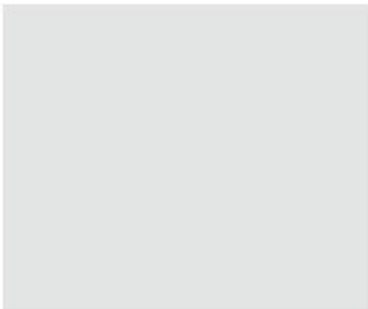


Welcome to York

Language and Linguistic Science

RESEARCH STUDENT HANDBOOK

2018/19



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1. Introduction

1.1. The purpose of this handbook

This handbook provides a comprehensive introduction to the department of Language and Linguistic Science, and information on all aspects of your studies and research. It is a reference guide to help you and should be kept alongside the York Graduate Research School handbook. The York Graduate Research School handbook can be downloaded from: <https://www.york.ac.uk/research/graduate-school/support/>.

1.2. The York Graduate Research School (YGRS)

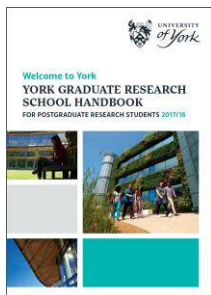
The York Graduate Research School (YGRS) exists to ensure research students receive the highest quality supervision and training, and are treated consistently and fairly. The YGRS coordinates resources from across the University to help research students achieve successful outcomes. The YGRS Board has oversight of all matters relating to research students and leads the strategic development of this vitally important section of the University community. The YGRS webpages (<https://www.york.ac.uk/research/graduate-school/>) are the main source of information for research students. The YGRS newsletter provides additional updates. All registered research students should automatically receive this.

1.3. University Policy on Research Degrees

The Policy on Research Degrees sets out University policy on research degree programmes for research students, supervisors of research students, members of Thesis Advisory Panels and Progression Panels, examiners of research degrees, and other University staff with responsibility for research students. This document provides vital information for all those concerned with research and it is recommended that all are familiar with it. To read the University Policy on Research Degrees in full, visit: <https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/>.

1.4. Where to go for more information

The York Graduate Research School handbook provides information on central services and support, including accommodation, finance, living in York and further information on Careers, the Library, and other University services: <https://www.york.ac.uk/research/graduate-school/support/>.



The departmental website also has a lot of information specific to the department, such as information about departmental research training, modules that run in the department, and departmental forms and documents. Look at the pages for current postgraduate students: <http://www.york.ac.uk/language/current/postgraduates/>

You can also download a copy of this handbook on that page. Any amendments or additions to it will appear in the online version.

2. Your department

2.1. Welcome!

Welcome to the Department of Language and Linguistic Science at York.

We hope that you will enjoy your stay as a postgraduate student and benefit from both the academic and social life in the Department, as well as the University in general. Our Department is one of the UK's major hubs for teaching and research in all areas of linguistics. Staff in the Department teach and research widely into language as a cognitive and social phenomenon, including its nature, structure, use, acquisition by children and adults and its implementation and processing by the brain. We hope that during your time at York you will take full advantage of the competences, training and ideas that you can find in the Department. We hope that this will be as exciting a time for you as your arrival is for us.

This handbook describes our research postgraduate programme, and is designed as a guide to your studies within the Department and as an introduction to administrative and academic procedures. You may be given additional information by your Supervisor. Note that during your period of registration there may be some changes in procedures or otherwise which will supersede what is in this handbook. You will be informed of these changes should they occur and the version of the handbook which is available from the Department's website will be updated. When in doubt, always refer to the handbook on the website.

Again, Welcome!

2.2. Introduction to the department

As you may be aware, our department is one of the leading centres in the UK for teaching and research in theoretical and empirical linguistics. We are one of the few departments in the country to combine the study of modern languages with linguistic study, allowing us to offer a variety of combinations of languages and linguistics in our BA degrees. Our degrees provide our students with a variety of practical and analytical skills which have significant value in the modern world. We are committed to language and linguistics teaching of the highest quality, offering a wide range of content-based modules across our different degree programmes.

Our several broad research groupings are in syntax and semantics, phonetics and phonology, forensic speech science, language variation and language change, first and second language acquisition, and the analysis of conversation and interaction. In the 2014 Research Excellence Framework, we ranked 2nd among linguistics departments in the UK for the proportion of our research rated as world-leading.

The department includes over 500 people: academic staff involved in teaching and/or research, administrative staff and students.

Academic staff - may have the title Professor, Reader or Lecturer (including Senior Lecturer and Associate Lecturer). They are leaders in their fields and engaged in teaching and research.

Most will supervise research students and some also hold certain key administrative roles within the Department.

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

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

Students – working at a range of different levels on a range of different courses. You are joining a cohort of over 50 research students, but the student community in our department also includes “taught masters” students on several different linguistics courses, and around 400 undergraduates studying linguistics and languages in varying combinations.

Our PGR students are mainly part of the research environment of the department, but those who become Graduate Teaching Assistants (“GTAs”) contribute to teaching and tutoring on all of our linguistics-based degree programmes.

2.3. Departmental office

The department reception is open during normal working hours, and is located on the ground floor of Vanbrugh C Block, in the main lobby.

2.4. Staff contacts

Your key contacts will be:

- The Postgraduate (PG) Administrator: Geoff Krause (geoffrey.krause@york.ac.uk)
- The Chair of the Graduate School Board (GSB): Dr Heather Marsden (heather.marsden@york.ac.uk)

The PG Administrator is a member of administrative staff who deals with all administrative aspects of your student status and programme of study. The Chair of GSB is a member of academic staff who deals with all academic aspects of your programme of study and your progression through it.

Deborah Hines (deborah.hines@york.ac.uk) is the Department Manager and she can always help you with any questions or issues.

2.5. Your supervisor(s) and other staff

Your main academic contact, of course, will be with your degree supervisor, or supervisors if you have more than one! You should plan to meet your supervisor at pre-arranged times or else during their “Open Hours” (our term for “Office Hours”). In general, you should not expect that your supervisor will be available outside of these times. See section 4. “Academic progression”, below.

For all administrative matters, please contact the PG Administrator, or the Chair of GSB, as appropriate.

2.6. Communicating with the department

Email is the key method of communication within the department. It is essential that you check your York email account regularly for communications from your supervisor and the department. If you prefer to use another address, make sure that your university email is forwarded to your alternative address. However, please note that some services (e.g. access to other Google apps) are only accessible through your university email account, and for the purposes of security, we recommend that you use only your university email account for all research and teaching purposes.

Information of general interest to all staff and students in the department is sent out via our 'linguistics-info' Google group, such as announcement of colloquium talks and other interesting events. All Postgraduate students in the Department are automatically invited via email to become members of this group.

You can follow @UoYLangLing on Twitter and Facebook for department news.

2.7. Departmental facilities

Most of you will be assigned a study space either in the postgraduate study area in the Berrick Saul building or in the departmental space in Vanbrugh B Block. Please note that there is a lot of pressure on the allocation and use of space, and we do our best to give everyone access to study space which works for them. Some students prefer to work in the library.

You will be given keycard access to the relevant parts of Berrick Saul and Vanbrugh. If you have any questions about your access, or issues with it, please contact the PG Administrator in the first instance.

If you find that you are not using the space assigned to you, please let our PG Administrator know so that the space can be reassigned.

In addition to your study space, from time to time you may be attending training events in our Forensic Speech Science lab (V/B/022), our e-lab (V/B/023), or some other technologically-equipped rooms on campus.

For information on central facilities such as the Library and IT services, please see the York Graduate Research School handbook. The IT Services webpages include information about **Google Drive**, which is a digital storage facility that is offered to all students registered at York. The Department recommends that you store your work and your data in your Google Drive, which offers good access and security. See further detail at <https://www.york.ac.uk/it-services/services/drive/>.

2.8. Health, safety and security

We do not expect that you will have any unusual safety or security issues during your programme of study, while at York. For all research, you will need to ensure with your supervisor that all relevant procedures have been followed and that any precautions deemed necessary have been taken.

For information about the University's health, safety and security information and policies, visit: <https://www.york.ac.uk/admin/hsas/>.

2.9. Governance and committees

The Graduate School Board (GSB) is the committee within the department which oversees all postgraduate student programmes, both taught and research. Officially, it is a subcommittee of the Board of Studies, which is the committee which covers all department activities involving students. The GSB has its own meetings, usually once per term. At each regular meeting, there is an "open" part, involving all board members including the student reps, and there is then a "closed" part, which involves the staff only, where confidential matters or matters involving any particular individual are considered.

There are also PG reps on the department's Ethics Committee, which creates policy about the correct approach to data in all the department's research activities, which monitors practice and approves individuals' ethics approval applications. See section 3.4. below on "Ethics".

2.10. Student representation

We have 3 graduate student representatives (reps) on the departmental committee Graduate School Board (and by extension, on the Board of Studies) – 1 MA, 1 MSc, and 1 PhD student. There are also usually 1-2 graduate student members of the department's Ethics Committee. Both meet once per term, typically on a Wednesday afternoon, and the student reps also act as a channel of communication to the PG student body, especially with regard to GSB. The Chair of GSB will ask the student reps for their input on ideas or issues from the PG students in the department, in advance of each scheduled GSB meeting.

The Department asks for Graduate students to volunteer to be a rep at the beginning of the academic year to act as a two-way mechanism of communication between the University and the student body they represent. They convey the views and interests of students to the department and within the Graduate Students' Association (GSA).

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

Postgraduate course reps are supported by the GSA, with dedicated support and training throughout the year following the elections and initial training in the autumn term, which is coordinated jointly with between the GSA and YUSU.

If you'd like to represent the views of your fellow students and have a say in how your course is run, please consider volunteering to be a course rep and let the Postgraduate Administrator know you are interested. For more information, visit: www.yorkgsa.org/site/academic/course-representatives.

2.11. Student evaluation and feedback

We take your views on your experience within the department and University very seriously. This is an important part of the University's programme of quality assurance and enhancement, and in the appraisal of members of staff. As such, there are points during your degree where you will be asked to give detailed feedback on your experiences as a student and researcher; for example, a Review of Supervision form is completed as part of each meeting of your Thesis Advisory Panel and you may be asked to complete the sector-wide Postgraduate Research Student Experience Survey (PRES). Your support of this process, by providing relevant and constructive feedback, is critical in delivering the best possible research student journey, as well as in facilitating the continued success of postgraduate research at York.

2.12. Accessibility and disability support

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

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

Our department Disability Officer is Géraldine Enjelvin (geraldine.enjelvin@york.ac.uk).

For further information, visit: <https://www.york.ac.uk/students/support/disability/>.

2.13. Equality and diversity

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

For further information about the University's equality and diversity policies, visit: <https://www.york.ac.uk/admin/eo/>.

3. Your research degree

3.1. Departmental programmes

We offer 5 research degree programmes:

- PhD in Applied Linguistics
- PhD in Language and Communication
- MPhil in Language and Communication
- PhD in Linguistics
- MA in Linguistics by Research

The **PhD programme** is a three-year degree where your focus is on producing a substantial piece of research which you present in a thesis. However, being a PhD student is much more than this. The time you spend being part of the life and culture of the Department, the other training that you take, the conversations you have with your fellow students and staff, etc., give you invaluable insights into academic and research life. The more you choose to participate the richer your experience will be. But we should start with some of the official information that you will need to know.

Departments have a good deal of discretion, through their Graduate School Boards, about the detailed procedures for their PhD programmes. The procedures for the Department of Language and Linguistic Science are contained in this document. At the same time, we have tried to give as much helpful advice as possible alongside the more formal aspects of the programme.

The University Regulations require that a PhD thesis should contain “a substantial original contribution to knowledge or understanding”. The degree is awarded to students who demonstrate:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

The **MA in Linguistics by Research** is a research qualification open only to candidates who already have a sound grasp of linguistics (broadly understood) and some specialised knowledge in the sub-field in which they intend to work. It should contain an original contribution to knowledge or understanding and should demonstrate mastery of the appropriate research methodology, literature and scholarly apparatus.

For the formal details and expectations for your particular degree programme, please refer to section 2 of the University Policy on Research Degrees, available at <https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/>.

3.2. Research integrity

Researchers have an obligation to the research community, to the funders of research and to society as a whole to conduct their research to the highest standards across the full research process, from planning and conducting research through to recording, reporting and applying the findings. This is known as 'research integrity'. The University's expectations are set out online, at <https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/>. These are:

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

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

- Ensuring that your research data and supporting records are accurate, complete and retrievable, and stored securely, taking particular care in relation to any sensitive information.
- Taking responsibility, supported by your supervisor, for identifying any areas of your research project which fall within the University's ethical framework, and referring them for University review and approval prior to commencing the activity.

3.3. Research Integrity Tutorial

The Research Integrity Tutorial (RIT) is a compulsory requirement for all postgraduate research students and must be completed prior to your first TAP meeting. The RIT is tailored to the specific needs of postgraduate research students and has been designed to familiarise you with the principles, policies and procedures of research integrity and ethics at the University of York. The tutorial is divided into three main sections each of which takes approx. 45 mins to complete and is followed by a short section test. After completing all 3 section tests you will receive a Research Integrity Certificate and your completion will be recorded in e:Vision. The RIT will provide you with practical information for your research here at York and will be highly valuable in the development of your academic career.

The RIT is located in your Yorkshire VLE module list. If you have trouble accessing the tutorial, email integrity@york.ac.uk. For more information and details of further support for research

integrity to build on the core training provided by the tutorial, visit <https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/training-and-support-for-research-integrity>.

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

3.4. Ethics

Many research projects in the broad field of linguistics involve collection of data from human participants. The ethical issues surrounding these projects must be considered in accordance with the department's ethics approval procedure. The department's Research Training Seminar includes a session in the Spring term on what kind of research requires ethics approval and how ethics applications should be completed. All postgraduate students **MUST** attend this training session at least once (by all means attend more than once if you need a refresher). You should also consult your supervisor and the 'Applying for ethics approval' page on the Department's website: <http://www.york.ac.uk/language/research/ethics-approval/> for more information on the approval process. Note that you will need to provide evidence of consideration of ethical issues in relation to your own research in order to progress within your degree (see the section on Academic Progression below).

As a research student, you are responsible for ensuring that you apply to the Department Ethics Committee for ethics approval in good time **before** you collect any data. Be sure to read all of the guidance on the department's "Applying for ethics approval" webpage <http://www.york.ac.uk/language/research/ethics-approval/> before starting your application. You should submit a draft of your ethics application to your supervisor, initially, and discuss the application with her/him. After any revisions in response to your supervisor's advice, you should submit your ethics application to the Ethics Committee.

If you have any queries, please contact your supervisor or the department Ethics Coordinator, Eytan Zweig (linguistics-ethics@york.ac.uk).

For the University's full code of practice and principles for good ethical governance, visit: <https://www.york.ac.uk/staff/research/governance/research-integrity-and-ethics/>.

3.5. Academic misconduct

The University is committed to maintaining the highest standards of integrity and any academic misconduct is regarded as an extremely serious matter. It is your responsibility to be aware of the University's guidelines, policies and procedures on misconduct and act with integrity. Further information is available at <https://www.york.ac.uk/staff/supporting-students/academic/research/misconduct/>.

4. Academic progression

4.1. Your supervisor

Supervisors play a fundamental role in supporting research students throughout their programme. Your supervisor or supervisory team is responsible for helping you to manage your research, as well as being your primary link to your department and the University. Your main supervisor is your first point of contact for any issues that arise throughout your programme.

Formal Supervision meetings with your supervisor or supervisory team should take place at least eight times per year, with an expectation of one meeting at least every 6-7 weeks for all full-time and part-time students. They may take place more frequently than this. A typical pattern within this department is for supervision to be more frequent (e.g., every two weeks) in the early stages of the PhD but become less frequent (minimally twice per quarter year) in the later stages. However, since each student has individual needs and each research project is different, we do not expect that frequency of supervision meetings is exactly the same for every student.

At these meetings your supervisor(s) should give detailed feedback on the work you present and help you make plans for your next steps. The work that you present may take a variety of forms such as a work plan, a research design outline, a draft chapter section, or other types of work as appropriate to the particular stage of your research. Note that the department strongly recommends that you produce written work from the earliest stage of your studies. For example, as you conduct your literature review, write summaries of the research you read in a form that could eventually be used in your thesis.

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

SkillsForge (www.skillsforge.york.ac.uk) is an online system which allows both students and their supervisors to arrange and keep track of Supervision, TAP and Progression meetings. Students are also able to sign up for University research training events as they become available through the year via the Development Activities section of the SkillsForge site. It is the responsibility of students to create supervision meeting records and TAP and Progression Preparation forms in SkillsForge, in a timely manner. Supervisors or TAP and Progression Panel Chairs will add comments and electronic signatures after the form has been initiated by the student.

A detailed record of your formal supervisory meetings and actions agreed will be kept through SkillsForge, and must be signed by both you and your supervisor(s). As the research student, it is your responsibility to engage proactively with your supervision. You must:

- come to each meeting with a plan for what you want to gain from that meeting. Consider writing an agenda for the meeting.

- submit work that you want to receive feedback on ***in advance*** of meetings, so that your supervisor has time to read it. Discuss with your supervisor how far in advance s/he needs to receive your work. (Remember that supervisors have a lot of teaching, research and administrative responsibilities in addition to PhD supervision, so cannot necessarily read your work at short notice.)
- record meetings in Skillsforge.
- schedule meetings with your supervisor(s). Consider scheduling the next meeting at the end of each meeting. If you haven't got a meeting scheduled, you don't have to wait for your supervisor(s) to suggest one; you can contact them and request one.
- consult your supervisor(s) if your research progress is affected by personal circumstances. Supervisors can advise on where to go for specialist advice about problems and can also guide you through the mitigating circumstances procedure if necessary—but they can't do this if they don't know about the problem!

We typically enjoy good, productive relationships between student and supervisor(s). However, if you have any problems with supervision or with turning to your supervisor(s) for pastoral advice, you are welcome to contact the department Chair of GSB, or the Head of Department if the Chair of GSB is your supervisor, to discuss the issue. Supervisors also have the right to consult the Chair of GSB (or the Head of Department) in the event of unsatisfactory relations developing between supervisor and student.

4.2. Thesis Advisory Panel

Your Thesis Advisory Panel (TAP) consists of your supervisor(s) and at least one other member of academic staff from your department. Full-time students meet with their TAP at least once every six months. The purpose of TAP meetings is to discuss your progress and training needs and to give advice on the direction of your research and your professional development.

4.2.1. What to submit for your TAP meeting

- A TAP preparation form, with your sections completed.
This form must be completed in SkillsForge. Your supervisor(s) will also add information to this form, and it will be used to record the content of the meeting itself.
- Some work for the TAP to consider.

You should discuss with your supervisor(s) what work to submit.

- TAP 3 for PhD students (= 1st TAP of Year 2, for full-time students), the department recommends submission of a polished piece of writing of 8,000–10,000 words in length, if the supervisor agrees that this would be appropriate at this point. The paper could be a section of your thesis or even as a stand-alone article. This could be a write-up of preliminary or pilot research, or a detailed statement of your research questions and your method for addressing them, or something else that you and your supervisor(s) have agreed on. It should not be a draft of your work for Progression 2 (see below), because it's too early to prepare that.
- For all other TAPs, the work you submit should be decided with your supervisor(s), and it is likely to be considerably shorter than the submission for the third TAP meeting.

It is your responsibility to submit work for the TAP meeting together with the TAP preparation form well in advance – at least a week – of your TAP meeting. Your supervisor also needs to fill out a part of the TAP preparation form, and all TAP members need time to read your materials. For the third TAP meeting, your materials to be read should be submitted at least two weeks before the TAP meeting.

4.2.2. The TAP meeting

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

A Review of Supervision is also requested as part of each meeting of your TAP meeting. This is an opportunity for you to give feedback on your experience of supervision to the TAP member who is not your supervisor. Your supervisor (or supervisors) will leave the TAP meeting so that you can provide feedback freely.

For further information visit <https://www.york.ac.uk/research/graduate-school/academic/supervision/>.

4.3. Formal reviews of progress for PhD and MPhil students (Masters by research students do not have formal reviews of progress)

4.3.1. Formal reviews of progress: overview

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

Formal reviews of progress take place on an annual basis, towards the end of each year of enrolment, for full-time PhD and MPhil students and on a biennial basis for part-time PhD and MPhil students. Formal reviews of progress are not required for entry into a continuation period, where this is permitted. Formal reviews of progress are progression points: failure to meet the relevant University progression criteria may lead to transfer onto a different programme or termination of enrolment.

4.3.2. Procedure for formal reviews of progress

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

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

A progression panel, consisting of three staff members from your department (or departments, for students on cross-department programmes). The same progression panel members will review the progress of all students on a given programme. If your supervisor is normally a member of the progression panel, she or he will leave the panel when it considers your work. An announcement of the progression panel members will be made in good time before the panel meetings.

Your department determines what evidence (oral and/or written) its PhD and MPhil students should provide to demonstrate that they have met the relevant University progression criteria (see below for details). Details of what work research students in this department should submit, the schedule for submission deadlines and panel timings, and the University progression criteria for each progression point are given in the following section. The evidence you provide is considered alongside a supervisor's report on your progress. Note that you will attend the progression meeting and discuss your progress with the panel.

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

For progression into year 2 of a full-time PhD or MPhil programme (or equivalent stage of a part-time PhD or MPhil programme), a student must demonstrate that they:

- (a) can articulate the direction their research is taking and the research questions it addresses;
- (b) have planned in a realistic fashion the second year (or equivalent) of their research, indicating any risks and how these will be mitigated;
- (c) have sufficient acquaintance with the relevant field of knowledge to place their research into context;
- (d) have sufficient proficiency in the relevant research methods, techniques and theoretical approaches to move their research to the next stage;
- (e) have undertaken all required training;
- (f) have considered ethical issues (including data management and authorship) where applicable.

What to submit

(The lower case letters at the end of each bullet point below relate to the progression criteria listed in the previous section. Note that, in addition to the work you submit, the discussion during the panel meeting and your supervisor's report will also be used to assess whether you have met the criteria.)

- A 2000-word summary of your project. Summary must include:
 - research question(s), briefly contextualised within relevant literature (a, c);
 - explanation of research method(s), as applicable (a, c, d);

- indication of how research has developed since enrolment (a, c, d).
- A concise appendix that includes:
 - evaluation of skills developed during Year 1. Attach a list of training you've attended (d, e);
 - consideration of ethical issues and data management issues relating to the research, if applicable (f);
 - a timetable for work during Year 2, including identification of training needs, and of any risks and challenges (b).

Be sure to consult your supervisor about how to prepare your progression submission, and allow enough time for your supervisor to give you feedback on the work before you submit it.

Schedule for 2018–2019: First Formal Progress Review

Full-time students	September 2018 enrolment	Progression document due noon on Tuesday 11 June 2019 (Week 9, Summer Term Year 1). Submit via the SkillsForge Progression Preparation form. Progression panel meeting to be scheduled between 18 June and 30 July 2019. (Provisional date: Wed 3 July 2019)
	January 2019 enrolment	Progression document due noon on Tuesday 15 October 2019 (Week 3, Autumn Term Year 1). Submit via the SkillsForge Progression Preparation form. Progression panel meeting to be scheduled between 22 Oct and 3 Dec 2019. (Provisional date: Tue 5 Nov 2019)
	Enrolment at other time during 2018–2019	To be arranged individually. Progression document due 8–9 months after enrolment. Progression panel meeting to be scheduled 9–12 months after enrolment.
Part-time students with 2018–2019 enrolment		To be arranged individually. Progression document due 16–18 months after enrolment. Progression panel meeting will be scheduled 18–24 months after enrolment

4.3.4. Progression criteria for a second formal review of progress

For progression into year 3 of a full-time PhD programme (or equivalent stage of a part-time PhD programme), a student must demonstrate that they:

- (a) can articulate the direction their research is taking and the research questions it addresses and how this will lead to a substantial original contribution to knowledge or understanding;

- (b) have planned in a realistic fashion the third year (or equivalent) of their research, based on the expectation that the project will be completed and the thesis submitted on time, indicating any risks and how these will be mitigated;
- (c) have the ability to write up their research in an appropriate academic format for it to be critically assessed by peer reviewers and examiners;
- (d) have begun to acquire the wider background knowledge of their research field required for the degree of PhD;
- (e) can apply the relevant research methods, techniques and theoretical approaches required to make an original contribution to knowledge or understanding;
- (f) have undertaken all required training;
- (g) have considered ethical issues (including data management and authorship) where applicable.

What to submit

(The lower case letters at the end of each bullet point below relate to the progression criteria listed in the previous section. Note that, in addition to the work you submit, the discussion during the panel meeting and your supervisor's report will also be used to assess whether you have met the criteria.)

- A substantive chapter of your thesis that illustrates the main points of analysis of your data or the viability of the research methods as applied to your own research, as appropriate to your particular project (a, c, d, e).
- A timetable for work during Year 3, including identification of training needs, and of any risks and challenges (b).
- A brief statement providing evidence of consideration of ethical issues and data management issues relating to the research, if applicable (max. 1 side A4 but shorter if appropriate) (g).
- A list of training attended (f).

As for the Year 1 progression point, be sure to consult your supervisor about how to prepare your progression submission, and allow enough time for your supervisor to give you feedback on the work before you submit it.

Schedule for 2019–2020: Second Formal Progress Review

Full-time students	September 2018 enrolment	Progression document due noon on Tuesday 9 June 2020 (Week 9, Summer Term Year 2). Submit via the SkillsForge Progression Preparation form. Progression panel meeting to be scheduled between 16 June and 28 July 2020. (Provisional date: Tue 30 June 2020)
	January 2019 enrolment	Progression document due noon on Tuesday 13 October 2020 (Week 3, Autumn Term Year 2). Submit via the SkillsForge Progression Preparation form. Progression panel meeting around Week 6, Autumn Term (typically, early November).
	Enrolment at	To be arranged individually. Progression document due 8–9

	other time during 2018–2019	months after start of Year 2. Progression panel meeting to be scheduled 9–12 months after start of Year 2.
Part-time students with 2018–2019 enrolment		To be arranged individually. Progression document due 16–18 months after start of Year 2. Progression panel meeting will be scheduled 18–24 months after start of Year 2.

4.3.5. Progress review meeting

The progression panel will consider your evidence and the supervisor’s report at a progress review meeting. You will attend the meeting and discuss your work with the panel. At the end of each progression panel meeting, the panel will ask you to leave the room for a few minutes while the members discuss their decision on the outcome of the meeting. Based on your evidence and the supervisor’s report, the progression panel will make a decision as to whether you have met, exceeded or not met the relevant University progression criteria as well as a recommendation regarding your progression. Once the panel’s decision is made, they will call you back and tell you the outcome of the meeting.

4.3.6. Progression panel decision and recommendation

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

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

4.3.7. Second attempt at progression

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

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

See <https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy/> (Appendix 4) for full details of the procedure to be followed for making a second attempt at progression.

4.3.8. Exceptional circumstances

If you have any exceptional circumstances that may impact on a formal review of progress then you should contact your supervisor as soon as possible after the special circumstance has arisen, to discuss your options. Do not wait until after the formal review to discuss special circumstances that affected you before the review took place.

5. Key milestones for your research degree

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

5.1. Programme structure for MA by Research

As described above, you will have two TAP meetings in addition to regular meetings with your supervisor. A further milestone that we expect you to achieve is a presentation at one of the department postgraduate presentation days. In most cases, MA by Research students give a poster presentation at the presentation day that takes place in late May or early June. However, if your research is on Forensic Speech Science, it may be more appropriate for you to give an oral presentation at the FSS presentation day in August. An oral presentation may also be possible at the May/June presentation day, so if you would prefer to gain oral presentation experience, discuss this with your supervisor and consider requesting this option.

A table outlining the structure of your programme is presented on the following page.

5.2. Programme structure for PhD and MPhil

As described in the preceding sections, you will have two TAPs per year in each of Years 1, 2 and 3 (for full-time students) and one formal review of progress per year at the end of each of Year 1 and Year 2. Two further milestones that we expect research students to complete are a poster presentation and an oral presentation on different stages of their research, given at department postgraduate presentation days (held annually in late May or early June, or, for Forensic Speech Science, in August). Typically, PhD students present a poster in Year 2 and give an oral presentation in Year 3.

The key milestones for Years 1 and 2, including the schedules for the formal progress meetings, are given in the tables on pages 20 and 21.

MA by Research: programme structure

Period	Week or Month	Scheduled Activity	Notes
Autumn Term	1	<ul style="list-style-type: none"> • Meet supervisor • Induction activities 	
	1–10	<ul style="list-style-type: none"> • Regular supervision meetings • Research Training Seminar • Doctoral Training Seminar • Department Colloquium 	Independent work on your research project in addition to attending scheduled activities
	5–7	TAP meeting 1	Work for TAP to be decided with supervisor. Suggestion: detailed research plan.
Spring Term	1–10	<ul style="list-style-type: none"> • Regular supervision meetings • Research Training Seminar • Doctoral Training Seminar • Department Colloquium 	Independent work on your research project in addition to attending scheduled activities
Summer Term	1–10	<ul style="list-style-type: none"> • Regular supervision meetings • Research Training Seminar • Doctoral Training Seminar • Department Colloquium 	Independent work on your research project in addition to attending scheduled activities
	5–7	TAP meeting 2	Work for TAP to be decided with supervisor.
	5–7	Presentation at PG presentation day (or, see alternative option in Aug)	
Summer Vacation		Supervision meetings	Writing-up of thesis
	Aug	Presentation at FSS PG presentation day, if appropriate	
End normal enrolment	Sep	30 Sep: submission of thesis	Note that your thesis submission date and submission procedure are not the same as for taught MA students.
Continuation	Dec	31 Dec: end of continuation period. Last possible date for thesis submission	

First year (and part-time equivalent) milestones PhD and MPhil milestones

			First formal review of progress			Second attempt at first formal review of progress		
Event:	TAP 1	TAP 2	Submission of written evidence	Progress review meeting	Consideration by GSB	Resubmission of written evidence	2 nd attempt progress review meeting	Consideration by GSB

Full-time students

Month from enrolment	1–2 or 5	8 or 10	9	9 or 10	10	12	12 or 13	13 or 14
Date(s) for October cohort starters	mid-Oct–mid-Nov	mid-May–mid-Jun	early Jun: Summer Term, Week 8, Tue, noon	late Jun or early Jul	Jul	early Sep	late Sep or early Oct	Oct or Nov
Date(s) for January cohort starters	mid-May–mid-Jun	mid-Oct–mid-Nov	early Oct: Autumn Term. Week 2, Tue noon	Oct	Oct or early Nov	end Dec	Jan	Jan or Feb
Work to submit	Work to be decided with supervisor		As described above			Revision in accordance with feedback		
Meeting	TAP meeting	TAP meeting		Progress review meeting			Progress review meeting	
Outcome	Agreed TAP form	Agreed TAP form		Decision and recommendation			Decision and recommendation	

Part-time students

Month from enrolment	4–10	16–20	18–19	19–20	20	24	24–26	26–27
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If you commence a PhD or MPhil programme outside a cohort entry point, or if your journey goes out of sync with the rest of your cohort (e.g. due to a leave of absence) the dates specified above may not apply to you, but will be calculated in terms of how long you have been enrolled on the programme.

Second year (and part-time equivalent) milestones PhD and MPhil milestones

				First formal review of progress			Second attempt at second formal review of progress		
Event:	TAP 3	TAP 4	Presenta-tion	Submission of written evidence	Progress review meeting	Consideration by GSB	Resubmission of written evidence	2 nd attempt progress review meeting	Consideration by GSB

Full-time students

Month from enrolment	13–14 or 17	20 or 22	within 24	21	21 or 22	22	24	24 or 25	25 or 26
Date(s) for October cohort starters	mid-Oct–mid-Nov	mid-May–mid-Jun	One of our PG present-ation days in May/June or Aug	early Jun: Summer Term, Week 8, Tue, noon	late Jun or early Jul	Jul	early Sep	late Sep or early Oct	Oct or Nov
Date(s) for January cohort starters	mid-May–mid-Jun	mid-Oct–mid-Nov	May/June or Aug	early Oct: Autumn Term. Week 2, Tue noon	Oct	Oct or early Nov	end Dec	Jan	Jan or Feb
Work to submit	8000–10,000 word paper, or alternative to be decided with supervisor	Work to be decided with supervisor	Oral or poster presentation	As described above			Revision in accordance with feedback		
Meeting	TAP meeting	TAP meeting	Presentation day		Progress review meeting			Progress review meeting	
Outcome	Agreed TAP form	Agreed TAP form			Decision and recommendation			Decision and recommendation	

Part-time students

Month from enrolment	28–34	40–44	within 48	42–43	43–44	44	48	48–50	50–51
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If you commence a PhD or MPhil programme outside a cohort entry point, or if your journey goes out of sync with the rest of your cohort (e.g. due to a leave of absence) the dates specified above may not apply to you, but will be calculated in terms of how long you have been enrolled on the programme.

6. Researcher training and development

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

6.1. Becoming an Effective Researcher Tutorial

The 'Becoming an Effective Researcher Tutorial' is an online induction available through the VLE to all postgraduate research students and supervisors. The tutorial is organised in easy to navigate sections so that, following completion of the tutorial, you are able to come back to the information as you need it throughout your programme. You are expected to complete this tutorial as part of your induction at the University and are encouraged to discuss it with your supervisor and TAP. You can access BERT directly from the VLE or by clicking the link: <https://www.york.ac.uk/research/graduate-school/new-students/>.

6.2. Research training modules/courses

6.2.1. Research Training Seminar

The heart of research training is the Research Training Seminar (RTS). Attendance at RTS sessions is compulsory for all Masters students and for all postgraduate students who did not complete a Masters in the Department.

It is intended to give you training in research skills specific to Linguistics programmes. The seminar is held over all three terms. Many members of staff participate in the teaching, so that you are able to benefit from their combined expertise in a range of linguistics research skills.

In the Autumn Term, the Research Training Seminars are held weekly and typically last one hour. In the Spring and Summer Terms, the training sessions are organised by theme and last up to two hours.

Topics covered include:

- Writing in linguistics
- Research design
- Reference management
- Turnitin training (for academic integrity)
- Critical reading
- Ethical issues in data collection and applying for ethics approval
- Presentation skills
- Specific skills workshops, such as PRAAT scripting, MATLAB, LaTeX, Survey and Questionnaire Design, and other topics.

Autumn Term covers research design and writing skills and research design in linguistics, Spring Term covers the development and presentation of research plans, and also offers a

number of subject-specific workshops. Summer Term focuses on communicating research to others, and offers further subject-specific training.

Students who have already participated in the seminar should feel free to attend sessions again if useful, or attend sessions which were not available when they took the seminar. Not all new research students need all the components of the seminar – you should discuss with your supervisor soon after your arrival which parts you may be exempted from. If you are a part-time student you should discuss with your supervisor which parts of the programme you will complete in your first year, and which can be held over until the second. If you start at a time of the year other than September, you will be expected to pick up the seminar when you join and to continue it in the following academic year, until you have completed all the training that is required of you.

The content of the Research Training Seminar will be provided at the start of the Autumn term.

The online module description is at:

<https://www.york.ac.uk/language/current/postgraduates/modules-2017-18/l34m/>

The coordinator is Kobin Kendrick (kobin.kendrick@york.ac.uk).

6.2.2. Research Student Seminar □

A Research Student Seminar will run for all new research students throughout the year. This is a forum for you to develop and gain confidence in your research skills at the same time as getting to know the other students in your cohort. It is a series of weekly meetings, running over three terms, at which beginning research students discuss the stages of research which will lead them towards a successful completion of the year. The focus is on discussion and student-led discovery, so come ready to engage with the content. Topics are selected according to students' needs, but typically include:

- Studying the structure of a research article
- Research design in linguistics
- Designing a poster
- Writing an abstract
- Academic writing
- Data collection

The sessions are interactive: for example, students critically discuss samples of each other's writing, in a friendly and collaborative manner.

The seminar is facilitated by Dr Tamar Keren-Portnoy (tamar.keren-portnoy@york.ac.uk).

6.3. Research Excellence Training Team (RETT)

The University's Research Excellence Training Team (RETT) provides a range of skills training and support to help you develop the skills you need to progress your research and your career.

This includes communication, careers, collaboration, project management and public engagement. Book on workshops via SkillsForge and visit the RETT pages (<https://www.york.ac.uk/staff/research/training-forums/research-excellence-training-team/>), Facebook (<https://www.facebook.com/rett.york>) and Twitter ([@rett_york](https://twitter.com/rett_york)) for up to date information.

6.4. Library Research Support Team

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

The team delivers workshops on these themes within the Research Excellence Training programme. To view information on workshops and to make a booking, visit <http://www.york.ac.uk/admin/hr/researcher-development/students/>. For further information on the team, visit <https://www.york.ac.uk/library/info-for/researchers/support/>.

The Library also provides a wide range of services for researchers in addition to the RST, for more information, visit <http://www.york.ac.uk/library/info-for/researchers/>.

6.5. Academic Liaison Librarians

Your Academic Liaison Librarian is your main contact in the Library. Talk to your Academic Liaison Librarian about your research; they can point you in the direction of the best resources and order new resources for you. Find your librarian, lists of useful resources and further guidance by clicking on your department's name on this website: subjectguides.york.ac.uk.

6.6. Research Computing

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

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

Additional information can also be found at: <https://www.york.ac.uk/it-services/research-computing/>.

6.7. Departmental conferences/seminars/fora/publications

Listed below are several ways in which you can interact with the linguistic community within the department. We warmly invite all research students to get actively involved with these opportunities, both to develop your knowledge of and engagement with linguistics, but also to

benefit from the chance to meet informally with your fellow researchers—staff and students—within the department.

6.7.1. Department Colloquium

The department runs a weekly colloquium series. This involves both external and internal speakers who present their latest research. This is a great opportunity for you to be exposed to cutting-edge linguistics research, and you should attend talks regularly, even if they are not directly related to your research area. You can learn a lot about research methods and presentation methods, and develop your knowledge and critical abilities by attending colloquium talks. Each colloquium includes time for questions, followed by a chance to chat with the presenter and other members of the department over drinks at the end. Research students are warmly invited to attend the post-colloquium drinks, as well as the colloquium itself. If you have a suggestion for a speaker you would like to hear, do let the colloquium coordinator know. The colloquium coordinator for 2018-19 is Dr Eva Zehentner (eva.zehentner@york.ac.uk).

6.7.2. Postgraduate Presentation Days

The Department organises two presentation days during the year, one in the summer term for taught MA students and research students, and one in the summer vacation for taught MSc students and research students in Forensic Speech Science. Each PhD student is expected to give at least two presentations at these conferences, over the three years of their degree – normally, one as a poster, the other as a short talk (20 minutes, with 10 for discussion). MA by Research students will also normally present a poster but may request permission to give a talk.

6.7.3. PARLAY Conference

Research students in the department have the opportunity to gain experience of organising a national postgraduate linguistics conference called PARLAY (Postgraduate and Academic Researchers in Linguistics at York), which is usually held annually in September. This is also a good venue for you to submit and present a conference paper, whether or not you get involved in organizing the conference. Follow PARLAY on Twitter: @PARLAYConf.

Note that the conference doesn't run if no-one responds to the call for volunteers to organise it, so do volunteer, if possible, when the call comes.

6.7.4. York Papers in Linguistics

York Papers in Linguistics (YPL) is an online journal that welcomes submissions by researchers in or connected with the department. This is an excellent place to publish an early paper. You can also gain experience in editing a journal by becoming a member of the editorial team. See the website for information: <http://www.york.ac.uk/language/ypl/>. Submissions are welcome at any time, but calls for papers for the next issue will be sent to you by email via the linguistics_info group (which you will automatically be a member of). Follow YPL on Twitter: @YorkLingPapers.

6.8. Financial support for research activities

Conference presentations

As research students you are encouraged to present papers at conferences as your research progresses, both as an important way towards advancing your career, and also for the exposure to the research of others that such an experience offers. If you are receiving funding from an external body such as the ESRC, you may be entitled to financial help towards the cost of conference attendance from that body. You should contact the departmental Finance and Research Support Officer, Marianne McNeill, about the procedure for applying for this.

For students whose conference attendance costs are not supported by their funder, you can apply for Department funding of up to £150 per annum, towards the costs of attending a conference at which you have had a paper (poster or oral presentation) accepted. To apply, complete the form at https://docs.google.com/forms/d/e/1FAIpQLSdH7M53K6I0Me1n-g2cj6xMrtvSZbel85M_T2a5yFZW5Pav9Q/viewform?usp=sf_link and send evidence of your conference acceptance to the Postgraduate administrator

Participant payment funding

If you need to collect data from participants for your research, you may be eligible for some funding from the department to provide thank-you payments to the participants. PhD students can apply for up to £150 for a pilot study and up to £450 for a main study, during Years 1–3 (but not in the continuation year). MA by Research students can apply for up to £200 during the 1-year enrolment period (but not during the continuation period). To apply, and for further details, please complete this form:

https://docs.google.com/forms/d/e/1FAIpQLSehZhRV-UwfYwyB0fgC2poMUEH9qfJdLLolvm8UTzjj2bqAQ/viewform?usp=sf_link

7. Your thesis

7.1. Thesis content and style

For detailed guidance about the style, formatting and sequence of material standards for your thesis, go to <https://www.york.ac.uk/research/graduate-school/academic/thesis/format/>.

In addition to online guidance on preparing and formatting your thesis, the University also offers courses to help you through Information Services and through RETT. For more information visit: <http://subjectguides.york.ac.uk/skills/training> and <https://www.york.ac.uk/staff/research/training-forums/research-excellence-training-team/research-students/>.

7.1.1. Language requirements

It is important that your work should be comprehensibly written in clear, idiomatic English. If you are not a native speaker of English, you are advised to ask a native speaker friend to read it through for idiomaticity. It is essential that students make themselves aware of the level of support which is acceptable, as set out in the University Guidance on Proofreading and Editing (See Appendix A).

You must also pay careful attention to such editorial matters as correct spelling, typographical errors, and the numbering of examples and sections. Do the numbers run in sequence? Do cross-references in fact refer to the correct sections? Check that references in the text match the bibliography precisely.

7.1.2. Recommended Style Conventions

For the general format of your document, please follow guidelines below.

- Set paper size to A4.
- Set line spacing to 1.5 throughout the document.
- Use extra space between sections.
- Use 12 point font throughout the document (including title, headings, and notes).
- Use a simple font (e.g., Times New Roman, Arial, Calibri).
- Set top, right, and bottom margins to 2.54 cm.
- Set alignment to left (do not justify text).
- Number all pages serially.

A useful, simple style for headings of sections and subsections is the American Psychological Association (APA) style (see <https://owl.english.purdue.edu/owl/resource/560/16/> and the sample paper here <https://owl.english.purdue.edu/owl/resource/560/18/>). Alternatively, you may use numbered section and subsection headings, for example:

1. Introduction
2. Theoretical background
 - 2.1. Theory 1
 - 2.2. Theory 2

3. Data
etc.

The numbered style is particularly recommended for theses.

Note that other formatting requirements (e.g., for margins) apply to dissertations and theses which are bound (see <https://www.york.ac.uk/research/graduate-school/academic/thesis/format>).

For cited forms (i.e., in-paragraph linguistic examples), numbered examples, and glosses and translations, the Department uses the Linguistic Society of America (LSA) style (see Sections 6-8 in the LSA style sheet available at <https://www.linguisticsociety.org/sites/default/files/style-sheet.pdf>). The Research Training Seminar, which all research students are welcome to attend, provides training on how apply these conventions correctly.

7.1.3. Referencing

The Department uses the APA referencing style for in-text citations and bibliographic references. APA style guidelines can be found here:

<https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/apa/>

Additional information about APA style can be found at Purdue University's OWL website:

<https://owl.english.purdue.edu/owl/resource/560/01/>.

Do not use *ibid.* or *op.cit.* for recurring references, but repeat the full form given above. You may, however, omit the author's name if the second reference is within the same paragraph and there is no possibility of confusion.

7.1.4. Length

The University has not imposed a universal maximum length on theses. It does, however, encourage Departments to have length guidelines and the Graduate School Board in Language and Linguistic Science adopted the following:

MA by Research: Up to 25,000 words

PhD: Up to 80,000 words

MPhil: Up to 60,000 words

These word limits exclude references and appendices.

In addition to online guidance on preparing and formatting your thesis, the University also offers courses to help you through the Library's research support team and through RETT.

For more information visit: <http://subjectguides.york.ac.uk/skills/training> and <https://www.york.ac.uk/staff/research/training-forums/research-excellence-training-team/research-students/>.

7.2. Thesis submission

7.2.1. Before submitting

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

7.2.2. When to submit

You **must** submit your thesis to the Student Hub on the final deadline, though it is a good idea to plan to submit well before that, in order to give yourself time to deal with unexpected events in both your research and your personal life. The Student Hub is open until 5:00pm during term time, but only until 4:00pm outside of the main terms. You can see your submission deadline in your SkillsForge account. Note that if the submission deadline is on a day when the University is closed (e.g., weekend or national holiday), the submission is due on the next day that the University is open.

Late submissions will not be accepted, unless an extension has been applied for and approved. A pending extension request is not sufficient. Note that there are strict rules about extensions for thesis submission, and any request has to be considered by the University's Special Cases Committee. See the sections on *Extensions*, and also *Leave of Absence*, in the *Change of Plan?* section below.

7.2.3. How to submit

Theses may be submitted to the Research Student Admin (RSA) team by hand via the Student Hub (<https://www.york.ac.uk/students/support/student-hub/>), by post, or by courier service. It is your responsibility to ensure that the thesis reaches RSA by the deadline.

7.3. Continuation period

A continuation period (also known as "writing up period") is allowed for all research students in this department. However, all students should plan to submit their theses by the end of their normal enrolment period. The continuation period is offered to allow for contingencies. You are not required to use this period.

For MA by Research students, the continuation period is three months; for PhD and MPhil students it is one year.

Your continuation period: <https://www.york.ac.uk/research/graduate-school/academic/thesis/continuation/> begins at the end of your normal period of enrolment. During this time you will retain access to the Library and IT facilities. You will also retain access to departmental

facilities. Whilst there is no fee charged to MA by Research students entering a continuation period, PhD and MPhil students doing so will be liable to pay a continuation fee (£315 in 2018/19).

7.4. Thesis examination

7.4.1. Appointment of examiners

For MA by Research students, two examiners are appointed, one internal and one external, with the student's supervisor taking responsibility to identify examiners. The examiners are formally nominated by the Chair of the Graduate School Board by the time that you submit your thesis.

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

If you have any questions about the nominations process, please contact the PG Administrator or the Chair of GSB.

7.4.2. Oral examination

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

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

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

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

The department will contact you to arrange your viva, in coordination with your supervisor and your examiners.

7.4.3. Examination outcomes

There are several possible outcomes for research degree examinations:

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

For details of these outcomes are applied to a Masters by Research, MPhil, PhD and EngD, see the Policy on Research Degrees: <https://www.york.ac.uk/research/graduate-school/support/policies-documents/research-degree-policy>.

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

7.4.4. More information

Full details on thesis submission and examination can be found on the University website, at: <https://www.york.ac.uk/research/graduate-school/academic/thesis/>.

8. Change of plan?

8.1. Leave of absence

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

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

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

For more information on when and how to apply for a Leave of Absence, visit <https://www.york.ac.uk/research/graduate-school/academic/change/loa/>.

Students on Tier 4 visas should be aware that a Leave of Absence will impact on their eligibility to remain in the UK, and should therefore consult with the Immigration Advice Service (<https://www.york.ac.uk/students/support/international/immigration/>) before making any decision.

8.2. Full-time/part-time

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

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

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

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

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

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

For more information, visit <https://www.york.ac.uk/research/graduate-school/academic/change/full-time-part-time/>.

8.3. Change programmes

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

Reasons may include:

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

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

For more information, visit <https://www.york.ac.uk/research/graduate-school/academic/change/transfer/>.

8.4. Extension

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

There is no guarantee that you will be able to extend your programme in this way, especially if the circumstances could have been remedied with a leave of absence at an earlier stage. Extensions are normally limited to a maximum of six months. In exceptionally compelling circumstances, a longer extension of up to one year may be granted. Multiple extensions exceeding a total period of two years will not normally be granted.

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

For more information, visit <https://www.york.ac.uk/research/graduate-school/academic/change/extension/>.

8.5. Withdrawal

Withdrawal is the term used when a student decides to permanently leave the University before completing their programme of study. Before deciding to withdraw you should meet your supervisor to discuss any issues you may have and explore your options. It may be more appropriate for you to take a leave of absence, switch to part-time study, or change programmes.

If you need more advice, or want to speak to someone other than your supervisor, support is available from:

- RSA;
- the Student Hub;
- GSA.

For more information, visit <https://www.york.ac.uk/research/graduate-school/academic/change/withdraw/>.

9. Professional development and employability

9.1. Teaching/demonstrating opportunities

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

The department has GTA positions each year for most of our introductory linguistics modules (mainly undergraduate, but also some postgraduate modules). Some modules are taught over the whole academic year, some are in Autumn term only, and some are in Spring-Summer terms only. GTAs typically run the weekly seminars for each module, following the lecture by the lead instructor, and typically also help with marking the students' assignments.

The department sends out a call for expressions of interest for GTA positions in the Spring, with assignments of GTAs to modules being made in the Summer term, for modules starting in the following academic year. You must have excellent English skills in speaking and listening, and a good command of the particular sub-field that the module addresses. While we try to maximise the opportunities for our students, in most years we are not able to place all our PhD students in GTA roles, due to a high level of interest.

The department GTA Coordinator for 2018-19 is Prof Dunstan Brown (dunstan.brown@york.ac.uk).

Why teach? It can:

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

If you wish to teach at the University you must attend the University's 'Introduction to Learning and Teaching' workshop before you commence teaching. University training for GTAs is designed to help you develop the skills and confidence you need to support your students; for more information visit: <https://www.york.ac.uk/staff/teaching/develop/>.

Some teaching opportunities for GTAs are advertised centrally on behalf of academic and support departments (e.g. Maths Skills Centre and Writing Centre Tutors); see the YGRS webpages for more details: <https://www.york.ac.uk/research/graduate-school/teaching/>.

9.2. Public engagement

Another way to share your expertise and enthusiasm for your research is through public engagement. The University runs a range of one-off and ongoing public events and initiatives that are fantastic opportunities for you to share your research and its findings with a broad audience. This includes events such as York Talks and the Festival of Ideas. For more information, visit <https://www.york.ac.uk/news-and-events/events/>.

Like teaching, public engagement activities can:

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

9.3. Careers/employability

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

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

For more information, visit <https://www.york.ac.uk/research/graduate-school/careers/>.

10. Appeals and complaints

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

10.1. Appeals

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

10.2. Complaints

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

The GSA has a dedicated advice service to guide students through these procedures. If you are considering making an appeal or a complaint, email advice@yorkgsa.org, or visit <http://www.yorkgsa.org/students/welfare/book-an-advice-service-appointment/>.

For more information on complaints and appeals, and how to complain or appeal visit: <https://www.york.ac.uk/students/help/appeals>.

11. Disclaimer

We have tried to ensure that the information contained in this document is accurate as of July 2018. Please check our website for any changes to this information.

12. Glossary

Term	Meaning
BoS	Board of Studies
CDT	Centre for Doctoral Training
CELT	Centre for English Language Teaching
DRC	Departmental Research Committee
DTC	Departmental Teaching Committee
DTP	Doctoral Training Partnership
GSA	Graduate Students' Association
GSB	Graduate School Board
GTA	Graduate Teaching Assistant
RETT	Research Excellence Training Team
RSA	Research Student Administration
RST	Research Support Team (Library)
SCA	Standing Committee on Assessment
SCC	Special Cases Committee
TAP	Thesis Advisory Panel
YGRS	York Graduate Research School
YUSU	University of York Students' Union

Appendix A: University Guidance on Proofreading and Editing

Preamble

The University acknowledges that students (from undergraduate to PhD) may access a variety of forms of support to help them in the preparation and production of written assessed work beyond that provided by their teachers or supervisors, such as:

- a) peer support: collaboration and mutual support between students on the same programme (group members of a project group, classmates in a particular module, higher level students supporting lower level students)
- b) informal support: friends and family checking a student's work for them, providing an audience's reaction, commenting on a piece of work
- c) professional proof-reader: an external, paid person or company employed by the student to proofread their work prior to submission

The purpose of this guidance is to set out, for students and staff, what is and is not acceptable support.

The default position is that this Guidance applies to all assessed work. However, departments may opt to specify that, for certain assessments, students should not be allowed any assistance at all in terms of proofreading or editing. This is permitted only if the purpose of the assessment is to determine students' abilities in linguistic areas such as grammar or syntax, making proofreading inappropriate. In this case, the rubric for the assessment should state clearly that this standard Guidance does not apply and that no proofreading assistance is permitted.

For students on Postgraduate research programmes

Acceptable support

The amount of support that is required or appropriate, from peers, friends and family or professionals, may vary in relation to the student's level of expertise and familiarity with academic conventions. However, regardless of level or familiarity, in the above situations the University defines support which is acceptable as:

The identification and correction of errors related to:

- Word usage (excluding specific terminology)
- Spelling, punctuation, capitalization, italics, abbreviations, headings, quotations, metrification, numbering, citations, referencing, tables, illustrations, footnotes and appendices
- Grammar and syntax

The identification (**but not correction**) of issues related to:

- Clarity of expression
- Voice and tone
- Issues with logical sequencing and linkage between sentences and paragraphs
- Ambiguity
- Repetition

For issues listed above where identification but not correction by a third party is appropriate, students (taught or research) should be directed to correct these issues themselves following feedback. Self-correction will aid students in recognising their weaker areas and encourage more independence from the tutor.

Students with a contemporary formal diagnosis of relevant disabilities should consult Disability Services about appropriate support.

Unacceptable support for research students

For summative work, undertaking the following tasks for a student is inappropriate.

- adding or re-writing any of the student's sentences or sections of work
- rearranging passages of text, sequences of code or sections of other material for the student
- reformatting the material for the student
- contributing additional material to the original
- checking calculations or formulae
- rewriting formulae, equations or computer code
- re-labelling figures or diagrams

Acknowledgement

If a student receives assistance with proofreading or editing, whether paid or not, an acknowledgement should be inserted in the final submission. This should explain the sort of person providing the assistance (for example, the name of professional proof-reader but not the name of a friend or family member which might lead to the breaking of anonymity), and a statement that the assistance has been in accordance with the University's Guidance on Proofreading and Editing. The student should also accept full responsibility for the authorship and standard of the submitted work.

University of York Standing Committee on Assessment, November 2013

Advice for students regarding professional proofreading

Dissertations / projects

Students completing significant projects, dissertations and Masters ISMs should always consult their supervisors before seeking the services of a professional proof-reader.

Contract and Payment

The student bears the sole cost of services rendered by a professional proof-reader, therefore students are advised to agree on a payment rate, overall cost and timescale before the procedure begins. The contract is a private matter between the student and the proof-reader.

University guidelines and Department requirements

Students should provide the proof-reader with a copy of the University's Guidance on Proofreading and Editing (above) and ensure that the proof-reader accepts the conditions included in them. The student should also provide the proof-reader with their department's specific reference formats and other appropriate writing guidelines.

Proving the extent of the proofreading

In order to be able to prove the extent / limits of the proofreading, the student should keep a copy of the edited / corrected work, showing the changes that have been made. This copy may then be produced should any challenge arise concerning the degree of guidance given. This copy should be kept until the student's degree has been conferred. If the student has no evidence as to the advice which was given, this could have serious consequences for the marks awarded for their work and for their degree classification.

Student authorship and responsibility

Responsibility for producing the final version and for authorship of the work lies completely with the student. Blame for inaccurate or inappropriate proofreading which results in a lower grade is not the responsibility of the proof-reader and will not constitute exceptional circumstances. It is up to the student to accept, ignore or challenge the advice and corrections suggested by a proof-reader.

Acknowledgement

Students must formally acknowledge the use of a proof-reader in the final submitted version of essays, dissertations, theses and projects. See the Guidance on Proofreading and Editing.