staff from the Department of Sociology. In accordance with University policy, this panel is required to meet with the student at least twice a year during the normal full-time registration period to review progress. One meeting is usually held during the student's first term, a second for the confirmation, with a further meeting at the beginning of the final year. For part-time students, meetings should be held



at least yearly. Other meetings of the Panel may be arranged where particular problems arise which cannot be resolved by a normal supervision session. At each meeting the supervisor(s) will be expected to leave the room so that the student can discuss in confidence any problems with supervisory arrangements with the remaining Panel member(s). If any problems emerge from this discussion, the panel chair will be able to advise about appropriate action, and to assist if necessary (for instance by speaking with the supervisor concerned, or raising the matter with the Director of Graduate Studies or the Head of Department).

- Meetings of the Thesis Advisory Panel will be additional to formal supervisory meetings. The thesis advisory panel is expected to meet only during the student's normal registration period.
- Full time students will have a full TAP and one light TAP meeting per year with part-time students reduced accordingly.
- In preparation for TAP meetings, students will be asked to complete a pro forma summarising progress on their work during the review period and outlining their future objectives. The pro forma will also allow the supervisor to comment on the student's progress.
- Students will be given an opportunity to comment confidentially on the quality of their supervision orally at the meeting in the absence of the supervisor.
- Following each thesis advisory panel meeting a brief report on progress and future action, agreed by all the panel members, will be produced, possibly on the pro forma referred to above. Copies of the reports of panel meetings will be submitted to the chair of the departmental Graduate School Board, and placed on the student's departmental file.

A member of the TAP, other than the supervisor(s), may be appointed as the student's internal examiner. In this case, the member of the panel concerned will not be involved in the final preparation of the student's thesis

Extended registration

Students should maintain contact with their supervisors during this period [i.e., the period following the end of the enrolment period], and can expect to receive continuing support from their supervisor, including reading the final draft of the thesis before submission. The Department will provide students with guidance on the level of support they can expect during this period. When recommending extensions, it should make clear to the student the level of support that can be expected."

Students should **normally be expected** to complete the writing of the thesis **before** the end of the three-year enrolment period, **though circumstances may arise which delay completion into the fourth year**. Only in exceptional circumstances should **students** need to conduct further research at that stage. **Supervisors and students should be aware that the University receives funding (grant and tuition fees) only for three years, and that it is in students' interests to complete within their funding period**. Students who exceed the three-year period **should** therefore expect support to be **more limited during the fourth year**.



It is the responsibility of students to maintain contact with their supervisors during this period. Students can expect to receive more limited support from their supervisor during this period than is the expectation during the normal period of enrolment. **Nevertheless**, all students can expect their supervisor **to provide some support and in particular** to read and comment on the final draft of the thesis before submission. Students will be allowed to conduct further research or to use departmental facilities after the three-year enrolment period only with the written agreement of the chair of the departmental graduate school board. Students will, however, retain access to computing and library facilities, providing payment of the required continuation fee is made. Departments should make clear to students the level of support that can be expected if the three-year enrolment period is exceeded.

For 2010/11, the continuation fee has to be confirmed. You will be asked to pay this fee within two weeks of the invoice.

This fee will also cover access to computing and library facilities (borrowing only); access to inter-library loan facilities will be by separate payment to the Library. Where an extension of submission deadline is approved, access to computing and library facilities will be provided for the period of the extension. Access to computing and library facilities will end after the thesis has been submitted for examination.

For further information see <http://www.york.ac.uk/admin/gsol/fees.htm>

11 CONFIRMATION OF PHD REGISTRATION [QAA CODE SECTION 16]

(a) Research students embarking on a PhD programme will normally be enrolled provisionally for that degree.

(b) Confirmation of PhD enrolment should be considered within eighteen months (for full-time students) or within three years (for part-time students); a final decision whether or not to recommend confirmation must be taken by the end of the second year of study (for full-time students) or of the fourth year of study (for part-time students).

(c) Decisions on whether or not to recommend confirmation of PhD enrolment will be made by the departmental Graduate School Board or Board of Studies on the basis of a recommendation by the thesis advisory panel. To inform its judgement, the panel should have available to it (i) evidence that the research is under way and that appropriate research training has been completed; (ii) a substantial piece of written work by the student; and (iii) a coherent and realistic plan for the completion and submission of the thesis within the required period. Confirmation of PhD enrolment should be recommended, and will be approved by the Standing Committee on Assessment, only where the student has demonstrated an appropriate level of achievement and is considered to be capable of completing a successful PhD thesis within the required period.



(d) If a Graduate School Board or Board of Studies decides not to recommend confirmation of PhD enrolment, it may recommend instead that the student should be allowed to submit a thesis for the award of an MPhil degree or a dissertation for the award of an MA or MSc degree by research (where those degrees are available), subject to the normal regulations and requirements for those degrees.

Membership and roles of the confirmation TAP

The makeup of the panel should be:

1. The student's supervisor(s)
2. An academic member of staff (if possible, with expertise in areas related to the substantive or methodological concerns of the student's research).
3. A non-aligned academic (who may act as Chair of the meeting).

The confirmation documents

Documents should total approximately 20,000 words. They must include

- 1 Two chapters. These may be the Introduction, a Literature Review, a Methodology chapter or a substantive (empirical or theoretical) chapter. The decision as to what kind of chapters are to be submitted is to be made in consultation with the supervisor(s). **The submitted chapters must demonstrate that the student is able to produce work of PhD standard.**
- 2 A chapter-by-chapter outline of the thesis.
- 3 A coherent and realistic timetable for the completion and submission of the thesis within the three year registration period. (six years for part time students).
- 4 A copy of the Academic Misconduct Module Certificate
- 5 Ethical approval (if relevant).

It is not permitted to submit notes in lieu of a chapter, nor as part of an incomplete chapter.

No co-authored work may be submitted as part of the upgrade documents.

There must be coherence in the documents submitted, i.e., the documents submitted must reflect the thesis title.

Confirmation Procedure

Students must submit their intended confirmation documents to their supervisor(s) and the other members of the Thesis Advisory Panel. These documents will be provisionally assessed normally within two weeks. This provisional assessment allows the Panel to identify problems and suggest additional work/revisions, if necessary.

If it is decided that there is sufficient strength to suggest a case for upgrading, a formal Upgrade Thesis Advisory Panel will be convened. This Upgrade will be convened no later than six weeks after the submission of the intended upgrade documents.



If it is decided that the materials are not strong enough to merit confirmation, a Confirmation Thesis Advisory Panel will not be convened. The student will be given clear guidance to assist the resubmission.

There is no restriction on the number of times students may resubmit documents **AS LONG AS** their length of registration has not exceeded the time limits set by the University by which upgrading is to have taken place. That is, full time students may not resubmit beyond two years, and part time students may not resubmit beyond four years (except where there are mitigating circumstances).

If upgrading has not been completed by the end of the second year/ fourth year, and there are no mitigating circumstances, the student will not be upgraded to PhD, and will be considered to have entered the writing up period of their MPhil.

Confirmation TAP outcomes

The written work will normally be read by members of the student's thesis advisory panel. They will then discuss its contents at a meeting with the student, lasting between one to one and a half hours, and make a recommendation to the Board of Studies.

The recommendation normally will be:

- 1 confirmation of PhD registration or
- 2 to revise the work and resubmit. However: resubmission is normally permitted only during two years (for full time registration) or four years (for part time registration)
- 3 or to complete the thesis at MPhil level.

Confirmation of PhD registration should be recommended, and will be approved by the Board for Graduate Schools, only where the student has demonstrated an appropriate level of achievement and is considered to be capable of completing a successful PhD thesis within the required period.

Reports of the meeting and the student's progress will be prepared by the panel and a copy given to the student. The report will set down any advice and recommendations offered and any directions or conditions for the future progress of the thesis. If the transfer application is approved, a recommendation to this effect will then be forwarded by the Board of Studies to the Board for Graduate Schools.

Should the thesis advisory panel take the view that the student should not be permitted to continue onto PhD, the student has the right of appeal to the Director of Graduate Studies, who will convene a committee (based on the faculty members of the Graduate Committee) to consider the appeal. Students have a final right of appeal to the University's Board for Graduate Schools.

12 PHD THESIS SUBMISSION

Theses and dissertations for research degree programmes at :
<http://www.york.ac.uk/admin/aso/ordreg/r2-8.htm#2.8.1>



supervisor and the examination process at:

<http://www.york.ac.uk/admin/gso/exams/guidance.htm#section12>

Word limits

The limits given above include appendices and footnotes which expand the text, but exclude other footnotes giving basic textual references and the bibliography.

These limits may be varied only in exceptional circumstances, if an application is made to the Board of Studies.

Requirements for the presentation and binding of theses and dissertations

Please read the detailed guidance at: <http://www.york.ac.uk/admin/gso/exams/thesis/requirements.htm>

Printed copies of theses and dissertations submitted for examination shall be softbound, as specified in the University's requirements for the binding of theses and dissertations, which are available at <http://www.york.ac.uk/admin/gso/exams/thesis/requirements.htm>. The number of printed copies submitted shall equal the number of examiners appointed.

Candidates who registered for the degree programme concerned in October 2009 or later shall in addition submit the same number of copies of a CD (or other portable data storage unit acceptable to the University) containing an electronic copy of the thesis or dissertation. The electronic copy shall be in pdf format (or other format acceptable to the University and appropriate to the medium) and shall be identical in every way to the printed copy. Candidates who registered for the degree programme concerned before October 2009 may also submit electronic copies in addition to the printed copies, but are not required to do so.

Each CD (or other portable data storage unit) shall bear a label giving the title of the thesis or dissertation (in abbreviated form, if necessary), the volume number (where applicable), the author's name, the name of the qualification for which the thesis or dissertation is submitted (e.g., PhD or MA), and the year of submission.

Viva Procedure

Examination of both MPhil and PhD theses is by means of a viva with internal and external examiners. Students are required to notify the Registrar of their intention to submit a thesis, together with the title of the thesis, not less than eight weeks before the date of presentation. Copies of the appropriate form may be obtained from the Department office. This form is in triplicate. The top copy should be sent to the Graduate Schools Office, the second copy to the Department Office and the third is for the student to keep for his or her records.

Candidates should make a realistic estimate of the expected date of submission, bearing in mind the possibility of last-minute difficulties, and should make every effort to observe it. By the due date, two copies of the thesis should be lodged in the Graduate Schools Office.

Within four weeks of the Intention to Submit form being given to Exams Office the supervisor should complete an Appointment of Examiners form for research students. This is downloadable



at: <http://www.york.ac.uk/admin/gso/staffonly/Exams/ExtExamAppointResearch.doc>. This also goes to the Examination Office with a copy to Alison Taylor.

Normally the examination should take place within three months of the submission of the thesis. The oral examination usually takes between one and two hours. If the Examiners' recommendation is accepted by the Graduate and Undergraduate Studies Executive Committee, the degree will be conferred on the next Degree Day. For the various options open to examiners students should consult the Ordinances and Regulations of the University.

All PhD Thesis vivas are tape recorded. Equipment should be ordered through the University AV Unit or via Alison Taylor in the Sociology Office. **For data protection reasons the recorder must be switched on as soon as the viva begins and stopped immediately when it ends.** The tape(s) must be sent to Examinations Office where they will be kept for 12 months.

PhD Thesis and Viva Forms

This is a list of the necessary forms for the submission and examination of PhD theses:

Intention to Submit: <http://www.york.ac.uk/admin/gso/exams/forms/IntentionToSubmit.doc>

Appointment of Examiners:

<http://www.york.ac.uk/admin/gso/staffonly/forms/ExtExamAppointResearch.doc>

Examiners' preliminary Report Form:

<http://www.york.ac.uk/admin/gso/exams/forms/VivaPrelimReport.doc>

Examiners' Report Form: <http://www.york.ac.uk/admin/gso/exams/forms/ReportPhd.doc>

13 SUSPENSIONS OF REGISTRATION

Suspensions of the normal period registration may be granted where students are obliged for compelling medical or personal reasons to interrupt their studies. If you wish to apply for a suspension of registration, you should approach your supervisor. Recommendations for suspensions must be made by the department concerned to Student Administrative Services for approval by the Board for Graduate Schools. Departments will find the appropriate form at <http://www.york.ac.uk/admin/gso/staffonly/Exams/Formsgraduate.htm>.

You must provide your department, either in a signed letter or by email, with the reasons for the proposed suspension. The reasons must be adequate, and sufficient to justify the duration of the suspension. They will normally be medical, personal, financial or related to employment. You must also provide your department with relevant supporting documentation. This includes, wherever applicable, a medical certificate or doctor's or counsellor's letter concerning your medical circumstances (or those of a dependant, where these are a ground for the suspension) which indicates the duration of those medical circumstances; a death certificate or other dated evidence of bereavement; confirmation of maternity (MAT B1 form); or a letter from an employer. A suspension must begin during your period of full-time or part-time registration. If you have gone beyond your period of full-time or part-time registration, a suspension of registration is no longer possible; if required, an extension of submission deadline may be applied for instead.



Please note:

- (a) You may not apply for a suspension beginning three months or less before the end date of your full-time or part-time period of registration. In these circumstances you may apply for an extension of submission deadline instead.
 - (b) The suspension must be for a period of one or more whole months. Any interruption of your studies of less than one month must be absorbed within your normal registration period.
 - (c) Any single suspension will be limited to a maximum of one year. Suspensions of registration exceeding a total period of two years will not normally be approved.
 - (d) As far as possible, you should apply for a suspension before the proposed start date. In all cases, departments should submit recommendations no more than one month later than the proposed start date of the suspension. If your work begins to be adversely affected by medical or other personal circumstances, you must therefore apply to suspend your registration immediately, since retrospective suspensions will not be approved.
 - (e) Entirely retrospective suspensions will not be approved.
 - (f) Suspensions of registration beginning within the first month of the programme will not be approved. In these circumstances, you should withdraw from the last date of attendance, and apply to recommence the programme at a later date.
 - (g) Your access to University library and computing facilities will be suspended for the period of the suspension of registration, unless your department sets an academic condition (e.g., submission of an outstanding assignment) that you must meet before resuming your registration. Except where an academic condition is set, you may not do work which contributes to your period of study or research during the suspension. You should set up an email forwarding address before your computing account is suspended.
 - (h) You may not use University resources (e.g., attend lectures, seminars, supervisions or thesis advisory panel meetings, work in a laboratory, or – except where required by an academic condition -use the University Library) during a suspension.
 - (i) If your registration is suspended on medical grounds, you must arrange for Student Administrative Services to receive satisfactory confirmation from a doctor of your fitness to study as a condition of resuming your registration.
 - (j) If you are in receipt of a University studentship or of a UK research council studentship, payment of the studentship will be suspended for the period of the suspension of registration. An exception is in the case of maternity, where paid maternity leave of up to six months may be taken on top of the normal duration of the studentship.
 - (k) Any outstanding debts to the University must be paid before you resume your registration. After a suspension has been approved by the Board for Graduate Schools, you will receive a letter from Student Administrative Services confirming the dates of the suspension, any conditions of resumption, your new end date for the programme, and (where applicable) the new deadline for confirmation of your PhD.
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14 EXTENSIONS OF SUBMISSION DATE

MPhil and PhD students who have not submitted their theses within the normal period of full-time or part-time registration are allowed a further period of up to one year in which to complete



the writing up of their thesis. Extensions beyond the further period allowed to research students, or beyond the completion date for taught postgraduate students, are granted only in exceptional circumstances, namely, where the a student's work has been hampered by medical or personal or unexpected academic circumstances or by exceptional circumstances arising from employment. If you wish to apply for an extension of submission date, you should approach your supervisor. Recommendations for extensions must be made by the department concerned to Student Administrative Services for approval by the Board for Graduate Schools. Departments will find the appropriate form at <http://www.york.ac.uk/admin/gso/staffonly/Exams/Formsgraduate.htm>. Recommendations for extensions should be made before the current submission deadline. You must provide your department, either in a signed letter or by email, with the reasons for the proposed extension. The reasons must relate to medical or personal or unexpected academic circumstances or by exceptional circumstances arising from employment. The proposed extended submission date must be justified by the circumstances.

You must also provide your department with relevant supporting documentation. This includes, wherever applicable, a medical certificate or doctor's or counsellor's letter concerning your medical circumstances (or those of a dependant, where these are a ground for the suspension) and indicating the duration of those medical circumstances; a death certificate or other dated evidence of bereavement; confirmation of maternity (MAT B1 form); or a letter from an employer.

The recommendation form asks students to provide:

- (a) a detailed account of the present state of the thesis
- (b) detailed reasons for completion being delayed;
- (c) a detailed timetable for the completion of outstanding work agreed with the supervisor;
- (d) the proposed extended submission date (DD/MM/YYYY) agreed with the supervisor.

You must provide your department with this information on the recommendation form which your department will send you, or in a separate signed and dated statement or by email.

Any single extension will normally be limited to a maximum of six months. In exceptionally compelling circumstances, a longer extension up to a maximum of one year may be granted. Extensions of registration exceeding a total period of two years will not normally be granted. The Board for Graduate Schools may agree to approve a shorter, interim extension in the first instance; or may require interim progress reports to be submitted by the supervisor to Student Administrative Services. Where the length of the extension requested is, in the Board's judgement, not justified by the circumstances, a shorter extension may be approved. The Board may determine that any extension approved is a final extension.

If you have been in receipt of a UK research council studentship, prior approval of the proposed extension may need to be sought by Student Administrative Services from the research council concerned.

After an extension has been approved by the Board for Graduate Schools, you will receive a letter from Student Administrative Services confirming the extended submission date, and stating any conditions attached to the extension.

MPhil, PhD or EngD students who are granted an extension pay a continuation fee to cover their continued candidature for the degree. The continuation fee also covers continued access to computing and library borrowing facilities, if required; access to inter-library loan facilities will be by separate payment to the Library. Access to computing and library facilities will be provided for the period of the extension, and will end after the thesis has been submitted for examination.



Details of these fees will be given in the letter confirming the extension.

15 RESEARCH TRAINING PROGRAMME

The department is able to offer research training, in the form of courses devised specifically for graduate students, as well as modules in our undergraduate programme which may be relevant to a particular student's research. Elements of this programme will be taught according to demand in a given year. You should consult your supervisor about your particular requirements with respect to this programme. And you should discuss particularly whether there are undergraduate modules which you would like to take.

If you wish to take any taught modules please register with either Alison Taylor (Masters) or Lynn Kilgallon (undergraduate) so that you can be put on the circulation list for notices and course information on Yorkshire VLE.

Advanced research training

It is the policy of the Department that all its research students attain a broad and balanced training in research methods and various approaches to their subject. A research training programme is designed for each individual student in consultation with his or her supervisor(s), taking account of the student's graduate research interests and objectives in the context of his or her previous experience and background. Part-time students who are working full-time may have difficulty in attending the formal courses designed to meet these requirements and are expected to identify, with their supervisor, what their training needs are and how they might be met.

The Department offers a variety of courses relevant to research training, either in general (especially training in research methods) or which relate to specific areas of research (e.g. in cultural studies, criminology, social informatics).

Courses which may be relevant to research students registered on the Communications Studies programme are available across the four participating departments (Educational Studies, Language and Linguistic Sciences and Psychology). Your supervisor can advise you about course and their relevance to your research interests.

16 GENERIC AND SUBJECT SPECIFIC TRANSFERABLE SKILLS TRAINING

Sir Gareth Roberts' Report 'Set for Success' has been the catalyst for a major review of training provision for postgraduate research students. His report recommended that students should receive at least 10 days dedicated transferable skills training per year and that Research Council funding for studentships should be made conditional on students' training meeting stringent standards. The University has adopted a policy that all postgraduate research students, regardless



of the source of funding of their studentship, should engage in an average of ten days' training in transferable skills per full year of registration.

It is expected that in each year six days of training will be selected from the generic transferable skills courses offered by the University's Graduate Training Office. Information on available courses can be found in the University of York Graduate Training Handbook. The Department runs courses of one, half day or two day courses (or equivalents) which provide training in sociology subject specific transferable skills.

Second Year PhD students organise and run a one day conference in the Spring Term. Departmental training for all other students usually takes place in Week 1 of the summer vacation and you will be notified of these events.

Graduate Training Unit

Website: <http://www.york.ac.uk/admin/hr/training/gtu/>

Skills forge website: <http://sf2.volt.york.ac.uk/gpd/signin/>

The Graduate Training Unit (GTU) is part of the recently formed Professional and Organisational Development (POD to its friends). The GTU is dedicated to the co-ordination and delivery of transferable skills training for postgraduate students and research staff throughout the University of York.

The training facilitated by the GTU for postgraduates is grounded in the Joint Skills' Statement and is designed to help you reach your potential during and after your PhD. The training is delivered in different shapes and sizes, from the mainstream half-day or full-day courses, through short, single-issue courses, to more experiential-based training.

Up to date information on the courses and events run by the GTU is available online at: <http://www.york.ac.uk/admin/pod/graduate/index.shtml>. Students should keep a record of the courses they have attended and present them at TAP and the Termly Supervisor Meetings. Future training needs will also be discussed in these meetings. They should also be recorded on Skillforge.

17 UNIVERSITY OF YORK LIBRARIES

Learning how to use the resources of the University Library efficiently is essential if you are going to make the most of your course and conform to academic conventions for the production of work.

Guides to all aspects of Library services can be found on the Library's website:

<http://www.york.ac.uk/library/>

The JB Morrell Library is the main undergraduate and graduate library. **The Raymond Burton Humanities Research Library (the RBL)** has reference materials for advanced study in the



humanities, and the **Borthwick Archive** (alongside the RBL) provides a secure store for the University's rare and valuable Special Collections.

The main Library buildings house over 600,000 books and over 3,000 print journal titles. Many journals and some books are now also available in electronic form (e-journals and e-books) which allows round the clock access (for off-campus access to these and other electronic resources, see *Information Technology*, below). The Library currently subscribes to over 19,000 electronic journal titles and over 100,000 e-books.

Some copies of the books and articles recommended in reading lists and *Module Guides* are essential reading for seminars and/or in very heavy demand; these will be placed in the **Key Texts Collection** on the ground floor of the JB Morrell Library and are available for up to four-hour loan only. These items can be booked in advance, which helps you plan your reading for essays.

A refurbishment of the Library is currently taking place, and is scheduled for completion in 2012. Further information can be found on the Library refurbishment web pages:

<http://www.york.ac.uk/library/libraryrefurbishment/>

Yorkshire VLE and the University Library

All modules in *Yorkshire VLE* have links to Library resources including the Library Catalogue, Subject information, and electronic resources such as e-journals and bibliographic databases. If an electronic reading list is available for a module you can check the location and availability of readings in the Library and, where available, view the full text of electronic journal articles and e-books.

Library Training

You will be given a printed guide to Library services when you have your introductory tour of the Library in Week one or two of your first term. You will also be given training on information search skills later in the term, plus a drop-in surgery for help with literature searching in term Three. Self-paced workbooks on search skills for Sociology are also on the Library's website: <http://www.york.ac.uk/library/publications/workbooks.yrk/>

Help

If you have trouble finding anything in the Library, seek help! The staff on the Help and Information and Lending Services Desks are there to give assistance with immediate problems. The **Academic Liaison Librarian for Sociology**, Sue Cumberpatch (email sc17@york.ac.uk), has special responsibility for Sociology students, and provides the training sessions outlined above.

18 COMPUTING SERVICE FACILITIES

As a student you will need to use the University's computing network. All students have access to this through networked PCs running Microsoft Windows XP. Around 500 PCs are provided



centrally in 19 locations across the main campus and at King's Manor; 23 are in the same building as the department, in room W/036. This classroom is open round the clock (as are most other Computing Service classrooms), but may be booked for teaching during the day. Printing facilities can be found in or near all Computing Service classrooms/study areas. There are also Wired and Wireless Network access points at various locations, and the Network Access Service (www.york.ac.uk/services/cserv/net/nas/) provides students living in all on-campus, and some off-campus, accommodation with access to University services including internet, email and ftp. You can also configure your own computer to enable you to access electronic journals, e-books and other electronic resources normally only available on-campus from your off-campus accommodation (see <http://www.york.ac.uk/services/cserv/net/vpn/>). You can access your email from anywhere in the world via Webmail (<https://webmail.york.ac.uk/>).

The network hosts a wide range of software. The most important for your purposes are likely to be for word processing and presentations (Microsoft Word and PowerPoint); but the network also provides database software (Microsoft Access), spreadsheets (Microsoft Excel), other graphics and presentation programs, as well as a wide range of utilities, programming languages, and bits and pieces. For those of you who have occasion to manipulate quantitative data, the network provides MINITAB and SPSS for which the department has data sets. You can even learn to type using a program called Accutype.

Some reminders

- Don't tell anyone your password, and be careful of revealing other sensitive data. Computing Service staff will never ask you for your password in person, on the phone, or via email – neither should any other reputable organisation.
- Check how much space you have left on your disk and mail quotas (do this using the My It Account page (<http://www.york.ac.uk/myitaccount/>)).
- Check your email frequently for messages from the department. If you do not want to log onto webmail then you can set up an account on Outlook/Thunderbird and have your University emails diverted directly to your computer. Instructions on the setting for this are online at <https://www.york.ac.uk/it-services/it/email/setup/>
- Ensure you always have space in your inbox for new messages by deleting unwanted messages.
- Always ensure that you fully logout of a networked computer.
- Learn how to manage your files efficiently

Data Storage and Assessment Work

There are several hazards (e.g. computer crashes, damaged files, printer problems and printing queue delays) associated with the increasing use of word processors for the storage of data and the production of assessment work. NB: Please note that such disasters cannot be accepted as mitigating grounds for the late submission of assessed essays. In order to minimise the effects of such problems you are strongly advised to take the following precautions:



- Save your work at very frequent intervals.
- Keep at least two backup copies of documents in a separate physical location from the machine containing your hard disk copy, e. g. on memory sticks or CD-ROMs (or floppy disks if your machine accepts these); you should also store copies on the University network on the H: drive, especially if you normally work on your personal computer.
- Don't forget to update your back-up copies.
- Use the spellchecker to find mistakes and mis-spellings (but proof-read your work as well).
- Use the word count facility to check the length of your essays or sections thereof.
- If you want to make a lot of alterations to your work make a new copy of the file and number it v2 etc. – so that if you should delete something which later you would like to include you can retrieve it from the earlier version.
- Print out your work as you go along, and especially once you have something like a complete text; and keep a copy of all print-outs of draft versions. These can be used to reconstruct another final version if there is a major problem.
- Allow plenty of time to print out your work - and don't wait until the day of the final deadline to start printing it all. Print each piece when it is finished (you can always make another copy if later on you should think of some improvements).
- Keep printouts of your work and don't delete your files until you have graduated.

Training and Help

You will receive a copy of the Computing Service user guide during the first week of term, and this will give you more information about the facilities and support provided, and detailed instructions on how to activate your Computing Service account. This guide is also available at <<http://www.york.ac.uk/media/it-services/docs/it/staffuserguide.pdf>>.

The Computing Service provides a Student Information and IT Training programme. The programme has been developed at York and offers training for University and for the workplace. For more details visit <http://www.york.ac.uk/it-services/training/students/> This programme is available for both staff and research students.

There is training available on how to use the University's Virtual Learning Environment – Yorkshire VLE – early in Term 1.

The Sociology Departmental Computing Officer will provide general advice on matters relating to network provision and office computer problems (but not tuition on software packages).

19 CAREERS

The Careers Service offers help with:



- finding part-time work, internships and graduate jobs
- careers information
- skills development
- volunteering opportunities
- careers advice
- making applications and preparing for interview
- networking with employers
- and other careers-related issues

The Careers Service website (www.york.ac.uk/careers) also offers a range of advice and information, including an event and appointment booking facility, a vacancy database, and an on-line enquiry service.

The Careers Service is located between the Berrick Saul Building and the large car park on the Central Hall access road off University Road. You are welcome to call, on ext 2685, or visit at any time when they are open. Alternatively, you can contact via the Interactive Careers Service at www.york.ac.uk/careers Most facilities are available on a self-service basis with help from the Information Team.

Careers Service Opening Hours:

Term-time	Monday to Friday	10.00 am - 5.00 pm
Vacations*	Monday to Thursday	11.00 am - 4.00 pm
	Friday	Closed all day

Duty Careers Adviser

Term time	Monday to Friday	
Vacations*	Tuesday & Thursday	Times may vary, please check online.

*Please note that during vacations times may vary. Details of vacation opening hours are posted at: www.york.ac.uk/careers/service_dropin.cfm

20 OVERSEAS STUDENTS

It is normal for students to take time to adjust to the higher education system in the UK. We sincerely hope that you will not encounter undue difficulty in adjusting to the university and to the course. But if you do have any questions or concerns, or encounter difficulties about which you would like advice, please do ask either your supervisor or the Director of Graduate Studies.

You will also find invaluable help and support through the Overseas Student Society (which is based in Wentworth college on the same floor as the main administrative offices), which looks after the welfare and interests of overseas students, and organises a range of social activities. If



you have not yet made contact with this society, you can get further information through the web:
<http://www.y-osa.co.uk/>

There is a York Chinese Students and Scholars Association web site at: <http://www.yorkcssa.com/>



21 PART-TIME STUDENTS

In most respects the position of part-time students is formally identical to that of full-time graduates (although there may be some slight differences, such as the expected number of termly meetings with a supervisor, noted above; also some facilities, such as the provision of an office, are likely to be more restricted). However we recognize that part-time students often face certain difficulties. For instance, because they may play a less full role in the day-to-day life of the Department, it is easy to feel isolated. Moreover it is often difficult for part-time students to maintain the continuity of their research, given work and domestic commitments.

We make every effort to involve part-time students as fully as possible in the Department's graduate activities, including seminars, social activities and any special meetings which may be relevant to an individual's field of research. We aim to keep you fully informed about all such events and activities and to provide you with facilities which will enable you to work effectively when you are in the department. Please don't hesitate to contact your supervisor, or the Director of Graduate Studies, if you think there is something in particular which we could do to help you.

22 STUDENT SUPPORT AND WELFARE SERVICES

The University's Student Support Network is designed to provide students with quick and easy access to a variety of sources of help and advice on all aspects of life as a student. Personal supervisors in academic departments are responsible for overseeing both academic progress and general welfare. In addition each college has a welfare team which includes the Provost and a College Dean who has special responsibility for student welfare. Every full-time student is a member of a college and part-time students can request membership of a college. Students may approach their college welfare team for help and advice whether or not they are resident in the college at the time.

Central support services available to all students include the Accommodation Office, the Open Door Team, Counselling Service for Students, Disability Services, the Student Support Office, the Equal Opportunities Office, the International Office, the Student Financial Support Unit and the Harassment Advisers (who offer support in cases of harassment). In addition administrative offices such as the Undergraduate and Graduate Offices and the Timetabling and Examinations Offices, provide information and advice. Welfare support is also available through the student-run organisations, particularly the Students' Union and the Graduate Students Association.

Information about the student support network and its co-ordination is widely disseminated, so that students seeking assistance in any quarter can, if necessary, be referred quickly to those with the specialist knowledge and skills to help them. The Student Support Services Handbook, issued to incoming students and available at <http://www.york.ac.uk/admin/ssso/handbook/>, describes the main contributors to the Student Support Network, and includes information about the Campus Nursery, the Health Centre, and the Chaplaincy. Contacts for religions and faiths can be found



from the Chaplaincy web-site <http://www.york.ac.uk/univ/chap/> or the Student Support Office web-site.

Further information about support services can be found on the Student Support Office web-site: <http://www.york.ac.uk/admin/ssol/>

23 GUIDANCE ON PLAGIARISM AND HOW TO AVOID COMMITTING IT

Academic misconduct

The University regards any form of academic misconduct as an extremely serious matter. Academic misconduct may include cheating, collusion, fabrication, personation or plagiarism, as defined in Regulation 5.4 at <http://www.york.ac.uk/admin/aso/ordreg/r5.htm#5.4>. The University has a procedure for dealing with academic misconduct by research students, which includes guidance on the penalties that may be imposed (see <http://www.york.ac.uk/admin/gso/exams/AcadMisconductResearch.htm>)

- cheating:** deliberate failure to comply with the rules governing examinations eg by making arrangements to have unauthorised access to information
- collusion:** assisting another individual to gain advantage by unfair means, or receiving such assistance yourself
- fabrication:** misleading the examiners by presenting work for assessment in a way which intentionally or recklessly suggests that you have collected factual information which has not in fact been collected, or falsifies factual information
- personation:** producing work to be submitted as that not of yourself but of another, or assuming the identity of another individual in order to deceive the examiners, or soliciting another individual to act or appear as yourself, or to produce work on your behalf
- plagiarism:** incorporating within your work without appropriate acknowledgement material derived from the work (published or unpublished) of another.



Academic misconduct – Plagiarism Awareness

Module available at: <http://vle.york.ac.uk/>

Students at the University of York are part of an academic community in which we all share and discuss ideas and in this way develop and improve our own ideas. This is done freely but on the basis that we acknowledge the source of the ideas we are working with. The online tutorial on the VLE explains what is meant by plagiarism and provides information on the key issues affecting every student. At the end of the tutorial there is a two-part test.

All new students have to successfully complete the online plagiarism tutorial. In the Sociology Department this takes place in your first term. Once you have successfully completed the tutorial, you will have the opportunity to print off a certificate. You will need to hand this into the Department Office to Alison Taylor, Graduate Administrator, **before the end of Week 6 in the first term**. Your supervisor will discuss these arrangements with you at your first meeting and be able to answer any queries you may have.

How to Cite Correctly

It is very important that all your academic work is presented in a professional and comprehensible way and conforms to academic conventions and university regulations. There are two aspects to correct citation practices.

You must not commit plagiarism; that is, you must never try to pass off someone else's work as your own (see *Academic Misconduct*). In practice, what this means is that you must make the sources of your phrases, ideas, evidence, and arguments clear to your reader. If you are quoting directly from a source, then you **must** use quotation marks; and, similarly, you must also acknowledge paraphrases. Your sources should be acknowledged according to the style of the referencing system which you are using (the Harvard System for Social Science students). It is not enough just to put them in the list of references.

You must be accurate when using your sources. You must be very careful when making reference to other people's work that you have got the names, dates, page numbers and spellings right. It is important to check these details when you are proof-reading your work. If you use a word processor make sure that in drafts you use quotation marks and include the citation (name, date, page no.) at the end so that you can move quotes around during editing without running the risk of mis-attribution or of merging the words into your own writing. If you insert anything into a quotation you must put it in square brackets; if you delete anything you must indicate that by the use of ...; and if you add an emphasis say at the end of the citation details that this has been added.

You'll find that the easiest way of ensuring that you don't break these 'academic rules' is to record all the details correctly in the first place. If you haven't got all the necessary information down in your notes you'll also waste a lot of time later in the Library or on the Internet trying to find it. Be meticulous in your note-taking - for example, when you make a note of something you've read, also write down the number of the page on which it can be found, and when you copy out a quotation into your notes or directly into the computer put it in quotation marks immediately and include the citation (name, date, page no.) so that you don't get confused later on. Similarly, if you're paraphrasing some part of the text make a note that you have done so and record the page



number(s) as well. Double-check the version in your notes against the original as well, and do the same for all quotations in your essays or dissertation - it is very easy inadvertently to alter the wording.

Citing Sources and Avoiding Plagiarism

Harvard System

The preferred citation style for social science dissertations is the Harvard System. You should refer in the text to sources by name, date and page number(s), e.g. 'Smith (1990: 10) argues' or 'It has been argued that ... (Brown 1999: 22-25)'. This provides the reader with information and also greatly reduces or even eliminates the need for footnotes or endnotes. You can use p. (1990, p10) and pp. (1999, pp. 22-25) instead of a colon, but be consistent.

References

All sources cited or quoted in the text must be listed in the References, unless they are ones which you have not read for yourself - if so, that must be made clear in the citation, e.g. (Smith 1980 cited in Brown 1995) or (Jones 1980 quoted in Black 1990: 10). Details of Brown's and Black's work (but not the others) must be given in the references. Works by two authors must be cited with both names (e.g. 'Brown and Black [1990] state that ...'); for works by three or more authors you can use the first name followed by *et al.* (e.g. 'Smith *et al.* 1985').

- (a) When you have summarised something by Brown but have based this on the account given by Smith use:
'(Brown 1970 in Smith 1991: 33)', or 'Brown (1970 in Smith 1991: 33) says that ...'
- (b) When you have used a quote from Brown but have taken it from Smith (i.e. the words are Brown's but you have not read Brown's work yourself) use:
'(Brown 1970: 10 in Smith 1998: 33)' or '(Brown 1970: 10 quoted in Smith 1998: 33)'
- (c) When you have used a quote from Smith which is saying something about what Brown has said (i.e. the words are Smith's but they are making some point about Brown's work) use:
'(Smith 1988: 33 citing Brown 1970)', or "'In Brown's work we find the concepts'" (Smith 1988: 33 citing Brown 1970)'

If you cite more than one publication published in the same year by an author you must distinguish between them by using a, b, c etc. after the date. Check that you have the right date in the citation! If two or more authors have the same surname use their initials in the citations to differentiate them.

The References/Bibliography should not include works which you have not cited. The entries should be in alphabetical order by author, have the date after the author's name, be separated by a line, and look like those below (if you are a social science student):

Books and journal articles

Dull, D. and C. West (1991) 'Accounting for cosmetic surgery: the accomplishment of gender', *Social Problems*, 38(1): 54-70.

Giddens, A. (1990) *The Consequences of Modernity*. Cambridge: Polity Press.

Shaw, A. (1998) 'Images of the female body: women's identities and the media', pp. 7-25 in J. Richardson and A. Shaw, eds. *The Body in Qualitative Research*. Aldershot: Ashgate.

(You can use bold type or underlining instead of italics for the titles of books and journals but be consistent).

**Internet sources**

You should try and provide as much bibliographical information for documents on the World Wide Web as you would for an ordinary article or book. You should cite them by the author's name, by Anonymous if you cannot find an author or by the website's name if that is the originator of the document. Never give only the name of the website or the URL unless you cannot find any other information. The reader should not have to access the website (assuming it still exists) to find out what your source was and to evaluate it. You may have to hunt around a bit, but you can usually find more than just a title, e.g. by working backwards through the URL by stopping after a slash and reloading the site. You should try to include the following information in the entry in the References: author's name; date of document; title of document; place of publication and publisher; <URL>; date accessed.

Documents

- Gordon, P. and K. Crehan (n.d.) *Dying of Sadness: Gender, Sexual Violence and the HIV Epidemic. Gender and the HIV Epidemic*. New York, NY: UNDP HIV and Development Programme. Available at <<http://www.undp.org/hiv/publications/gender/violencee.htm>>. [Accessed 22nd March, 2000]
- University of York Library (1998) 'Citing print and electronic Publications' [online]. York: University of York. Available at <<http://www.york.ac.uk/services/library/subjects/researchmethods.htm#cite>> [Accessed 28th August, 2008]

Electronic journal articles

NB If no citation format is provided use the normal style you would for journals; and you may want to adapt slightly a recommended format (for instance, using 6(4) instead of vol.6, no.4), but note that for all e-journals instead of citing page numbers you must cite paragraph numbers if these are provided.

- Letherby, G. (2002) 'Claims and Disclaimers: Knowledge, Reflexivity and Representation in Feminist Research,' *Sociological Research Online*, [online] vol. 6, no.4, <<http://www.socresonline.org.uk/6/4/letherby.html>>
- Day, Eileen (2002, September). 'Me, My*self and I: Personal and Professional Re-Constructions in Ethnographic Research' [59 paragraphs, *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 3(3). Available at: <<http://www.qualitative-research.net/fqs-texte/3-02/3-02day-e.htm>> [Date of Access: Month Day, Year].

On-line newspaper article:

- Watts, J. (2002) 'Japan Pays Homage to "Darling" Debiddo', *The Guardian* (London), 27 June 2002. Available at: <<http://www.guardian.co.uk/world/2002/jun/27/worlddispatch.worldcupfootball2002>> [Accessed 28th August 2008]

A journal/newspaper article from a full-text CD-ROM database

- Giddens, A. (2000) 'Comment & Analysis: A third way budge', *The Guardian* [CD-ROM], 29 February 2000, p.20.

You don't have to use <...> but they are useful for separating the URL from the rest of the text. To avoid errors in transcription copy and paste the URL from the location bar of your browser into your bibliographic database record or list of references when you read and/or save the article (highlight the text, then use the CTRL-C (copy) and CTRL-V (paste) commands). If you print the



document from the internet the URL is on the print-out; but if you save it as a PDF or HTML file (depending on what sort of document it is) it isn't - what you get on a print-out from these is the directory location of the file in your computer.

If you looked at the document or the site a long time before writing your dissertation check that the URL is still valid; and do this, too, to check that you haven't made any typing mistakes in the entry in your references. Open your browser and paste the URL into it and see if you can open the document.

To avoid long spaces on a line or between words (especially if you have right-justified your text) break a URL at a convenient place by using a soft return after a slash (/) (in Microsoft Word you can do that with SHIFT-Enter).

Doing a doctorate - starting, surviving, researching, writing and finishing

Starting, Surviving, Researching, Writing and Finishing: These books will be useful whether you are wondering what it will be like to be a research student, needing to hone your research or writing skills, trying to keep yourself motivated, coming up to your viva or thinking about what you can do after you've finished.

Doing a Doctorate

- Brown, S., McDowell, L. & Race, P. (1995) *500 tips for research students*. Kogan Page
Burton, S. & Steane, P. (ed) (2004) *Surviving your thesis*. Routledge
Churchill, H. & Sanders, T. (2007) *Getting your PhD: a practical insider's guide*. Sage
Cryer, P. (2006) *The research students' guide to success* (3rd edn). Open University Press
Delamont, S., Atkinson, P. & Parry, O. (2000) *The doctoral experience: success and failure in graduate school*. Falmer Press
Leonard, D. (2001) *A woman's guide to doctoral studies*. Open University Press
Phillips, E. M. & Pugh, D. (2005) *How to get a PhD: a handbook for students and their supervisors* (4th edn). Open University Press
Potter, S. (ed) (2006) *Doing postgraduate research* (2nd edn). Sage
Rugg, G. & Petre, M. (2004) *The unwritten rules of PhD research*. Open University Press
Salmon, P. (1992) *Achieving a PhD: Ten students' experiences*. Trentham Books. [Women students]
Wisker, G. (2001) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD*. Palgrave

The Role of the Supervisor

- Delamont, S., P. Atkinson & O. Parry (2004) *Supervising the doctorate: a guide to success* (2nd ed). Open University Press.
Phillips, E. M. & Pugh, D. (2005) *How to get a PhD: a handbook for students and their supervisors* (4th edn). Open University Press
Wisker, G. (2004) *The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations*. Palgrave Macmillan



Guides to Research

Identifying your Research Question(s)

- Andrews, R. (2003) *Research questions*. Continuum
- Mason, J. (2002) , *Qualitative researching*. Sage (2nd edn, pp. 67-75); (also 1st edn, 1996, pp. 67-72)
- Robinson-Pant, A. (2005) *Cross-cultural perspectives on educational research*. Open University Press.
(See Ch. 2, 'Defining the research question'.)
- White, P. (2008) *Developing research questions: a guide for social scientists*. Palgrave Macmillan.

Doing Research

(NB This list does not include books on specific methods and subjects, apart from a few overviews)

- Becker, H. S. (1998) *Tricks of the trade: how to think about your research while you are doing it*.
University of Chicago Press
- Bell, J. & Opie, C. (2002) *Learning from research: getting more from your data*. Open University Press
- Blaxter, L., Hughes, C. & Tight, M. (2006) *How to research* (3rd rev. edn). Open University Press
- Burton, D. (ed) (2000) *Research training for social scientists: a handbook for postgraduate researchers*.
SAGE
- Gash, S. (2000) *Effective literature searching for research* (2nd edn). Gower
- Grix, J. (2001) *Demystifying postgraduate research: from MA to PhD*. University of Birmingham Press
- Grix, J. (2004) *The foundations of research*. Palgrave Macmillan
- Hart, C. (1998) *Doing a literature review: releasing the social science imagination*. Sage
- Hart, C. (2001) *Doing a literature search: a comprehensive guide for the social sciences*. Sage
- Phelps, R., Ellis, A. & Fisher, K. (2007) *Organizing and managing your research: a practical guide for postgraduates*. Sage
- Potter, S. (ed) (2006) *Doing postgraduate research* (2nd edn). Sage
- Robinson-Pant, Anna (2005) *Cross-cultural perspectives on educational research*. Open University Press
- Rumsey, S. (2006) *How to find information: a guide for researchers* (2nd edn). Open University Press
- Walliman, N. S. R. (2005) *Your research project: a step-by-step guide for the first-time researcher* (2nd edn). Sage
- Wisker, G. (2001) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD*.
Palgrave

For other sources look at the classmark sections 029.6 and 007 in the Library catalogue. For guides to citing electronic sources of information see 'Citing electronic publications' in York Information Connections at <http://www.york.ac.uk/services/library/subjects/researchmethods.htm#cite>

Using the Internet

- Harnack, A. & Kleppinger, E. (2003) *Online! A reference guide to using internet sources*. Available at:
<<http://www.bedfordstmartins.com/onlinel/index.html>>
- Hewson, C. et al. (2002) *Internet research methods: a practical guide for the social and behavioural sciences*. SAGE
- O'Dochartaigh, N. (2007) *Internet research skills : how to do your literature search and find research information online*. SAGE
- INTUTE. 'Internet Detective'. Available at: <<http://www.vts.intute.ac.uk/detective/>>
- Netskills TONIC Training Module: 'Evaluating Information on the Internet'. Available at:



<<http://www.netskills.ac.uk/content/products/materials/index.html>>. [NB you need to login]
UC Berkeley Library 'Evaluating web pages: techniques to apply & questions to ask'. Available at:
<<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>>

Thinking and Writing

Becker, H. (1986) *Writing for social scientists*. University of Chicago Press. (See esp. Ch. 6, 'Risk', by a graduate student on her worries about writing and showing her work to her supervisor)
Miller, J. E. (2004) *The Chicago guide to writing about numbers*. University of Chicago Press
Murray, R. (2006) *How to write a thesis* (2nd edn). Open University Press
Peck, J. & Coyle, M. (2005) *The student's guide to writing: grammar, punctuation and spelling* (2nd edn). Palgrave Macmillan
Purdue University, The Online Writing Lab (OWL). This site provides advice and examples on various aspects of the writing process. Available at: <<http://owl.english.purdue.edu/owl/>>
Thomson, A. (2002) *Critical reasoning: a practical introduction* (2nd edn). Routledge
University of Toronto 'Advice on academic writing'. At: <<http://www.utoronto.ca/writing/advice.html>>
Warburton, N. (2000) *Thinking from A to Z* (2nd edn). Routledge
Get a good dictionary and a thesaurus, and also use ones in the Library catalogue, and in Credo Reference and other databases in the Reference section of Metalib at <<http://metalib.york.ac.uk/>>

Writing the Dissertation

Most books about doing a PhD will have something about writing up, but see especially:

Allison, B. & Race, P. (2004) *The student's guide to preparing dissertations and theses* (2nd edn). RoutledgeFalmer
Craswell, C. (2005) *Writing for academic success: a postgraduate guide*. Sage
Dunleavy, P. (2003) *Authoring a PhD thesis: how to plan, draft, write and finish a doctoral thesis or dissertation*. Palgrave Macmillan
Fielding, N. with Allen, J. (2006) *Writing dissertations, theses and reports*. Ch. 8 in Gilbert, N. (ed) *From postgraduate to social scientist: a guide to key skills*. Sage
Murray, R. (2006) *How to write a thesis* (2nd edn). Open University Press
Oliver, P. (2008) *Writing your thesis: a guide for masters and doctoral students* (2nd edn). Sage
Robinson-Pant, Anna (2005) *Cross-cultural perspectives on educational research*. Open University Press. (See Ch. 5, 'Which language to use; and Ch. 6, 'Writing the thesis'.)
Wisker, G. (2001) *The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD*. Palgrave

Writing an Abstract

Biggam, John (2008) *Succeeding with your Master's dissertation*. Open University Press. (See Ch. 8, 'Finally: writing the abstract'.)
Murray, R (2005) *Writing for academic journals*. See pp. 108-116,
Proctor, M. (2008.) 'The Abstract'. Available at: <<http://www.utoronto.ca/writing/abstract.html>>

The Examination Process and the Viva

Murray, R. (2006) *How to write a thesis* (2nd edn). Open University Press. (See Ch. 10 'After the thesis examination: more writing?' pp. 254-289. Despite the title, almost all of this chapter is about the viva and examination process.)



- Murray, R. (2003) *How to survive your viva: defending a thesis in an oral examination*. Open University Press
- Pearce, L. (2005) *How to examine a thesis*, Open University Press
- Tinkler, P. & Jackson, C. (2004) *The doctoral examination process: a handbook for students, examiners and supervisors*. Open University Press

Sources for Students Whose First Language is not English

- Bailey, S. (2006) *Academic writing: a handbook for international students* (2nd ed.). Routledge Centre for Applied English Studies (CAES), University of Hong Kong. 'Academic grammar'. Available at: <<http://caes.hku.hk/acadgrammar/>>
- Lewis, M. & Reinders, H. (2003) *Study skills for speakers of English as a second language*. Palgrave Macmillan
- Lowes, R., Peters, H. & Turner, M. (2004) *The international student's guide: studying in English at university*. Sage
- Robinson-Pant, A. (2005) *Cross-cultural perspectives on educational research*. Open University Press
- Trzeciak, J. & Mackay, S.E. (1994) *Study skills for academic writing: student's book*. Longman
- Stuart-Hamilton, I. (2007) *An Asperger dictionary of everyday expressions* (2nd ed.) Jessica Kingsley Publishers. (Gives the meaning of over 5, 000 English idiomatic and colloquial expressions, and when and where to use them.)
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23 THE ACADEMIC CAREER

- Most books on doing a PhD will have something on 'what comes after the viva', but see especially.
- Blaxter, L., Hughes, C. & Tight, M. (1998) *The academic career handbook*
- Canter, D. & Fairbairn, G. (2006) *Becoming an author: advice for academics and other professionals*
- Delamont, S. & Atkinson, P. (2004) *Successful research careers*
- Germano, W. (2001) *Getting it published: a guide for scholars and anyone else serious about serious books*
- Howie, Gillian & Tauchert, Ashley (eds) (2002) *Gender, teaching, and research in higher education: challenges for the 21st century*
- Huff, A.S. (1998) *Writing for scholarly publication*
- Hatt, S., Kent, J., & Britton, C. (eds) (1999) *Women, research and careers*
- Murray, R. (2005) *Writing for academic journals*
- Murray, R. & Moore, S. (2006) *The handbook of academic writing: a fresh approach*
- Secrist, J. & Fitzpatrick, J. (2000) *What else you can do with a PH.D.: a career guide for scholars*
- UK GRAD Programme (n.d.) 'Postgraduates'. <<http://www.grad.ac.uk/gradschool/>> [advice, resources and web links on research skills, career management skills, etc.]
- Wellington, J. J. (2003) *Getting published: a guide for lecturers and researchers*
- Wisker, G. (2001) *The postgraduate research handbook*
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25 DATES OF TERMS 2010 - 2013

2010/11

Autumn Term:	11 October 2010	17 December 2010
Spring Term:	10 January 2011	18 March 2011
Summer Term:	(Wed) 27 April 2011	1 July 2011

2011/12

Autumn Term:	10 October 2011	16 December 2011
Spring Term:	9 January 2012	16 March 2012
Summer Term:	23 April 2012	29 June 2012

2012/13

Autumn Term	Mon 8 Oct 2012	Fri 14 Dec 2012
Spring Term	Mon 7 Jan 2013	Fri 15 Mar 2013
Summer Term	Mon 22 April 2013	Fri 28 June 2013