

Research Students' Handbook 2018–19

Centre for Applied Linguistics

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1 Welcome

Thank you for choosing our doctoral programme. We are very pleased to welcome you to the Centre for Applied Linguistics and hope that your stay with us will be a happy one. We have extensive experience in helping doctoral students to get the best out of their doctoral studies and will do all that we can to ensure that your time at Warwick will be successful and rewarding.

The first few days on any new programme can be overwhelming in terms of the information you are expected to process, and it can be difficult to separate the essential from the merely peripheral. This handbook is designed to help you settle in as quickly as possible by providing you with the advice and information you will need in order to complete your studies successfully. We therefore suggest that you take some time to read it carefully, familiarising yourself with its layout and contents. You will need to refer to it throughout the programme in order to understand and follow relevant procedures and regulations, so please treat it as an important source of reference – and please don't hesitate to ask us for help if it contains anything you do not understand. ***Note also that the handbook is updated each academic year to reflect changes to departmental and University policy and procedures.***

We hope you find this handbook helpful and look forward to receiving any feedback or suggestions you may have.

Good luck in your studies!

IMPORTANT NOTE

From 1 August 2011 an amendment to Regulation 38 relating to the period of study for research degrees came into force. From this date, all MPhil/PhD students are automatically registered for 4 years (full-time) and 7 years (part-time), although the expectation is still that students will normally complete their studies in the minimum time (3 years for full-time and 5 years for part-time students).

2 The Centre for Applied Linguistics

The Centre is located on the first floor of the Social Sciences Building, which is conveniently situated close to both the Library and the Arts Centre. All the main rooms are on the same floor and within easy reach of one another, so it should be easy to find your way around (if you have any problems, colleagues in the office will be happy to point you in the right direction). As you'll discover, this arrangement also contributes to a sense of being part of a small and friendly group.

In fact, the atmosphere in the Centre may be more egalitarian than the situation you have been accustomed to, but this is something you will soon get used to. All members of our group, whether students or staff, are treated with equal respect and first names are the norm. We will, of course, ask you to let us know the name by which you would like to be known.

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2.1 The office

At the heart of the Centre is the office, located in Room S1.74. Several colleagues work there and they will play a very important part in your life at Warwick. The office is open during ordinary working hours every weekday. A full list of all staff, with details of responsibilities, rooms and contact details, is included in Appendix 1 for your convenience. In what follows, colleagues will be referred to in terms of their responsibilities to give you an idea of how the Centre is organised.

The Department Administrator has general oversight of all the Centre's operations, while the Department Coordinator oversees research matters and award-bearing programmes. Your regular contact is likely to be with the Research Degrees Administrator, whom you can consult on practical matters relating to your research studies (panels, conferences, etc.). The NABA Administrators (located in S1.82) deal with our non-award bearing courses (e.g. short courses, pre-sessional and in-sessional English language courses), while the Learning Resources Administrator is responsible for the Learning Resources Centre (A1.06), which houses the Centre's own collection of books, equipment and materials.

These colleagues work very closely together, so if an issue is important and you cannot find the person you are seeking it is very likely that another office colleague will be able to help you. You will also occasionally see notices posted in rooms or on noticeboards by office colleagues relating to procedures or arrangements in the Centre. Please make sure that you follow their advice in these matters because the happy and successful functioning of the Centre depends on it.

2.2 Communications

Details of the address and contact details of the Centre are also included in Appendix 1. Please note the prefixes that need to be added to internal numbers if you are phoning from outside the university. If you are phoning from outside the UK, note that the country code is 44.

The main means of communication in the Centre and in the university as a whole is via email, so it is essential that you check your email every day. Most of the team in the Centre try to respond to students within 24 hours whenever this is possible, so it's important to try to adjust to a system where rapid exchanges are the norm.

Please note that all emails from staff will be sent to your Warwick account and that personal accounts cannot be used. This is the only way of ensuring that all emails are received within a system that is shared and internally maintained. Of course, this does not mean that you cannot maintain a personal account, and IT Services (or fellow students) will be able to advise you on how Warwick mail can be redirected to this account. However, it is still essential to check your Warwick account regularly.

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You must also ensure that your supervisor(s) knows your address, e-mail address and phone number so that you can be contacted. This information should also be given to the Research Degrees Administrator and the Graduate Office. Please make sure that you notify them of any changes as soon as possible

The departmental noticeboards (where information for research students will be posted) are located outside the main office (S1.74) and in the corridor leading to A1.05. There is also a Student Staff Liaison Committee (SSLC) noticeboard next to S1.88. These noticeboards are an important source of information about courses, classes, options, visits, conferences, etc. and they are updated often so please check them regularly.

2.3 Research degrees team

During your time at the Centre you will get to know most if not all of the academic staff who work here, but most of your contact will be with your supervisor(s). You will also come into close contact with other PhD supervisors via panels, research groups, etc. and we would like you to feel that in joining the Centre you are also joining a large family of researchers with an interest in sharing their discoveries and ideas. Naturally, you will get to know some of us better than others, but we would like you to feel that we are all approachable. Contact details of the research degrees team can be found in Appendix 1 and a full list of all Centre staff can be found on our webpage.

As mentioned at the start of this section, you may find relationships in the Centre more informal than you are used to, but it is important not to confuse informality with casualness. We are very committed to our work and take our responsibilities very seriously – especially those towards our students. We should like you to feel that you are part of a larger community which includes staff and students and that you can bring your questions and concerns to us safe in the knowledge that they will be treated seriously and in appropriate confidence.

2.4 Your personal Adviser

The personal tutor system that you may be familiar with from your studies at Master's level does not apply to doctoral students. However, it is still important to have someone you can turn to for pastoral support or guidance, so all doctoral students have access to an adviser who fulfils a role similar to that of personal tutor. This personal advisor will look after all PhD students, though the personal adviser's own PhD supervisees will be designated another named staff member for additional pastoral support. Although you should not expect to have regular meetings, your adviser will be available should you need to make contact. If you have concerns (academic or personal) that you feel you cannot raise with your supervisor, you should make an appointment to see your adviser, who will listen to you in confidence and, where appropriate, offer advice or guidance. Your adviser may also contact you to make an appointment to discuss an issue. If this happens it is likely to be a matter of some importance, so you should make sure to arrange a meeting as soon as possible.

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2.5 Research Student Rooms

Although research students are not assigned individual workstations, the University's Space Management team allocate PhD study rooms to departments based on the numbers of students enrolled. In CAL, there are currently five PhD study rooms available for use, all on the ground floor or first floor of Social Sciences: *S0.31*; *S0.35* (Disconex PhD students); *S0.39*; *S1.85*; *S1.100*. Access to these rooms is restricted to CAL PhD students and is obtainable via a 4-digit code (obtainable from the CAL Office). Please do not bring guests (including MA/MSc/BA students) into these rooms, and under no circumstances divulge the door codes to anyone who is not a CAL research student. Because of the confidential nature of some research data, a breach of this rule is regarded as very serious by both fellow students and staff. For safekeeping of personal laptops, books, etc., individual lockers are provided (keys are obtainable from the CAL office on payment of a £5.00 deposit which is refundable when your studies end).

To use the PCs in these rooms you will need your Warwick username and password. To use the networked printers in these rooms, you will need to install the relevant [print queue connection](#). If you have any problems with computers or printers in any of the above rooms, please report the fault to the Research Degrees Administrator as soon as possible so that she can contact IT services on your behalf.

Since the study rooms are shared with other PhD colleagues, please be considerate of one another in how you use the rooms. It is possible that one or more rooms may become designated as 'silent study' rooms by the Student Staff Liaison Committee, in consultation with the research student community. When your studies end, do make sure you remove any personal effects (books, papers, etc.) as these will otherwise be discarded or recycled.

Although you may bring food and drink into the study rooms, please make every effort to keep them tidy and do not leave food in them as this can result in

unpleasant smells. As a research student you are also entitled to use the staff kitchen, which contains a fridge, kettle, toaster and microwave. Please refrain from cooking food that creates strong smells (since the kitchen is next to a classroom) and ensure that you clean up after you have finished. If you use the fridge, make sure that you do not store food beyond its use-by date. The kitchen is a shared facility and all users (staff and research students) are asked to be considerate in their use of it.

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3 The doctorate experience

Completing doctoral research involves a huge investment of time and effort. For at least three years (for full-time students) it will be your primary focus for the majority of your time and will make demands on you that you could not have anticipated when you applied to join the programme. However, it will also yield rewards of a very special sort that are not to be found in any other form of study. Although you will have your supervisor and fellow students to call on for help and advice, doctoral research is very much an individual enterprise, so you will need to draw heavily on your own resources. For this reason, you need to familiarise yourself with the systems and resources available to you.

All courses begin with advice to read the relevant literature, but in the case of the doctoral student this is not merely helpful, it is essential. You need to know, for example, that there are very specific rules relating to the submission of your thesis and where to find these, and you need to know what programmes (and associated training) are available to you free of charge as a research student. This section will provide you with directions to these key resources.

3.1 Getting to know the system

Although you will soon become accustomed to the ways and routines of the Centre, other parts of the University may seem remote, so it's a good idea to get to know your way around the system as soon as possible. For doctoral students, the essential point of contact is the [Graduate School](#), details of which are provided in the next section. Have a look at the resources available there and note down anything that you think might be useful to you.

If you try to get to know the system too quickly, you might find that you're suffering from information overload, so take your time over this. Dedicate the first week or so to getting to know your way around, perhaps following the steps below.

Steps in finding your way around the system:

- Check out the [Graduate School](#) site and download key documents.
- Note any courses, workshops, etc. that you think might be useful to you (check out the [Research Student Skills Programme](#)).
- Explore the [PhD blogs](#), [PGR Professional Development](#), and [ePortfolio](#) sites and reflect on how they might be useful to you. Be prepared to discuss these with your supervisor if you think there are aspects you would like to explore.
- Explore the [Library](#) site before or after the tour that has been arranged for you as part of your induction.

We want your stay with us to be a happy one and we want you to feel part of our community as someone who has a unique contribution to make to it. This is why we want to underline here the University's commitment to equality of opportunity, which is summed up in the following policy statement:

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The promotion of Equality, Diversity and Inclusion concerns all of us and is the responsibility of all members of our community. It is expected that we will all contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. We understand that simply having diversity in our work force and student body is not enough; we must create an inclusive environment where all people can contribute and reach their full potential.

Inclusion is engaging the uniqueness and talents, beliefs, backgrounds, capabilities and ways of working of all individuals, joined in a common endeavour, to create a culture of belonging, in which people feel valued and respected.

The University requires all members of its community to recognise their responsibilities under this policy and we in the Centre take it very seriously. If you feel at any time that you have been treated unfairly, you should contact your adviser in the first instance or, where this would be inappropriate, the Director of the Centre. If you would like to know more about this aspect of the University's work, you should go to the [Equal and Diversity](#) web page.

3.2 Graduate School

The [Graduate School](#) is responsible for all aspects of administration and support for research students, so your stay at Warwick will involve you in a good deal of contact with it, either directly or indirectly. For this reason, it's a very good idea to spend plenty of time exploring the Graduate School website. Note also that they provide a [Contact Form](#) for any enquiries you may have.

This section will briefly highlight some aspects of the Graduate School's provision that you might find particularly useful.

One way of getting started and meeting students from other departments is to attend one of the Graduate School's [Postgraduate Lunches](#) or [Café Research](#) sessions. You are also encouraged to sign up for some of the [Research Student Skills Programmes](#), which run throughout the year. The sessions offered cover a wide range from topics such as research management and working effectively with your supervisor to communication and research dissemination skills. You should also check out the excellent facilities available in the [Postgraduate Hub](#).

In addition to this handbook, it's a good idea to consult the University *Guidelines on the Supervision and Monitoring of Research Degree Students* and the *Guide to Examinations for Higher Degrees by Research*, both of which are downloadable as pdf files from the Graduate School's [Forms, Policies and Procedures Library](#). These are hardly bedtime reading, but a quick read through will give you some idea of how the PhD supervision and examination process is seen at Warwick. It may also be useful to read through the [Regulations Governing Research Degrees](#) (revised from October 2017), though these are of less practical value than the two guides.

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3.3 Professional development and transferable skills

These days, being a PhD researcher involves a lot more than just doing research and writing up a thesis. In today's competitive world, doctoral researchers also need to develop a broad portfolio of skills and experience to enhance their professional and career development. Following the recommendations of RCUK (Research Councils UK), the University expects PhD students to spend *at least 10 days per full-time year on professional development activities*, of which 5 days should be spent on activities specific to your department or discipline, and 2 days can include conference attendance, seminar presentations, etc. In short, *a minimum of 3 other days (or equivalent) per full-time year should be spent on additional professional skills development*. **PhD students at Warwick are thus expected to undertake 60 hours (for full-time PhD students) or 36 hours (for part-time PhD students) of skills development annually** (see [Professional Development Framework](#) for further details). PhD students are required to report on their professional development activity as part of the annual review process in the form of a 300 words reflective reviewing their professional development to date.

From 2017–18, the Graduate School is providing a new online portal ([Warwick SkillsForge](#)) designed to support you in doing a development needs analysis (DNA), planning your professional development activity, booking courses and workshops, and monitoring your professional development throughout your studies at Warwick.

Professional development for doctoral researchers is organised around **6 themes**:

[broadening your academic skills](#); [personal effectiveness](#); [research ethics and governance](#); [developing your academic profile](#); [impact and public engagement](#); [career development and planning](#).

For each theme, you will find links through [Warwick SkillsForge](#) to various training workshops, courses and resources. While not all of these will be relevant or accessible (e.g. some are for PhD students in particular faculties or disciplines), there is a wide range of options to choose from. The professional development training likely to be most relevant to you is provided by the [Research Student Skills Programme](#) (RSSP), [IT Services](#), [Library](#), and [Learning Development Centre](#) (LDC).

In particular, the LDC offer an [Academic and Professional Pathways Programme](#) (APP PGR) for PhD students wishing to develop academic teaching skills. For full-time PhD students including those taking the APP PGR, we try to provide some teaching/tutoring opportunities on our undergraduate and Masters programmes where possible, and where PhD students have relevant subject expertise.

Be sure to discuss your training needs and progress regularly with your supervisor so that you can plan and monitor your professional development accordingly.

As you gradually establish your professional and academic profile, we encourage you to set up an [ePortfolio](#) so that you can showcase your research and professional activities and skills to the world at large. See [here](#) for examples of current ePortfolios. Once you have developed an ePortfolio and made it live, it can be hyperlinked to your profile on our CAL [People](#) page.

Note also that once you have created your ePortfolio and made it live, you will be entitled to request a set of Warwick business cards from the CAL Research Degrees Administrator.

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3.4 Research culture

In CAL we have established research strength in a number of areas of Linguistics and Applied Linguistics especially:

- Language teaching and learning
- Intercultural communication
- Discourse analysis
- Workplace and professional communication
- Sociolinguistics
- Linguistic analysis

You can participate in CAL's wider research culture in a number of ways:

- There is a regular CAL seminar series that will present the work of invited and local researchers, including PhD students. Participation in the seminar series as a presenter or as an audience member offers you the opportunity to engage with the wider academic community and to develop your broader knowledge of the field of Applied Linguistics.
- Each year, CAL will host a number of Research Activities with a range of different foci. You are welcome to participate in one or more of these activities, and as you progress in your studies you will also have the opportunity to collaborate with CAL staff to propose an activity related to your research interests or research needs.

Our aim is to involve our PhD students as directly as possible in the research activities and discussions taking place in the Centre so that they feel at the heart of events and developments. Much of this work revolves around the seminars and research activities, but we may also organise other events designed to facilitate engagement across research areas and in this case, you will be expected to attend as part of the researcher development process. There will also be other activities that may be of interest to you (e.g. visiting speakers giving talks to MA/MSc students on aspects of research) and you may wish to take advantage of some of these.

When your research has developed sufficiently, you may be invited to present a report on work-in-progress at such an event in order to benefit from the feedback of fellow students and academic colleagues. We hope you will enjoy this opportunity. It is not unusual to be nervous when making presentations, but an audience of supportive colleagues offers an excellent opportunity for a gentle entry into the public arena and a good way of gaining confidence before presenting a fully-fledged conference paper. If you prepare carefully, take your supervisor's advice and don't try to cover too much ground in the limited time available, you should find the whole process straightforward and rewarding.

You will also have the opportunity to offer a paper to the annual Warwick Applied Linguistics Conference (organised by students) described in Section 3.9 below. In addition, there are opportunities to share and present research in a University-wide postgraduate forum, through the [Café Research](#) events organised centrally for PhD

students. These interdisciplinary gatherings also provide an excellent basis for academic and professional networking.

3.5 Using the university library

One of the most important jobs you face in your first couple of months of work is getting to grips with using the university library. The mark of an efficient research student is how well they can use library resources, which include not only books but also academic journals, abstracting journals, catalogues, and computer indexes.

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In order to use the library, you will need your university card. Full-time students are normally issued with cards at registration, so you will be able to use the library from this point on. If you have any problems obtaining your university card, you will need to ask at the Graduate School Office in Senate House. The Centre does not issue these cards and will not be able to provide you with one.

We organise a library visit for PhD students at the beginning of the autumn term and this will enable you to get to know what facilities and resources are available to you. However, it's well worth exploring the library's facilities for yourself via the [Library](#) website, where you will find links to essential information, resources and help for researchers.

The Library includes a large dedicated area for PhD researchers providing study space and a forum for interdisciplinary collaboration. This is the [Wolfson Research Exchange](#), located on Floor 3 of the library extension.

Another facility you may find convenient is the [Learning Grid](#), which is a flexible, innovative and integrated learning environment open 24 hours a day, every day of the year except for Christmas day. It can be used by individuals or groups and offers a range of multimedia resources including video editing, wireless networking, cleverboards, networked PCs, video players, plasma screens and presentation rooms. There is also a Learning Grid in the [Rootes Building](#) and a Learning Grid located in [Leamington](#) Town Hall, though the hours of opening are more restricted.

At some point in your studies you may wish to consult one of the Warwick doctoral theses available at the [Modern Records Centre](#), though all digitised PhD theses are now accessible [electronically](#).

Please note that strict copyright laws govern what can be photocopied and that it is your responsibility to ensure that your copying conforms to these. The general rule is that you can make one copy, for personal study use, of a journal article or of no more than 5% (or one chapter) of a book. However, special conditions sometimes apply. All library photocopiers have a copy of the relevant regulations.

3.6 Using other libraries and collections

Details of other libraries you may use are available via the Library website, but it is worth noting that Aston University and the University of Birmingham libraries are

both within easy reach. Aston's library is much smaller than that of Warwick, though it does include some linguistics books and journals that are not available at Warwick; Birmingham has an excellent collection of linguistics books and journals and a separate Education Library.

The Learning Resources Centre can be found in room A1.06 on the first floor of the Social Sciences Building. In it you'll find a collection of ELT course materials, books and audio-visual resources as well as archive and country-specific collections of materials and documentation relevant to the teaching of English. The material here is the sort that you will not usually find in the Main Library, so it's worth paying a visit to get a sense of what's on the shelves.

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3.7 Other resources and support

Being a research student is quite different from being a student on a taught course. Most people find that some kind of psychological adjustment is necessary to a situation in which for a lot of the time you are working on your own. As well as having to plan and organise your studies, you will have to make your own decisions about how to spend your time. This is why we provide you with opportunities to join together with staff and other students in tutorials, seminars and social events, though inevitably such occasions will take up only a relatively small part of your time. This life can be lonely and unhealthy, especially if you don't get enough exercise and outdoor activity. The University provides ample opportunity for people to engage in a wide range of sports and activities (social, physical and intellectual), and **successful students usually manage to maintain a good balance between study, sport and other activities, and social life.**

Although it is not possible to list all the resources and support available to you, the information listed here may help you identify useful resources. Of course, the best advice usually comes from those who have gone through the process of settling in and dealing with day-to-day problems and opportunities, so your most valuable resources are fellow students in the second or third year of their doctoral studies.

Accommodation

If you have problems with your accommodation (e.g. with noise) and are living on campus, you should raise these in the first instance with the residential staff in your accommodation or the [Residential Life Team](#). If this does not resolve the problem, you can consult [Wellbeing Support Services](#), who can help with accommodation problems and give advice on personal, financial or family problems. Practical issues can be addressed to the University's [Accommodation Office](#).

IT support and training

The [IT Services](#) webpage is an invaluable site for all aspects of IT. It includes a link to updates on what's happening on the IT front in the university, and covers a range of issues from buying computers to email, passwords and using web-authoring programmes. It also offers various ways of contacting IT services. A particularly valuable link from the main page is to the [IT Training](#) pages, where you'll find courses on all aspects of your IT work and for all levels of expertise.

Learned associations

You may be interested in joining one or more of the learned associations in our field. This will give you the opportunity to meet more people who are interested in your area of research and allow you to subscribe to an e-mail list where you can read and participate in discussions on current topics of interest.

Medical matters

All students should be registered with a doctor who has a surgery near their residence. There is a health clinic on campus and students who live on campus can register with a doctor at the [University Health Centre](#). You are also advised to register with a dentist, as it can sometimes be difficult to find one at short notice in an emergency. The Student Union [Advice Centre](#) provides useful information on various health matters including how to register with a doctor or a dentist.

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Printer credits (for printing and photocopying)

All our research students are entitled to £30 of printer credits (enough to print/copy 600 A4 pages) per year during the fee-paying period of their registration. Although we encourage students to keep to this limit, we will consider requests for additional credits in a particular year on the firm understanding that the total of £90 over three years will not be exceeded.

Sports and other activities

Here are a few useful pages to help you find out what is available:

- For sports, check out the [Sport at Warwick](#) webpage or the [Students' Union Sports](#) page.
- Find out about other activities and societies via the [Students' Union](#) website.
- If you're interested in music, the [Music Centre](#) pages are very helpful.

Working part-time

We recognise that students may need to supplement their income through part-time work, and of course such work experience may also contribute to enhancing professional and transferable skills. Approximately 50% of Warwick students are involved in paid employment. Managing paid work while studying full-time can be difficult, and it is important to remember that the Graduate School expects full-time PhD students to spend around 1800 hours per year on their research (i.e. around 40 hours per week, allowing for periods of vacation). For international students on Tier 4 visas, it's important to remember that part-time work *must not exceed 20 hours per week* (for further information, see the [Immigration Service](#) advice).

There are various part-time job opportunities for students on campus (e.g. in shops, bars, restaurants, the Arts Centre, library, clerical work). Such opportunities are available through [Unitemps](#), the online recruitment agency for temporary staff established by the University of Warwick.

Note that to undertake work in our Centre (e.g. supporting Open Days, translation work, research assistant work), you will need to [register with Unitemps](#) in order to be considered, as all payment is processed through Unitemps. Even if you don't yet know whether you will be applying for such work, it's a good idea to register.

People who can help

Your closest relationship during your studies will be with your supervisor, who will be able to give you general advice and answer questions relating to your own academic work. If you wish to raise a personal matter and would prefer not to direct this to your supervisor, you can contact your adviser. Serious academic issues can be referred to the University's [Dean of Students](#). These would include appeals against academic decisions, difficulties in your relationship with your supervisor or adviser, or problems relating to the termination of your registration.

Advice on a range of issues including accommodation, health and finances can be obtained from the [Students' Union Advice Centre](#). If you have more serious personal problems, you may need to contact the [Counselling Service](#), which offers face-to-face, email and group counselling, workshops and self-help resources.

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3.8 Student Staff Liaison Committee

A good way of getting involved in decisions affecting your life at Warwick is to join the Centre's [Student Staff Liaison Committee](#) (SSLC) for research students. The SSLC comprises representatives from each year of our PhD programme, with a student Chair and Secretary, together with staff representatives. The SSLC committee meets regularly during term time to discuss matters relating to general provision for PhD students (within the Centre and the University) and respond to concerns raised by staff or students. In the past it has been very effective in pressing for more study space and more funding to attend conferences, and in mediating discussions about panel processes and PhD course degree titles.

The SSLC is a student-led committee, organised by the Students' Union, and you will find detailed information about the SSLC system [here](#).

3.9 Conference attendance and funding

You can expect to take part in the annual [Warwick International Conference in Applied Linguistics](#), organised by students themselves, where our students, visiting speakers and students from other institutions present papers based on their work.

You are also encouraged to attend conferences held by learned associations and professional groups, particularly when they are on themes related to your work. As part of its commitment to the development of a research culture, the Centre offers funding towards conference fees and expenses to research students who are presenting papers on the subject of their research. In your first year, the Centre will fund conference attendance (with or without giving a paper) provided that this is relevant to your research. After this, in order to be considered for funding, you will need to have had a paper accepted for presentation for a conference. The level of funding is designed to reflect the development of your research project and the evaluation stages that reflect this.

As a result, the amount of funding available increases each year (but note that you cannot 'hold over' money from one year to the next, except in Years 3 to 4):

Year 1 £150

Year 2 £250

Year 3 £500 (this amount can be spread across Years 3 and 4)

There is no automatic right to funding and each case is assessed on its merits, but if your proposal has been accepted for a conference, you are encouraged to apply for funding by completing a Conference Funding Form (downloadable from CAL's [Current Students' Zone](#) for PhD students). All applications must be made well in advance of your attendance at the conference so that approval is confirmed before you leave.

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There may be other sources of funding for different conferences and you should explore the relevant conference websites for details. For example, [BAAL](#) (British Association for Applied Linguistics) provides a number of competitive scholarships for postgraduate students who are giving a paper at its annual conference.

In addition to the annual conference funding allowance, PhD students have access to a **competitive scheme** to fund **research or professional development activity** (such as attending a training workshop outside Warwick, or a professional networking event). Students considering an application to this competitive funding scheme should discuss their plans with their supervisors to seek their advice and support. This competitive scheme was set up in 2015–16, following a suggestion from and consultation with the SSLC.

There are four applications point in the year for the competitive funding scheme, with a maximum of £200 per application. Further information and the application form can be downloaded from CAL's [Current Students' Zone](#).

3.10 Overseas Travel

If you are attending a conference overseas, the University will provide you with **insurance cover** (please note that this does not apply to UK travel). Further details are available on the University's [Travel Insurance](#) page, from where you can download the **Travel Pack and Card** (which you should take with you when you travel), as well as the necessary claim forms (should you need to submit a claim).

In relation to travel, if you are planning to travel outside the UK while registered on our **full-time** MPhil/PhD programme (e.g. for holiday, conference, research fieldwork or job interview purposes), we ask that you complete an **Overseas Travel Form** (downloadable from CAL's [Current Students' Zone](#)) and submit it to the Research Degrees Administrator before you leave. Please understand that the Overseas Travel Form is not a request for permission to travel but simply a means for us to ensure that we have the necessary information and contact details should anything happen to you during an overseas trip or should we need to get in touch with you in an emergency. The form will need to be signed too by your supervisor

as it is important for them to be informed. The Overseas Travel Form applies to all full-time students during vacations as well as term-time.

In addition, for **international students on Tier 4 visas** who are travelling outside the UK for **more than three months**, we are required to notify Student Records, who will inform UK Visas and Immigration (UKVI) that there has been 'a change of study location'. This will not affect your student and visa status. **However, it is essential that you notify the CAL office after you have returned to the UK so that your record with the UKVI can be amended.** Otherwise, you will continue to be registered under 'change of study location' and may run into problems later with your student and visa status.

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4 The supervision process

The relationship between you and your supervisor(s) will necessarily be a very close one, developing over three to four years (or five to seven years in the case of part-time students). It will have a significant impact on your work so it's very important to understand how to get the best out of it.

This section is designed to introduce you to the supervision process and to explain to you some of the assumptions and arrangements relating to it. However, it's very important to understand that there is no one way of being a good supervisor, or indeed a good student: all supervisors have their own style and their own way of doing things, so what you will read in this section is meant as a guide rather than as a rigid set of rules. Of course, if your supervisor adopts an approach very different from the one you were expecting and you are concerned about this, you should certainly raise this issue with them in order to discuss your concerns and work towards a shared understanding and commitment.

4.1 Your supervisor

Your supervisor will have seen your application for a place on the programme, including your proposal, and may even have discussed the latter with you. The process of assigning supervisors is treated very seriously in the Centre and you can be confident that the person with whom you are working has a genuine interest in the area of your research.

Technically, you will have two supervisors, a main supervisor and a second supervisor. However, this arrangement does not reflect the nature of the supervisory relationship, since your meetings and exchanges will be with your main supervisor, but rather the importance of ensuring continuity of supervision. Because you have been assigned a second supervisor, you can be confident that if your first supervisor leaves the university or is absent for any length of time (e.g. because of study leave or illness), there will be someone who is following the progress of your research and able to provide continuity of support.

The following summary is designed to help you understand how the responsibilities of your two supervisors are divided, though it is designed only as a guide. In some cases the two supervisors share a more equal role, or occasionally the main and second supervisors may swap roles in response to your evolving needs.

Main Supervisor

- Supervises the student in accordance with the University rules and guidance.
- Arranges for regular supervision tutorials and ensures that a report on each meeting is filed and retained, and also copied to the second supervisor.
- Helps the student to prepare for the upgrade panel and annual review panels, and to respond to any issues arising from these panels.
- Makes arrangements for the appointment of an external examiner.

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Second Supervisor

- Receives copies of supervision tutorial reports.
- Reads the report submitted by the student for the Upgrade panel and where appropriate provides feedback on this, but does not sit on the panel itself.
- May be involved in supervision tutorials if specific expertise is needed.
- Reads a copy of the final draft of the thesis (or selected chapters from the thesis where appropriate) and provides feedback on this.
- Covers for the main supervisor when the latter is on study leave or absent for a significant period of time.

One of the biggest adjustments that research students have to make involves the shift of responsibility in terms of the work they are expected to do. For this reason, it is important to appreciate from the start of your studies the nature of the thesis you will eventually produce. This is summed up in the following statement:

A thesis is an individual and original piece of work for which you are entirely responsible.

Your supervisor will be there to advise, guide and support you, helping you to work to the best of your ability. However, it is not the supervisor's job to police your work or take responsibility for your thesis. Of course, supervisors know what is expected in a good thesis and will advise you accordingly, monitoring your progress towards this goal and alerting you if they think you are moving forward too slowly (or too quickly). They will also provide advice and feedback on your writing, but you alone have the final responsibility for completing your work and for its quality.

Your supervisor will not be one of your examiners. When your thesis is completed, your work and your knowledge of the subject will be examined by two independent examiners, one from Warwick and the other from a different university (or two external examiners if you are a member of staff at Warwick).

We hope that you will establish a good working relationship with your supervisor. At times, however, there may be strains on this. For example, you might be under pressure and may feel uncomfortable if your supervisor is trying to push you to do even more work. At other times, you may feel ready to go ahead with a section of your research and your supervisor may suggest that you hold back and do more reading. At such times, it is a good idea to discuss things and find out the reasons for these differences. In the end, the decision will be yours and your supervisor will respect this, but it is worth remembering that your supervisor will have lots of experience of the research process and will have your best interests in mind.

Note that the PhD Programme Leader and the Director of Graduate Studies are always available to talk confidentially with you about any concerns you may have about your progress or the supervision process, and will invite you to do so.

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Most students find that they get on well with their supervisor, even when the going gets rough, and supervisors do their best to accommodate students' needs. Please remember, though, that academic staff are very busy and have to lecture, mark, undertake time-consuming administrative tasks, and do their own research and writing, in addition to supervising your work. Please try to respect arrangements for meetings, submission of work, etc., and please try not to drop in on your supervisor on a casual basis. And if you know that you will be away or unavailable for a week or more, make sure that you let your supervisor and the Research Degrees Administrator know.

Although it is technically possible to change supervisors, this is very rare indeed and allowed only in exceptional circumstance. For details of the procedures which are followed in such cases, see Section 10: 'Some Important Questions'.

4.2 Your responsibilities as a research student

A full list of your responsibilities as described by the University is provided in the Graduate School's [Guidelines on the Supervision and Monitoring of Research Degree Students](#). The much briefer description below summarises what we take to be particularly important. Obviously, circumstances vary, so at different points in the research process some of these will be more salient than others, but taken together they should give you a sense of the sorts of things that will be expected of you by your supervisor.

Your supervisors will expect you to

- reach an agreement about the time and number of tutorials and attend regularly at the appointed time;
- work consistently, steadily and independently;
- submit written work at the appointed time;
- take note of the guidance and feedback on your work and recognise that your supervisor's role is to offer advice on the academic content, structure and presentation of your work but that it does not extend to providing detailed corrections of your written English;
- discuss any problems or worries with them;
- attend taught courses, lectures or other formal instruction as required;
- notify them if you are ill or if for any other reason you are unable to work or attend tutorials or seminars or will be away for an extended period;
- participate in the research-related activities of the Centre and attend the annual Warwick International Conference in Applied Linguistics;
- meet your research deadlines;
- dedicate an appropriate amount of time to your research (approximately 40 hours a week for a full-time student).

You must also ensure that your supervisor knows your address, e-mail address and phone number so that you can be contacted. This information should also be given to the Research Degrees Administrator and the Graduate Office. You must notify them of any changes to your contact details.

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4.3 Your supervisor's responsibilities

A full list of the supervisor's responsibilities as described by the University is provided in the Graduate School's [Guidelines on the Supervision and Monitoring of Research Degree Students](#). The much briefer description below summarises what we take to be particularly important and should give you a sense of what sort of guidance to expect.

Your supervisors will

- agree with you about times of regular tutorials;
- advise you on working methods;
- recommend readings to start you on your studies;
- help you to refine the focus of your research and set realistic deadlines for your studies;
- suggest tasks for you to complete before your next tutorial;
- request written work from you;
- read your work and give you constructive feedback on it;
- advise you on training and development opportunities and where appropriate draw your attention to other sources of support and information;
- advise you if your progress is inadequate or your work is below the required standard, and inform the Graduate Progress Committee of this;
- explain to you the University requirements concerning reports, upgrading and the examining system;
- make arrangements for alternative supervision if they expect to be away from the university for an extended period.

4.4 Supervision meetings and records

During your first few weeks as a research student, your supervisor will discuss your plan of work and your objectives and tell you about research seminars and other opportunities for you to meet your fellow research students. Your supervisor will also talk to you about your professional development training needs and point you to possible training that you might undertake.

Your supervisor will arrange to meet you regularly to discuss your work. The number and length of tutorials will vary depending on the type of work you are undertaking and the amount of help you need. Supervisors may meet first year research students 3-5 times a term, but this is not a rule and you may meet more or less frequently. Similarly, while some supervisors prefer to meet only during term time, others prefer fewer meetings in term time but are prepared to meet during vacations. Depending on circumstances, tutorials may also take place via Skype (e.g. if you are away for an extended period doing fieldwork or are a part-time student based overseas), or there may be other forms of supervision contact such as via email or telephone. The Graduate School guidelines stipulate *at least one such contact per month* throughout the year for full-time PhD students.

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Between tutorials you will be asked to undertake specific tasks and the assumption will be that you will be able to complete these without additional support in time for the next tutorial. Sometimes, however, unexpected and urgent problems arise between tutorials which mean that it is essential to contact your supervisor. At the start of the supervision process your supervisor will agree with you procedures for such contact and you should try to follow these. For example, many supervisors prefer their supervisees to make contact in the first instance by email, either to resolve the problem directly or arrange a time for a meeting, Skype or phone call.

After each tutorial you will be asked to complete a **supervision record sheet** (downloadable from CAL's [Current Students' Zone](#)). Each new record sheet should be numbered clearly by filename (e.g. yourname#1, yourname#2, etc.) and a copy of the completed record sheet should be uploaded onto the online system [Tabula](#), where your supervisor will be able to read and – where necessary – comment on the record before approving an agreed version.

Occasionally, it may be useful to discuss some aspect of your research with another staff member of the Centre. For example, another colleague may have experience of dealing with an unusual aspect of data collection or analysis and therefore may be able to provide useful insights. Usually in such cases your supervisor will suggest a meeting, although it is legitimate to propose this yourself. If this happens, please take your supervisor's advice about the usefulness or otherwise of such a meeting and do not approach the colleague yourself unless your supervisor has agreed to this. This is not only a breach of academic etiquette, it can also lead to confusion and crossed wires. Please give your supervisor the opportunity to make the first approach. Where this has happened in the past, it has sometimes been possible to arrange ad hoc workshops where research students have benefited from an exchange of ideas and experiences with an expert.

4.5 Setting research targets and managing your time

As a new research student, you are probably most concerned about the intellectual challenges ahead, but by far the greatest challenge you will face is the amount of work you will have to complete in order to produce a successful thesis. Three years seems a great deal of time, but it will pass more quickly than you can imagine, and if you do not plan carefully and organise your time effectively you may well face difficulties later. The best response, therefore, is to quickly get into the habit of organising your studies and planning ahead. Everyone has their own preferred methods of scheduling, but all effective planning depends on setting clear targets. Your supervisor will be on hand to advise and guide you in this, but you will need to ensure that you are meeting your own objectives and deadlines. Most students find it helpful to have three sets of objectives: long-, medium- and short-term:

- Long-term objectives concern your overall plan leading to the submission of your thesis. To set your long-term objectives, consider first the date at which you expect to submit your thesis, bearing in mind that after submission you will have to wait up to three months before the viva. When you have identified a suitable date for submission, consider in broad terms what work needs to be completed each year to reach this point successfully.

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- Medium-term objectives relate to your detailed plans for the year ahead. Decide how you would like to break this down (for example, into months or terms) and allocate specific targets for each segment. Try not to be too optimistic when deciding these: build in slippage time and don't forget to allow for holidays and other breaks. Always remember that it is very encouraging to achieve targets before the anticipated completion date but that it is demotivating to fall behind and have to play 'catch up'. If you discover in the first few months that your initial plan was unrealistic, don't be afraid to revise it in the light of experience, but try to ensure that this revision is the last.
- Short-term objectives concern what you intend to do immediately, so they break down easily into specific tasks. Your tutorial record provides a useful basis for deciding on these and the target date might be the next meeting with your supervisor, a research seminar, or the deadline for submitting some work or an abstract for an upcoming conference.

The way you organise your studies will depend very much on the nature of the tasks on which you will be engaged. Most students find it helpful to divide up their activities in order to build in as much variety as possible, for example by mixing mundane tasks such as data inputting or transcription with more creative ones such as developing a critique or line of analysis, or by spending part of each day working on receptive tasks, like reading, and part of the day on productive tasks, like writing or planning. Occasionally, though, you may find that you need to concentrate on the same task for an extended period (e.g. when working on some aspect of analysis), in which case variety could be distracting. In situations like this, be particularly careful to build in opportunities for rest and leisure activities.

There is no fixed rule about how much to work, and different stages call for different degrees of commitment, but full-time students should expect to work for about 40 hours a week on average. The Graduate School guidelines state that full-time students should expect to devote 1800 hours per annum to their studies.

4.6 Annual reports

You will be asked by the Graduate School to complete an [annual report](#) on your progress. Your supervisor will also complete part of this. The aim of the report is to give you the opportunity to evaluate your progress and your experience as a research student, so it provides a useful opportunity to reflect on your work and the extent to which you are meeting the targets you have set for yourself. ESRC scholarship holders will also be required to complete a separate annual report reviewing their training needs and research progress. Other students receiving funding may similarly be required by their sponsor to complete report forms at agreed points during their period of registration. Your supervisor (and/or the Director of Graduate Studies) will be happy to contribute to this process if required.

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5 Ethical approval

Ethical standards are as important as academic standards. It is the duty of a researcher to ensure that no harm comes to anyone involved in their research and that the rights of all participants are properly respected. In order to ensure that research in the Centre meets the very highest ethical standards, we have developed strict approval procedures which must be followed by all researchers, whether staff or students. The University has developed a clear set of procedures for ensuring full ethical scrutiny and the Centre's own procedures conform to the standards specified in these. In order to give you a sense of the broader picture, the first part of this section provides you with some extracts from the [University's Statement on Ethical Conduct of Research](#). This is followed by a summary of the procedure which you will be expected to follow. The final part provides a brief introduction to the issue of consent.

Please ensure that you study this section very carefully at the point where you have completed, or are in the process of completing, your plans for data collection.

5.1 Extracts from the University's Statement

'The University of Warwick is committed to advancing and safeguarding the highest academic and ethical standards in all its research activities.'

'On the 1st October 2003 the University of Warwick Council approved the establishment of a Research Governance & Ethics Committee (RGAEC) to govern ethical policy and establish a research governance framework across the University. We are working closely with senior academics and administrative staff to ensure all members of staff and students conducting and participating in research activity that involves participants, their data and/or tissue adopt the University's Research Code of Practice, Code of Practice for the Investigation of Research Misconduct, and Whistleblowing Code of Practice.'

'It is the responsibility of staff and students to consider the ethical implications of their research using the Research Code of Practice and all relevant guidelines of appropriate professional bodies to assist them in fulfilling their obligations.'

'The dignity, rights, safety and well-being of participants must be the primary consideration in any research project.'

5.2 Ethical approval in the Centre

All research students in the Centre for Applied Linguistics are required to obtain ethical approval for their projects **before beginning data collection**. Advice on this is available as part of the research training programme and from supervisors. As part of this process you will be required to complete an **Ethical Approval Form** (downloadable from CAL's [Current Students' Zone](#)) as fully as possible.

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The steps in the process are as follows:

1. The student specifies the ethical issues arising from the project and how these will be addressed. This is submitted on the Ethical Approval form with the proposal for the project.
2. The supervisor reviews the Ethical Approval form and either recommends approval or advises the student to resubmit the form. If the supervisor is not satisfied, the relevant issues will be explored with the student, who will then be asked to revise the form in line with the supervisor's recommendations.
3. When the form has been signed by the supervisor, he or she passes an **electronic copy** to the Research Degrees Administrator, who places it on the student's file and passes a copy to the Centre's research ethics officer.
4. All ethical approval forms are considered by the Centre's research ethics officer or Director of Graduate Studies, who may identify issues for consideration at the next meeting of the Graduate Progress Committee.
5. The proposal and, where appropriate, the comments of the research ethics officer or Director of Graduate Studies are considered at the next meeting of the Graduate Progress Committee, which may recommend further action.

You will not be expected to complete the relevant form until you have a clear plan for data collection, and your supervisor will be able to advise you on the right time to begin the process of seeking ethical approval. ***Under no circumstances should you begin data collection until the full process has been completed and you have received clearance.*** The Research Degrees Administrator will notify you accordingly and send you a copy of the ethics form when approved.

5.3 Informed consent

The process of gaining informed consent is at the heart of good ethical practice and you will have the opportunity to explore and discuss the issues associated with it as part of your research induction process. At the end of the process, the participants in your research should be aware of what is expected of them and of their rights (e.g. to withdrawal without penalty, to confidentiality) and should be asked to sign a form consenting to their participation in the research.

This is something you will need to discuss with your supervisor at the appropriate time, in order to explore all the relevant issues and produce an appropriate consent form. You can prepare your own, but this can be very time-consuming because you will need to ensure that it meets the minimum standards required for such a form. It is much quicker – and safer – to use or adapt the **template consent form** prepared by the University's [Humanities and Social Sciences Research Ethics Sub-Committee](#) (HSSREC).

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To accompany the form you will need to prepare an **information sheet** and should use the guidance provided by the HSSREC to help you do this. Again, you will need to discuss this with your supervisor in order to ensure that your description is clear and accurate.

If your research involves video recording, you may wish to supplement these with something along the lines of the form suggested by Susan Ervin-Tripp (downloadable from CAL's [Current Students' Zone](#)). Whether or not you use this form in whole or in part (with due acknowledgement to its author) is a matter of judgement and your supervisor will be able to advise you on this.

6 Plagiarism

Plagiarism is a form of cheating and constitutes a very serious offence in the academic world. It takes different forms, but in essence it involves using the work of someone else without acknowledgement, as the following definition make clear:

'the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another.'

(Oxford English Dictionary)

Some cases of plagiarism, such as pretending that someone else's research is your own or copying whole paragraphs or pages from a book or paper without acknowledging the source, are very clear and can only be deliberate, but plagiarism worries many very honest students because it can also be accidental. The following types of plagiarism, taken from [plagiarism.org](http://www.plagiarism.org), will give you an idea of the range it can cover:

- turning in someone else's work as your own;
- copying words or ideas from someone else without giving credit;
- failing to put a quotation in quotation marks;
- giving incorrect information about the source of a quotation;
- changing words but copying the sentence structure of a source without giving credit;
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

(<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>)

As you can see, some of these might be the result of a genuine mistake, and where this is obviously the case examiners may be understanding, provided that it is an isolated instance. However, you will be expected to take every precaution to avoid plagiarism and a failure to do so will leave you open to censure.

One useful strategy is to take great care with your note-taking. Here are three simple rules to bear in mind:

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- Before you begin to take notes, write down full details of the relevant publication and make sure that the notes can always be associated with this information (i.e. that each page can be identified as part of the set).
- When copying anything directly from the text, always put quotation marks round it and include page numbers in brackets after it.
- Whenever reading notes you have made, always assume that anything not in quotation marks is a direct paraphrase.

Paraphrasing sometimes causes problems for students, leading to a defence along the lines of 'But it's my own words.' However, summarising someone else's position without acknowledging that the arguments are theirs is also a form of plagiarism,

even though the words may have been changed. If in doubt, acknowledge. It's easier for your supervisor to suggest that in a particular case acknowledgement may not be needed (for example, because reference has already been made to the relevant work or because the statement is common property) than it is for them to identify a case of unacknowledged summarising.

The issue of 'common goods' is a tricky one. Some terms or concepts are so widely used that they effectively become common property, in which case direct acknowledgement is not necessary. A good example is 'communicative language teaching', which is effectively part of our shared vocabulary in the language education field. Cases where it's hard to identify a single individual responsible for the relevant term are unproblematic, but where a source can be identified the situation may be less straightforward. For example, anthropologist Clifford Geertz first developed the term 'thick description', and for some time after this appeared it could be used only with a reference to its source. However, over time this became so widely used, and Geertz's contribution so widely recognised, that it effectively became part of the common vocabulary of researchers doing fieldwork. As a result, many writers now use it without acknowledgement, though some still include a reference to its original source. In cases like this, unless you are absolutely sure of your ground (i.e. you've seen the term widely used without acknowledgement of its source), always include the original source and seek your supervisor's advice.

If you are careful about your note-taking and referencing, and honest in your approach, plagiarism need not worry you. Even if you are concerned about this in the early stages of your work, you will find that these concerns gradually fade as you become familiar with the process of researching and writing, and are able to identify problematic areas with confidence. Nevertheless, at this stage it is well worth spending a little time getting to know more about the topic. You can begin with the gentle introduction on Warwick's own [Plagiarism](#) webpages. These have been imaginatively designed and are not only informative but quite entertaining. A more detailed exploration of the issues can be found on the plagiarism.org site, which you should certainly explore.

Note that your final thesis will be submitted in electronic form (in PDF) as well as in hard copy. The Graduate School conduct [electronic plagiarism checks](#) of a proportion of submitted PhD theses each year. In addition, if examiners of a submitted thesis suspect plagiarism, the examination process will be stopped, the Head of Department informed, and the case submitted to an Investigating Committee of the Senate. Do make sure you are familiar with the [University's regulations and guidance](#) in relation to suspected cheating and plagiarism.

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7 Problems with progress

When we consider your application for a place on our doctoral programme, we do our best to ensure that you are well placed to complete the programme successfully. The investment you are expected to make, in terms of time, effort and expense, means that you will not have entered into it lightly and are confident that you have the qualities required to produce a successful outcome. However, life is not entirely predictable, and the PhD process is lengthy, so it may be that at some point your progress becomes problematic, perhaps owing to external events or changes in your own needs or perspectives. Whatever the case, if it becomes necessary to re-evaluate your progress, you need to be aware of the relevant regulations and procedures. This section is designed to introduce you to these.

The section is divided into five parts. 7.1 briefly describes normal progress on the MPhil/PhD programme, further details of which are available in the relevant sections of this handbook. 7.2 deals with situations where circumstances mean that you need to withdraw temporarily from the programme or where you need an extension to your period of registration. 7.3 explains what happens if your progress is regarded as unsatisfactory. 7.4 discusses situations where your registration may be terminated, and 7.5 advises on the presentation of extenuating circumstances.

In all cases, we recommend that you consult the Graduate School [Guidelines on the Supervision and Monitoring of Research Degree Students](#), and the University's [Regulation 38 Governing Research Degrees](#).

7.1 Normal progress

Normal progress is divided into three key stages, each ending with some form of review or assessment. *Changes to student progression procedures introduced by the Graduate School from October 2016 mean that the stages for students enrolling from 2016–17 onwards are somewhat different from those for previous cohorts. The main difference is in the earlier timing of the Upgrade Panel.*

Students enrolling from 2016–17 onwards

	Full-time students	Part-time students
upgrade panel	09–12 months after registration	18–24 months after registration
progress review	21–24 months after registration	36–42 months after registration
submission + viva	33–36 months after registration	57–60 months after registration

Students who started before 2016–17

	Full-time students	Part-time students
first panel	09–12 months after registration	12–18 months after registration
upgrade panel	15–18 months after registration	30–36 months after registration
submission + viva	33–36 months after registration	57–60 months after registration

Since 1 August 2011, full-time PhD students are automatically registered for 4 years (part-time for 7 years). This means that the 'submission + viva' stage may extend into Year 4 (or Years 6–7 for part-time). In such cases, there will be further progress reviews at the end of Year 3 and midway through Year 4 (or equivalent for part-time) to monitor progress toward completion within the registration period.

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7.2 Suspending or extending your studies

Despite your best intentions, unforeseen problems may arise that prevent you from dedicating the necessary time to your studies or that severely impede your progress. In such cases, you may wish to consider temporarily suspending your studies (i.e. take **temporary withdrawal**). This stops the clock on your registration until you are able to resume your studies (e.g. if you suspend your studies for 6 months, your PhD registration end date is extended by 6 months).

Requests for temporary withdrawal may be made for the following reasons:

- medical reasons (or for maternity leave), in which case medical certification is required;
- financial reasons;
- personal circumstances (e.g. family care commitments);
- visa delays.

For full details, see the Graduate School information on [Temporary Withdrawal](#).

If you think you need to suspend your studies, you should discuss this with your supervisor, who will then ask you to complete the Graduate School's **Temporary Withdrawal Form** (an online form accessible through Student Records Online from the Graduate School page above). Once you submit your request through the online system, this will come through to the department for processing and then pass to the Graduate School for formal approval. The total amount of temporary withdrawal permitted is 24 months over the whole PhD registration period, though no single request can be for longer than 12 months.

Please note that during the period of temporary withdrawal formal supervision is not provided and attendance at any lectures, seminars or tutorials is not permitted. However, you will continue to have full access to the university's IT and library facilities and resources.

Note that if you are an international student on a Tier 4 visa, the University will be obliged to stop sponsoring you during your period of suspension and to report this to the UK Home Office, which means you will be required to leave the UK. You will be issued with another CAS number to apply for a new Tier 4 visa for re-entry to the UK when you resume your studies. Before applying for temporary withdrawal, it is important to seek advice from the University's Immigration Service.

*An alternative possibility is to request a period of **Authorised Absence**, which permits international postgraduate students on Tier 4 visas to take a leave of absence for up to 6 weeks during an academic year. Authorised absence is not reported to the Home Office, though students are obliged to report to the University's Office for Global Engagement (immigration service) when they return from authorised absence. Note also that authorised absence does not stop the clock on your PhD registration period. For full details including an application form, see the Graduate School information on [Authorised Absence](#). Again, **it is important to discuss your situation with your supervisor before submitting an application.***

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For students who began their MPhil/PhD after 1 August 2011: You will be expected to submit your thesis within the three-year fee-paying period of your registration (or five-year fee-paying period for part-time students), but the University recognises that in some cases the writing-up process may take longer than anticipated and therefore allows a further 'submission pending' year (or two years for part-time students). *Any further extension beyond four years (seven years part-time) will be not possible except in truly exceptional circumstances.*

For students who began their MPhil/PhD before 1 August 2011: You will be expected to submit your thesis within the three-year period of your registration (or five years for part-time students), but the University recognises that in some cases the writing-up process may take longer than anticipated and therefore allows an *automatic three-month extension* if necessary. If you need a further extension beyond this automatic three-month period (*up to a maximum of nine months – i.e. a year's extension altogether*), you will need to submit a request to the Graduate School. If you find yourself in this situation, you should first discuss your circumstances with your supervisor and prepare the necessary documents. In addition to a formal request from you, these will include:

1. a letter of support from your supervisor;
2. a realistic work plan agreed with your supervisor for completion of the thesis within the proposed period of extension;
3. any relevant supporting documents (e.g. medical note).

All the documents should be forwarded to the Director of Graduate Studies, who will submit a formal request on your behalf to the Graduate School. *Any further extension request beyond nine months (i.e. four years in total) will not be possible except in truly exceptional circumstances.*

[If you have been granted an extension and are living in Coventry, you may receive a demand for the payment of Council Tax. This is because only full-time students are exempt from Council Tax and students in extension are technically not in this category. The Graduate School Office is required to record all students in a period of extension as 'Writing-up, previously full-time' (code 43) because a period of extension does not constitute full-time study by funding council definitions. If you are in extension, it will therefore not be possible for the University to provide you with a letter stating that you are a full-time student, and you should bear this in mind in your financial planning.]

7.3 Unsatisfactory progress

In the unlikely event that you fail to make adequate progress in your studies, there are procedures in place to alert you to this and to give you every opportunity to get back on track. However, if you do not produce sufficient work of adequate quality, you may eventually be required to withdraw from the programme.

The most common points at which such a situation might become apparent are at the upgrade panel and progress review stages. However, in exceptional cases, your supervisor might decide that action in advance of these points is necessary.

If you are an MPhil/PhD student and your upgrade panel report is unsatisfactory, you will have the chance to discuss any reasons for this with the panel and to resubmit. You will be given a list of the changes to your report that would be required for a successful resubmission.

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Should your upgrade panel resubmission be unacceptable and there are serious concerns about your progress on the programme, a meeting will be arranged with the Director of the Centre, the PhD Programme Leader and your supervisor at which a decision will be made about your progress. Possible outcomes will be a recommendation that you continue registration only for the degree of MPhil, or a recommendation that your registration be terminated. If continuation only on the MPhil register is recommended, you will have a right to appeal, as set out in [Regulation 38 Governing Research Degrees](#). If permanent withdrawal is recommended, the Graduate School will be consulted and your case will be considered by the University's [Continuation of Registration Committee](#) before which you will have a right to appear, and if the committee decides on withdrawal you will then have a right to appeal.

In exceptional circumstances a supervisor may alert the PhD Programme Leader and/or the Graduate Progress Committee to concerns about a student's progress. In this case, in the first instance there will be a meeting involving you, your supervisor and the PhD Programme Leader where you will have the opportunity to discuss any factors that might be affecting your progress. All possible responses to this will be considered, one of which may be that you will be asked to submit written work (details of which will be specified) by a given date. This will then be read by your supervisors and an independent reader. If it is unsatisfactory, you will be given a list of required changes and required to resubmit your work by a specified time. If this resubmission is still unsatisfactory, a meeting will be arranged with the Director of the Centre, the PhD Programme Leader and your supervisor at which a decision will be made about your progress. All options will be considered, but if the result is that the Centre decides to recommend the termination of your studies, the Graduate School will be consulted, and the matter will be referred to the Continuation of Registration Committee.

To summarise, before the registration of any student is terminated, the following procedures will have taken place:

- a review of work involving at least one independent reader, with the opportunity to resubmit this responding to a list of required changes;
- at least two meetings involving the PhD Programme Leader or Director of Graduate Study and your supervisor at which you will have the opportunity to discuss factors affecting your progress;
- consultation with the Graduate School;
- consideration of the case for termination by the Continuation of Registration Committee.

Should you wish to appeal against an academic decision (e.g. a failure to be upgraded), you have the right to do so and should consult [Regulation 38 Governing Research Degrees](#) on the grounds for appeal, and follow the formal [appeal procedures](#) outlined by the Graduate School and see also [Regulation 42](#).

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7.4 Unexplained absence

In all the above cases the student is directly involved in the process leading to the relevant action, but the University also makes provision for situations where students absent themselves from the university and do not make contact with their supervisor or the administration.

The most straightforward situation is where a student fails to re-enrol. All students are required to [re-enrol](#) at the beginning of each academic year, and if you fail to do this the Graduate School will contact the Centre. If neither the office nor your supervisor has been able to contact you and cannot explain why you have not re-enrolled, the Graduate School will send you a letter explaining that you will be treated as permanently withdrawn unless, within a stated time, you complete your re-enrolment or explain why you have failed to do this.

There may be other situations where you do not contact your supervisor or the office and do not respond to emails from them. Obviously, in such cases we will make every effort to contact you, but if we are still unsuccessful after a period of at least six weeks (the period specified by the Graduate School is five), we will inform the Graduate School. They may then write to you notifying you that you will be deemed to have permanently withdrawn from the programme unless you make contact with them within a prescribed period of time. *(Please note also that if you are here on a Tier 4 student visa and are absent without communication for a prolonged period, the University is obliged to notify the UK Visa and Immigrations Office and this may lead to curtailment of your visa.)*

Such cases are extremely rare, and we hope and expect that you will not find yourself in this situation. We would be particularly upset if such a situation were to arise because your contact details had changed and you had simply forgotten to inform us, so please make sure that you always provide us with up-to-date information on your movements and how you can be contacted.

The **expected contact points** for all MPhil/PhD students are as follows:

- *When in attendance (on campus): at least one meeting with supervisor per month over the course of the year (or part-time equivalent)*
- *When away from campus (e.g. during fieldwork overseas): at least one email exchange or skype meeting with supervisor per month during the period of absence from university*
- *Submission and defence of Upgrade Panel Report (in Year 1 for students enrolling from 2016–17 onwards, or in Year 2 for students who started before 2016–17, or equivalent for part-time students)*
- *Submission of work for progress review each year (where applicable) after upgrade year (or equivalent for part-time students)*
- *Submission and oral defence of thesis*
- *Where applicable, resubmission and oral defence of thesis*

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7.5 Extenuating or Mitigating Circumstances

The University has drafted advice on the presentation of [extenuating or mitigating circumstances](#). Although this is designed for postgraduate taught programmes rather than doctoral programmes, we feel that the general principles apply in both cases, so we have included the relevant information below.

Extenuating or mitigating circumstances are those events which have had a detrimental effect on your study, to the point that it is in your interest to draw your department's attention to them and ask for them to be considered in mitigation of poor performance. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation.

The University is aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances to those outside one's family. This is not the case in the prevailing UK culture and you should be aware that your department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. If you feel inhibited from talking to a tutor or other member of staff in the first instance, you may also consider talking to a member of your SSLC, the [Students' Union](#), [the Dean of Students' office](#), or a member of staff in [Wellbeing Support Services](#) for initial, informal advice.

You should be aware that, in the event you feel you need to appeal the outcome of a panel, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, the University does expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

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8 The MPhil/PhD programme

This section concentrates on the key stages in a PhD programme. It begins with an overview of a typical research trajectory, identifying characteristic features of each stage and noting the relevant assessment points. This is followed by some notes on the nature of doctoral studies. The core of the section focuses on the main assessment points. It concludes with a brief note for part-time students.

8.1 The research trajectory

When you applied for a place on the MPhil/PhD programme, you submitted a proposal specifying your research topic and research plans, based on which your supervisor(s) will have been identified. Through your first year you are likely to spend much time refining your focus, research questions and research plans as you engage with relevant literature and methodological issues. During this process you will have regular tutorials with your main supervisor to help steer your thinking, and you will attend research methods modules which will help you see your study in a broader research context and give you the opportunity to interact with other PhD students at the same stage as you. Your supervisor will also encourage you to start writing early in Year 1 – e.g. a critical review of the literature, a discussion of your conceptual framework, an account of your research design and data-collection plans and methods – and this writing will form the basis of your submission for your first progress review in the final quarter of Year 1.

For students enrolling from 2016–17 onwards, this first progress review will be your Upgrade Panel. Assuming it goes well, you will be upgraded from the MPhil to the PhD register. During Year 2, you are likely to be engaged in your research fieldwork, and will submit work for a progress review towards the end of the year.

For students who started before 2016–17, the Year 1 progress review (First Panel) serves a largely formative purpose, while the Upgrade Panel takes place around midway through Year 2, after you have embarked on your research fieldwork and are in a position to report on this in some detail.

From Year 2 into Year 3, you will complete your analysis and move on to the important stage of identifying and presenting the specific contribution that your research has made. This may also involve returning to and refining your literature review. During Year 3, you will draft your thesis, receive feedback from your supervisors, and finally submit your completed thesis for examination.

Once the thesis has been submitted to the Graduate School, it will be sent to the internal and external examiners and a viva date will be arranged, typically around two months after submission. If the viva is successful, you will be recommended for award of the doctorate, most likely subject to minor or major corrections to be completed within 3 or 6 months. However, if more substantial changes are required you will be asked to revise and resubmit the thesis for re-examination, within a maximum period of 12 months.

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Here are three key items of information relevant to your studies:

- All students are initially registered as MPhil/PhD students, and formal progression to PhD is subject to a successful Upgrade Panel.
- Full time students are normally expected to complete a PhD degree within three years. Part-time students are expected to complete within five years.
- All full-time research students are expected to attend timetabled research methods modules for the first two terms.

8.2 The nature of doctoral studies

Section 4 of this handbook addressed issues relating to the supervision process and offered basic advice on organising your studies so these points will not be repeated here. Instead, we offer some brief observations on the nature of doctoral studies that may help you to adjust to the new world of which you are now a part.

As a research student, you will be learning, gradually, how to be a full member of the international academic community. Your primary objective, of course, is to earn the award of a doctorate, but being a successful research student involves much more than this. You should not become too narrowly obsessed with your own work because in the long run this will prove to be a limitation. A successful PhD student will acquire a good broad familiarity with the field, an understanding of a range of research methods, and an ability to engage with fellow researchers on topics of general interest.

This means that you should also use your time as a student to get to know a circle of other people who are interested in the type of work you are doing and in related areas, at Warwick and in other universities. You can do this by attending conferences and meetings and by using the Internet. You can use these contacts to learn about other people's research and make your own work known to others. This should help you to become an active participant in the relevant discourse communities associated with your work and to understand the issues that are currently attracting particular attention. Then, as your work progresses, you will begin to feel sufficiently confident to present papers at conferences and write articles for publication.

The first year of your MPhil/PhD can be a difficult and challenging stage of the research process, often known as a period of 'maximum uncertainty' or confusion, as you try to develop your focus and research questions, position yourself with regard to particular research paradigms and traditions, and articulate the methods and techniques you will use to address your questions. This initial stage of the research process can feel like a lonely struggle, though of course your supervisors will be there to offer advice and help you find your direction. This is part of the reason why we consider attendance at the research methods sessions to be so important.

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8.3 Attending taught modules

All full-time MPhil/PhD students are expected to attend the research modules on the programme during their first year of registration. These modules will help you to engage with key paradigms of inquiry in research in applied linguistics, understand a range of traditions and approaches, familiarise yourself with various possible methods of collecting and analysing data, and take account of significant issues such as research ethics and access.

We believe that you will find these modules invaluable in providing you with regular opportunities for stimulating discussion and exploration of research issues, while also broadening the scope of your experience and understanding as a researcher. Above all, participation in the modules will help you move through the initial period of 'maximum uncertainty', position yourself as a researcher, and identify appropriate methods and tools for your research. A description of the modules can be found in Appendix 3 and preliminary reading lists are available in Appendix 4.

To maximise the benefits of participating in the research modules, we believe it is important for MPhil/PhD students to engage with issues raised *through the process of writing*. We strongly encourage our research students to begin writing as early as possible during the first year, since the process of writing will help you to clarify your ideas, provide concrete outcomes for discussion with your supervisor and prepare you for the substantial writing that is involved in the production of a thesis.

Your supervisors may also ask you to attend some MA or MSc modules during your period of work. In some cases this is necessary in order to become up to date in subjects relating to a research project or to establish a broader understanding of the field in general.

For Midlands Graduate School ESRC DTP scholarship students who do a Masters in Social Science Research in their first year, attendance at CAL's research methods sessions is not expected until they progress to PhD research in their second year.

SAVE ALL DRAFTS OF YOUR WORK ON THE H DRIVE

The H drive is on the University server and documents saved here are stored safely and backed up regularly, so that lost or deleted files or previous versions of corrupted files remain recoverable for some time. All students are provided with individual storage space (initially 1GB, and up to 5GB) on the H drive. We recommend that you work from the H drive and copy onto hard/pen/cloud drives, etc. because this is the most secure way of working. However, if you choose to work from your own hard drive you should still ensure that the relevant files are then also saved to the H drive. The University does not accept loss of data as a legitimate reason for late submission or as a basis for an extension request, so it is vital to back up your data on the H drive.

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8.4 The Upgrade Panel (students starting 2016–17 onwards)

For **full-time** students registering **from 2016–17 onwards**, the Upgrade Panel takes place in the **final quarter of Year 1** (9–12 months after registration), and for **part-time** students in the **second half of Year 2** (18–24 months after registration). (*For students who started before 2016–17, please see section 8.5.*)

The Upgrade Panel is an important milestone as it determines whether you are upgraded from the MPhil to the PhD register or not. You will be asked to submit a report to two panel members who are not your supervisors and who will read and evaluate your work and then engage you in an oral discussion (panel meeting). Your supervisor will also attend the panel meeting, following which the panel members will make their formal recommendation. *Fuller details of the procedures and possible outcomes are set out in section 8.6.*

Your supervisor will advise you on what you will need to submit for your panel. A **first year Upgrade Panel submission** should normally be **around 10,000 words** (maximum 12,000, excluding references, appendices, professional development statement) and comprise:

- an introduction to your project context, rationale, aims, research questions;
- a critical discussion of relevant literature and/or theoretical/empirical issues;
- a detailed account of the research methods to be used with reasons for their choice, and an indication of likely approaches to analysis;
- a clear schedule of your plan of work until your expected completion date;
- references and appendices (e.g. research tools, consent forms);
- *a 300-word statement on your professional development activity over the year (a new requirement from the Graduate School from October 2017)*

It may also include one or more of the following, depending on your research:

- a background chapter;
- results of a pilot study.

The composition of the written submission and the balance among its components will depend on individual circumstances. For example, for students needing to undertake fieldwork early or working with complex research designs, more space may be given to methodological issues and less to theoretical discussion. Note that the substantive components of your panel submission do not have to constitute fully developed chapters. For example, your 'literature review' might comprise a critical discussion of some core theoretical issues relevant to your study, followed by an indicative outline of further areas to be explored. We also recognise that at this stage final decisions about some aspects of your work may not be possible. Your methodology chapter, for example, may focus on options available to you and your current thinking on these, rather than representing a fully articulated account of your research design. Your report may include notes and questions that you wish to discuss with panel members or for which you wish to seek advice or feedback. Your notes and questions will help shape the panel meeting itself so that the discussion is as constructive as possible for you and your supervisors.

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8.5 The Upgrade Panel (students who started before 2016–17)

For **full-time** students who enrolled **before 2016–17**, the Upgrade Panel normally takes place in Year 2 between **15–18 months after initial registration**, and for **part-time** students towards the **end of Year 3**. (*For students enrolling from 2016–17 onwards, please see section 8.4*)

The Upgrade Panel is an important milestone as it determines whether you are upgraded from the MPhil to the PhD register or not. You will be asked to submit a report to two panel members who are not your supervisors and who will read and evaluate your work and then engage you in an oral discussion (panel meeting). Your supervisor will also attend the panel meeting, following which the panel members will make their formal recommendation. *Fuller details of the procedures and possible outcomes are set out in section 8.6.*

Your submission for this panel should build substantially on your first panel report. A **second year Upgrade Panel submission** should normally be **between 20,000 and 30,000 words** (excluding references and appendices) and include:

- a statement explaining the contents of the submission and how it differs from the first panel submission;
- a table of contents;
- a (re-)statement of the context and background of the study, which may be the same as the first panel submission or an updated version;
- a comprehensive literature review. In principle, this could be the same as that in your first panel submission, but in practice it will usually have been developed and refined since then;
- a detailed and substantial account of your research design, methodology and fieldwork, including (where applicable) discussion of any piloting. Since second year students are likely to have spent much of the year on their fieldwork, this account should form a major part of the second year Upgrade submission;
- data analysis. This should include a detailed explanation of planned methods of analysis, plus a summary of any initial findings;
- a clear statement of your plan of work for the remaining period of registration until completion at the end of the third year of registration (or fifth year for part-time students);
- a full list of references;
- relevant appendices (e.g. copies of research tools, interview transcripts).

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8.6 Upgrade Panel procedures and outcomes

Regardless of your MPhil/PhD start date, the Upgrade Panel procedures and possible outcomes are as follows.

Before the panel meeting:

1. Membership of the panel is decided, normally at a Graduate Progress Committee meeting. The two panel members and supervisor agree a date and time for the panel meeting with you and inform the Research Degrees Administrator, who then books a room.
2. The Research Degrees Administrator will send you a letter setting out the necessary information: you will be asked to submit your work (as an email attachment in Word or pdf) to the Research Degrees Administrator two weeks in advance of the panel date, who will then forward this to the panel members (in soft or hard copy as preferred).
3. Each panel member will submit an independent report on your work to the Research Degrees Administrator and supervisor(s). All reports are treated as confidential and their contents are not discussed with you in advance of the panel meeting.

The panel meeting:

4. You will attend the panel meeting with your supervisor. The panel members will introduce themselves and explain the procedures that will be followed.
5. The main business is an oral discussion based on the submitted work. The panel members will ask you various questions and may also invite you to raise questions and issues. The supervisor normally does not participate in the discussion unless invited to do so by the panel members.
6. When the main discussion has concluded, the supervisor will be asked to withdraw while the panel members invite you to raise any confidential matters (if any) relating to progress or supervision. You will also be asked to confirm if you are happy with the degree course title (e.g. PhD in Applied Linguistics) you are registered for, or if you wish to request a transfer to a different course title when upgraded. You may then be asked to withdraw to allow the panel members to deliberate.
7. The panel members will invite you and your supervisor back to communicate their recommendation and, if necessary, discuss any actions arising.
8. Panel members submit a joint report to the Research Degrees Administrator and supervisor stating their recommendation and any actions arising.
9. If you indicated a wish to change degree course title, you should send a formal written request setting out the reasons to the PhD Programme Leader as soon as possible after the panel meeting, together with a note of support from your supervisor. The PhD Programme Leader will submit this request on your behalf to the Graduate School.

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Possible outcomes of the Upgrade Panel:

If the panel members recommend immediate upgrade, you will receive an official email from the Graduate School confirming your upgrade from MPhil to PhD and, where relevant, the transfer to your requested PhD degree course title.

If the panel members do not recommend immediate upgrade, they will ask you to resubmit some or all of your work and/or provide additional material. They will provide you with a written statement of what you will need to prepare for the resubmission and will agree a reasonable deadline with you (within six months of your original Upgrade Panel date for full-time students, or twelve months for part-time students). As before, you will need to submit your work to the Research Degrees Administrator by the specified deadline. Panel members will read your resubmission and send independent reports on your work to the Research Degrees Administrator and supervisor. A second panel meeting (oral discussion) may be arranged if appropriate, though in most cases this is unlikely. Panel members will then confer and produce a joint report with their final recommendation.

Following a resubmission, the possible recommendations are as follows:

1. Upgrade to PhD
2. Continue on the MPhil register only and submit for MPhil
3. Withdraw from the programme

In the unlikely event that panel members recommend (2) or (3), the courses of action open to you are set out in section [7.3 on Unsatisfactory Progress](#).

Additional points to note regarding the Upgrade Panel

- The purpose of the Upgrade Panel is to show that: you have knowledge and skills appropriate to doctoral-level research; you have completed work of a quality to justify continuation; your proposed research methods are appropriate and practical; your research is likely to make a significant and original contribution to knowledge; you have a realistic plan for completing your work within the expected timeframe. *For first year Upgrade Panels*, a key focus for evaluation will be your level of preparedness to begin your research fieldwork. *For second year Upgrade Panels*, evidence of adequate data and ability to analyse these data will be key evaluative considerations.
- If you have good reasons for wanting a different composition to the panel, you should discuss this with your supervisor in the first instance. If your supervisor is supportive, you should then submit a request in writing to the PhD Programme Leader, setting out your reasons. The PhD Programme Leader will arrange to meet you to discuss your request and take appropriate action. It is important that you raise this matter as early as possible, so that any change to panel membership can be formalised well before you submit your work.
- You will notice that you are expected to submit your work at least two weeks before the panel, so you will need to take this into account in your planning.
- Although you will not necessarily receive full copies of the independent and joint reports after the panel meeting, you will receive written comments and points for consideration to help you improve your work.

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8.7 Progress reviews

While the Upgrade Panel serves the important function of confirming your transfer to the PhD register, there will also be other formal progress reviews throughout your registration period where you will be asked to submit work to a panel and engage in an oral discussion. It is a requirement of the Graduate School that such progress reviews take place annually (or equivalent for part-time students). They are designed to be constructive, with the aim of ensuring that your work and progress are satisfactory, and (in Years 3–4) that you are on track for completing and submitting your thesis within your registration period.

For students starting from 2016–17 onwards and who are upgraded at the end of Year 1, the next progress review will take place in the last quarter of Year 2 (or equivalent for part-time students), and again in the last quarter of Year 3 (or part-time equivalent), unless this period coincides with the intended thesis submission date, in which case a formal progress review is not required. A further progress review may be held midway through Year 4 (or part-time equivalent) if the thesis has not been submitted by this stage.

For students who started before 2016–17, the first progress review (First Panel), takes places at the end of Year 1 (or equivalent for part-time students). Following the Upgrade Panel in Year 2, the next progress review will take place in the last quarter of Year 3 (or part-time equivalent), unless this period coincides with the intended thesis submission date, in which case a formal progress review is not required. A further progress review may be held midway through Year 4 (or part-time equivalent) if the thesis has not been submitted by this stage.

What to submit

For all progress reviews *apart from Upgrade Panels (all students) and First Panels (students who started before 2016–17)*, there is considerable flexibility as to choice of work to be submitted. In essence, this is likely to be sample material that you are currently working on at that stage of your research, analysis and writing-up process, rather than a comprehensive account of your project written specially for the progress review. Since an important aim of the review is to ensure you are on track towards completion, it does not make sense to divert you from this goal by asking you to produce a separate piece of writing for the review. Thus, for example, a submission at the end of Year 2 might comprise the research fieldwork account you are writing, or a draft chapter on initial analysis and findings, while a submission at the end of Year 3 might comprise a draft thesis chapter. Your supervisor will advise you on what work might be most appropriate to submit, with a view to getting useful constructive feedback from review panel members.

Essentially, the material you submit for a progress review should comprise:

- a sample of your current work-in-progress, such as a draft chapter;
- a brief commentary contextualising the sample of work and outlining your schedule for completion.

While there are no rules about length of submission, a rough guide would be around 10,000 words (maximum 12,000 words), exclusive of references, appendices, *plus a 300-word statement on professional development activity (Graduate School requirement from October 2017).*

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Progress review procedures and outcomes

The formal submission, meeting and reporting procedures for a progress review are broadly the same as those set out in section 8.6 for Upgrade Panels. However, the range of possible outcomes is different. A progress review does not lead to a formal recommendation (e.g. to pass/resubmit/fail) but simply to a formative evaluation of your work and progress towards completion by the panel members. The panel discussion may well lead to informal recommendations and suggestions for improving your work or enhancing its quality.

Very exceptionally, in cases where the work submitted is of very poor quality or where a student fails to produce work or attend the panel meeting, the progress review may lead to a recommendation of withdrawal from the programme (see section [7.3 on Unsatisfactory Progress](#)).

8.8 First Panel (students who started before 2016–17)

For students in this category, the first progress review is a First Panel, normally held in the last quarter of Year 1 (or equivalent for part-time students). The material to be submitted for a First Panel is broadly the same as that set out in section 8.4 for a first year Upgrade Panel (for students enrolling from 2016–17 onwards).

However, unlike the Upgrade Panel, the First Panel serves a largely formative purpose only and will not lead to a formal recommendation or change of registration status. Of course, if the quality of work submitted is very poor or if a student fails to produce work or attend the panel meeting, the First Panel may lead to a recommendation of withdrawal from the programme (see section 7.3 on Unsatisfactory Progress).

Another important difference between a First Panel and other progress review or upgrade panels is that the panel members will be your own supervisors, except in cases where the supervisors feel it would be helpful to have a non-supervisor colleague participating.

The submission, discussion and reporting procedures for a First Panel are broadly the same as those set out in section 8.6 for Upgrade Panels.

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8.9 Submission and viva

The culmination of all your hard work is reached in the viva, based on the thesis that you have submitted. Your supervisor will discuss with you the process leading to submission and identify a suitable timeframe in consultation with you. Most students are over-optimistic about what they will be able to achieve, but experienced supervisors know how much time can be taken up by last minute editing, so it's always a good idea to be guided by your supervisor when it comes to planning when you will be ready to submit your thesis. Bear in mind that your nominated examiners will have agreed to examine your work on the basis of the

likely submission date you and your supervisor have identified, and they will have allowed for the considerable time this takes in their work planning. If your submission is significantly delayed this can create problems for them and may even result in a change of examiners.

Note that if you plan to submit *more than one month before your fee-paying registration period ends*, you will need to complete an [Early Submission Form for a Research Degree](#) (accompanied by an explanatory statement if submitting your thesis more than five months before your fee-paying registration ends).

When you are preparing your thesis, pay very close attention to the rules for presentation (title, margins, appendices, etc.) which are included in the [Guide to Examinations for Higher Degrees by Research](#). (See also the useful [information on thesis submission, presentation and FAQs](#) provided by the Graduate School.)

Around a month before your proposed submission date, you will be asked to complete Part 1 of a 'Form for the Submission of a Research Thesis and Nomination of Examiners' (downloadable in Word from the Graduate School's [Thesis Submission and Examination Forms](#) page). This should be completed in consultation with your supervisor and will involve the nomination of suitable examiners and an adviser for your viva. (The adviser does not examine your work but chairs the viva and ensures that all relevant procedures are followed correctly.) The nominated examiners and adviser are then subject to formal approval by the Graduate School.

Once the thesis has been submitted, the examiners will decide on a suitable date for the oral examination (viva) and you will be informed of this. Different students prepare in different ways for this examination. Although many students are naturally nervous about the viva, in practice it is usually a rewarding experience. It is designed to offer the examiners the chance to explore with the candidate issues of interest arising from the thesis and is not intended to be confrontational.

Examiners have a range of recommendations to choose from. Most decisions are for *Pass with minor corrections* (to be completed in 3 months), *Pass with major corrections* (to be completed in 6 months) or *Resubmission* (within 12 months). In practical terms, the main difference is the amount of revision work and time involved. In the case of *Resubmission* the thesis must be re-examined before a pass can be awarded (though a further viva is rarely required). The full range of options can be found in the [Guide to Examinations for Higher Degrees by Research](#).

We recommend that you use [Warwick Print](#) for printing and binding copies of your thesis, simply because they have extensive experience of the way the systems here work and will be able to offer advice if you need it.

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8.10 Part-time students

There are special challenges for part-time students. You may be working in another town or country and find it difficult to contact your supervisor, or you may have a busy job or an active young family and find it hard to get long stretches of time for working. As a result, you may feel remote and isolated without any fellow students

for company. You can, at least, be certain that your supervisor and the other staff in the Centre understand your problems and sympathise with you.

However, when you were accepted for the research programme, your ability to overcome such problems will have been considered. We try not to admit any student to a research degree programme on a part-time basis unless we are confident that they have the intellectual and psychological capability to manage the stresses and strains involved. The key to success is to become involved and interested in your research work, set realistic targets, and allow time for your other responsibilities. It is much better to do a little work frequently than to leave things to the last minute in the hope of setting aside a large period of distraction-free time – this rarely materialises!

Although it is encouraging to note that one of the most common problems arising from part-time study is the result of enthusiasm, the problem itself is none the less serious for that. Many part-time students are close to their research sites, which makes data collection much more convenient than it would be if they were based at Warwick, and in some cases they take it upon themselves to begin data collection without informing their supervisor. This can lead to very serious problems indeed, not only in terms of the evolution of the project but also in the light of the University's very strict ethical procedures. A breach of these procedures is very serious and may even give rise to disciplinary action, so **you are required to discuss data collection plans with your supervisor before you begin to collect data**. In fact, it is particularly important for part-time students to keep their supervisor fully informed of their plans and progress because it is all too easy to waste valuable time exploring blind alleys. Regular contact with your supervisor will certainly save you time and may also save you a good deal of unnecessary worry in the long run.

There are no fixed rules on times of attendance for part-time students, but University Guidelines on the supervision of research students based away from the university recommend that they should spend the equivalent of 12 weeks at the university over the period of their study. However, this time does not need to be evenly distributed, so one of the first things you will need to discuss with your supervisor is arrangements for visits and meetings. You will, of course, be expected to keep in regular contact with your supervisor between such visits, usually by email and skype.

Part-time students who are non-EEA nationals (i.e. from outside the UK and European Economic Area) will need to apply for a [Short-term Student Visa](#) (not a Tier 4 visa) for their periods of attendance at the university. To apply for a Short-term Student Visa, you will need a formal letter signed by the Director of Graduate Studies confirming your part-time PhD student status and the dates and purpose of your study visit to Warwick. *Therefore, it is important that you communicate your travel plans to either the Research Degrees Administrator or Director of Graduate Studies well in advance so that the letter can be issued and sent to you in good time for the visa application process.*

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9 Some important questions

It would be impossible to list all the possible questions you might ask, but in this section we have assembled some examples of important questions that might occur at each stage in the research process. Don't be surprised if you end up asking at least one of these along the way!

9.1 The early stages

The early stages involve becoming acquainted, with your supervisor, with your topic, and with the academic community, so most of the questions at this stage focus on orientation and relationships.

I seem to waste a lot of time on unnecessary reading. Am I doing something wrong?

This is a perfectly normal and very healthy stage that all research students go through. You will need to position your research (conceptually, epistemologically, practically, etc.) in the context of the wider field and sub-field in which you will be working. In order to do this, you need to get a sense of the bigger picture and of the options available to you. Along the way you will inevitably explore some areas that will not feature in your thesis, but a knowledge of these will be invaluable in providing you with a deeper understanding of how your work connects to broader issues in the field.

I'm a research student, so why am I expected to attend taught sessions in my first year?

Apart from the fact that some sessions (e.g. entry and ethics) are essential for all researchers and many will be directly relevant to your own work, it is worth bearing in mind that research is less predictable than you might expect. This means that a session which you consider irrelevant to your interests at the time may later on prove to be invaluable. Just as importantly, in attending these sessions you will have the opportunity to interact with other research students at the same stage as you. Working in this way will generate valuable insights into not only intellectual issues relevant to your work but also practical and psychological aspects of the research process. Feedback from past MPhil/PhD students has underlined the importance of these sessions. In fact, we expect all our students to develop an understanding of a wide range of types of research into language, language teaching, intercultural communication and applied linguistics so that they can take on research-related responsibilities in their future careers. In the international academic world, anyone with a research degree is expected to understand a great deal about research in general and should be able to supervise their own students and read other people's research in an informed and critical way.

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What will happen if I don't get on well with my supervisor?

Every effort will be made to ensure that the supervisory arrangements put in place for your doctoral work continue to work as well as possible throughout your period of study. However, we are aware that difficulties do sometimes arise between doctoral students and their supervisors, often through no fault on either side. If you should have any concerns relating to your supervision, please feel free to raise the matter directly with your supervisor, or if you prefer, to discuss the matter in confidence with the PhD Programme Leader, or with the Director of Graduate Studies (DGS), if the PhD Programme Leader is your supervisor. Any difficulties raised by the student relating to supervision will not prejudice that student in any way. However, it is important to note that it is the responsibility of the student to bring the difficulties to the attention of the PhD Programme Leader, the Director of Graduate Studies or the Director of the Centre or, in the last resort, to the University Graduate School Office, in good time. The University cannot remedy difficulties or failings of which it was not made properly aware.

Can I change my research topic?

To some extent, all research topics change in the process of refinement and focusing that takes place in the early stages of doctoral studies, though in practice the changes may be relatively minor. The shift involved can usually be accommodated within the normal supervision process, but occasionally the changes are significant enough to call for a serious re-evaluation of the project. Even here, where your current supervisor's area of expertise can accommodate the relevant changes, the adjustment can be made without involving an outside party. However, if the change means that your supervisor feels no longer able to provide the quality of supervision required, the matter should be referred to the PhD Programme Leader. If another supervisor can be found within the Centre, transfer can be arranged, subject to agreement at a Graduate Progress meeting in response to a formal request from you. However, we cannot guarantee that this will be possible in all cases, as the following extract (p.6) from the Graduate School's 'Guidelines on the Supervision and Monitoring of Research Degree Students' makes clear:

It is recognised that, should a student request a change of research topic to one in which the department has insufficient expertise to provide supervision, it may not be possible to find an alternative supervisor.

I have problems with writing. Can I get help?

Yes, certainly. For international students from non-English backgrounds, there are classes in academic writing run by Centre staff. These [Insessional Language Classes](#) are usually held at lunch-time or in the evenings. If you are a student whose first language is English, these will not be the best classes for you, but the [Research Student Skills Programme](#) offers academic writing workshops which may be helpful (and these are also open to international students). In addition, there are a number of books available in the library on writing up research. You will also be receiving feedback from your supervisor on your written work and should not be worried about bringing up any specific problems you may have.

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9.2 The middle stages

The middle stages involve data collection and analysis, so most of the questions are practical ones related to acquiring an adequate data set and identifying the nature of the contribution that your research will make.

How long can I spend away from the university collecting data?

There is no rule about this provided that you meet the University's requirements for attendance monitoring by keeping in regular communication with your supervisor. If you are receiving funding, it is also important to ensure that your period of absence from the university (or your period of stay in your home country) does not violate the conditions of your sponsorship. Subject to these limitations, the period spent in data collection must be negotiated and agreed with your supervisor. Much depends on the nature of your data collection and the opportunities that are available to you locally. For example, in some cases more than one visit may be essential, while in others a single extended stay will be sufficient. Your supervisor will discuss with you what arrangement is most suitable for your project and will be involved in the planning and preparation for your visit. Finally, it is important to emphasise that where working at your institution forms an essential part of your data collection, this will be allowed, but you will not be given permission to return home simply in order to work. Please note also that for any travel overseas (e.g. to collect data), you will need to submit an [Overseas Travel Form](#).

I've started my work in the field and discovered that things are very different from what I expected, so there's no point in going on with my project. Do I have to come back and start again?

This situation is more common than you might expect. However, much you plan and however carefully you check and double-check the information you have been given, it is impossible to predict exactly what conditions will be like in the field. For example, the classes you have arranged to observe may no longer be available or the people who were to feature in your project have changed their minds because of local developments since you made arrangements. If this happens, don't panic: you will be in email or skype contact with your supervisor, who will be able to discuss with you the options for shifting the focus of your project or adjusting the methodology to accommodate the new situation. Where this has happened in the past, students have sometimes ended up with a project much more interesting than the one they set out with, simply because they were forced by circumstances to rethink things in the field. By the same token, if you discover in the field that there is in fact an unexpected opportunity to collect particularly rich and interesting data, make sure that you raise this with your supervisor immediately: successful research involves seizing good opportunities when they arise.

I've begun to analyse my data but there's nothing interesting there. Do I need to collect more data?

The answer is almost certainly no. In normal life we are not used to looking very deeply into things for an extended period, so we are quickly disappointed when nothing interesting emerges after relatively brief exposure to our data. However, a thesis is the product of three years' intensive work and is designed to make an

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original contribution to knowledge, so the process of discovery and understanding takes time and effort. Experienced researchers are used to seeing 'nothing' at first but know that returning constantly to their data, working on it and thinking long and hard about it will reveal features and patterns that were invisible at first. Your supervisor will be able to help you understand what is required, and a short conversation with a fellow research student who has gone through this process should reassure you.

I've just read a recently published paper that's based on research that's identical to mine. What can I do?

You have just experienced the standard nightmare of all research students. However, it is just that – a nightmare that disappears in the cold light of day. No two projects are ever identical in all aspects, and when you get over your initial shock and look closely at this paper you will discover that it differs in some key aspects. In fact, rather than undermining your own research it reinforces it because it shows that the area you are researching is an important one. Study this research carefully and ask yourself what you can learn from it; then contact the person who wrote the paper to establish links with someone who is working in the same area as you – that's how academic communities are formed and grow.

9.3 The final stages

By now, the hard work is largely done and it's a matter of writing up your thesis and completing the examination process. The questions tend to focus on procedures and regulations.

My thesis is much longer than the maximum length but it's all essential material. Does it matter if I ignore the rules, or can I get an exemption?

Many students begin the doctoral process by wondering how they'll ever manage to produce enough words to make up a thesis – and end it by wondering how they'll ever say all they need to say in so few words. But the regulations relating to length have been laid down by the University in the light of very extensive experience and there can be no exceptions: if you submit a thesis that is significantly longer than the maximum allowed, it will not be accepted. (The maximum length is 80,000 words for a PhD thesis.) Your supervisor will help you to decide what is essential and what is peripheral to your thesis and the result may be that you find yourself with the material for a valuable academic paper on a topic that is not covered, or at least not covered in depth, in your thesis. Another possibility is that you have included some materials that are best moved to an appendix and which therefore do not have to be included in the total (an additional 5,000 words is allowed for appendices). Here is the relevant regulation from the University's 'Regulations Governing Higher Degrees':

To satisfy the requirements of the degree of PhD, a thesis shall constitute a substantial original contribution to knowledge which is, in principle, worthy of peer-reviewed publication. The thesis shall be clearly and concisely written and well argued and shall show a satisfactory knowledge of both primary and secondary sources. In addition, it shall contain a full bibliography and, where appropriate, a description of

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methods and techniques used in the research. The thesis shall not exceed 70,000 words in the Faculty of Science and 80,000 words in the Faculties of Arts, Medicine and Social Sciences. These limits shall be exclusive of appendices, footnotes, tables and bibliography.

In the Faculties of Arts and Social Sciences an appendix may contain material that functions as data to supplement the main argument of the thesis, and may not contain material that is an essential or integral part of the thesis. The total length of all appendices combined may not exceed 5,000 words in length unless permission to exceed this length is given by the Chair of the Board of Graduate Studies.

What happens if my supervisor thinks my draft thesis needs more work, but I think it's ready to submit?

The responsibility for the thesis is entirely yours, which means that you can submit it when you consider that it is complete. However, supervisors are experienced in judging these matters and have usually acted as external examiners in other universities, so their advice is extremely valuable. If you decide to submit your thesis against your supervisor's advice, it is likely that you will receive a formal statement in the form of an email or letter in which the supervisor's position is made clear. This will give you the chance to reflect on your decision.

Who picks the external examiner?

At least a month before you submit your thesis you will be asked to complete the first part of a thesis submission and examiner nomination form to which your supervisor will add the names of the proposed internal and external examiners. It is then a matter for the Graduate School to decide whether to approve the nominated examiners. The process of choosing who to nominate usually involves discussions between the supervisor and supervisee, though it may extend to other academic colleagues where the supervisor feels that this would be beneficial. You may have met someone at a conference who showed a particular interest in your work and has the necessary academic qualifications and experience to act as an external examiner, in which case you should certainly suggest this to your supervisor. More commonly, it is the supervisor who suggests someone (or in some cases more than one person) who might be suitable. In any case, the final nominee should be someone that both you and your supervisor are happy with.

If I'm asked to resubmit, will my supervisor carry on supervising me as normal?

In this case the relationship between you and your supervisor necessarily changes. You will receive a similar level of support to the one you received in the writing up stage of your thesis, where your supervisor's role was to respond to the written draft of your thesis. If the examiners recommend a resubmission, they will submit a list of required changes to your thesis, a copy of which will be sent to you. It is then your responsibility to ensure that you make the necessary changes. Since your supervisor will not have suggested these and is not expected to contribute directly to the work involved, their role is essentially advisory. The normal arrangement in such cases is that the supervisor and the student have a meeting as soon as possible following receipt of the list of required changes in order to establish that they have a shared understanding of what is expected. In some cases, they may also agree a schedule for completion of the changes, although this is not common.

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Once this meeting is concluded, the student goes away (sometimes back to their home country) in order to complete the changes. If clarification or advice is required while this is being done, it is legitimate to email your supervisor for help, but on the understanding that such requests are not part of a regular and ongoing series of exchanges of the sort that you may have been used to for most of your time as a research student. In terms of the rewriting itself, minor changes will not need to be checked, but more major redrafting can be sent to the supervisor for a final check before submission.

9.4 Other

What happens if my supervisor disappears?

If, for any reason, your supervisor should become absent or unavailable to direct your work for a period of 4 weeks or longer, the PhD Programme Leader will meet with you at the earliest available opportunity to discuss the support you need. You may be assigned a replacement supervisor, on either a temporary or permanent basis. Alternatively, if return of your supervisor is expected within a short period and you find that you have adequate support (e.g. from your second supervisor, or other members of staff with whom you are in contact), the PhD Programme Leader will agree a support plan with you. Be sure to advise the PhD Programme Leader fully of your requirements, since it may be difficult to recoup time lost if your research falls behind schedule.

What happens if I want to make a complaint?

This depends on the nature of the complaint. Wherever possible, it is best to try to resolve any interpersonal issues or minor problems with the individual or individuals involved. However, if this is not possible, perhaps because of the nature of the complaint or the nature of the relationship, you may wish to discuss it in the first instance with the PhD Programme Leader, who will be able to advise you on an appropriate response. If you are not satisfied with this or would prefer not to discuss it with the PhD Programme Leader, you can communicate your complaint to the Director of Graduate Studies or the Director of the Centre, who will take whatever action is necessary. Should you wish to pursue your complaint outside the Centre, you should consult the relevant guidance provided by the [Academic Registrar's Office](#). Obviously, we hope that you will never feel the need to complain about the supervision and support we provide, and we will do all we can to make your stay here a very happy one. However, we recognise that part of this support involves helping you as much as we can should you feel it necessary to make a complaint.

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Appendix 1: Contact details

Note

The telephone numbers below are for internal calls. Please add the following numbers before the internal number when calling from outside the university:

- When phoning from overseas, add 4424765
- When phoning within the UK but outside Coventry, add 024765
- When phoning from inside the Coventry area, add 765

The Centre

The Centre for Applied Linguistics
University of Warwick
Coventry CV4 7AL

Telephone: 23200

Fax: 24318

Email: appling@warwick.ac.uk

Office staff

Department administrator	Emily Rycroft	emily.rycroft@warwick.ac.uk	75729
Department coordinator	Ngan Dam	n.k.dam@warwick.ac.uk	23200
Finance & business manager	Jillian Taylor	j.taylor.13@warwick.ac.uk	23846
Research degrees administrator	Cheryl Warner	c.warner.1@warwick.ac.uk	74335
Award-bearing course administrator	Amanda Anthony	a.anthony.2@warwick.ac.uk	23641
NABA course administrator	Tina Perrins	c.a.perrins@warwick.ac.uk	24315
NABA course administrator	Tracey Howe	t.howe@warwick.ac.uk	72845
LRC Administrator	Neus Garcia	M.N.Garcia-Verdejo@warwick.ac.uk	23693

PhD supervisors

Prof Johannes Angermüller	A1.07	j.angermuller@warwick.ac.uk	28494
Dr Jo Angouri	S1.95	j.angouri@warwick.ac.uk	51811
Dr Daniel Dauber	S1.79	d.dauber@warwick.ac.uk	50908
Dr Kieran File	S0.40	k.file@warwick.ac.uk	75443
Dr Katharina Lefringhausen	A0.13	k.lefringhausen@warwick.ac.uk	24250
Prof Tony Liddicoat	S1.70	a.liddicoat@warwick.ac.uk	23944
Dr Steve Mann	S1.77	steve.mann@warwick.ac.uk	28439
Dr Troy McConachy	S0.41	t.mcconachy@warwick.ac.uk	75444
Dr Neil Murray	S1.73	n.l.murray@warwick.ac.uk	24179
Dr Annamaria Pinter	S1.86	annamaria.pinter@warwick.ac.uk	23843
Dr Stephanie Schnurr	S1.93	s.schnurr@warwick.ac.uk	51092
Dr Gerard Sharpling	A0.19	gerard.sharpling@warwick.ac.uk	72885
Dr Ellen Smith-Dennis	S0.34	e.smith-dennis@warwick.ac.uk	75912
Dr Richard Smith	S1.87	r.c.smith@warwick.ac.uk	24987
Prof Helen Spencer-Oatey	S1.72	helen.spencer-oatey@warwick.ac.uk	23808
Dr Christopher Strelluf	S0.38	c.strelluf@warwick.ac.uk	24929
Dr Ema Ushioda	S1.92	e.ushioda@warwick.ac.uk	74236
Dr Sue Wharton	S1.75	sue.wharton@warwick.ac.uk	24597

Director of the Centre for Applied Linguistics: Prof Ema Ushioda
 Director of Graduate Studies: Dr Annamaria Pinter
 PhD Programme Leader: Dr Stephanie Schnurr
 PhD Personal Adviser: Prof Johannes Angermüller

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Appendix 2: Useful websites

Accommodation Office

<http://www2.warwick.ac.uk/services/accommodation/studentaccommodation/>

Careers

<http://www2.warwick.ac.uk/services/careers/>

Centre for Applied Linguistics

<http://www2.warwick.ac.uk/fac/soc/al>

Counselling Service

<http://www2.warwick.ac.uk/services/tutors/counselling/>

Disability Support

<http://www2.warwick.ac.uk/services/disability>

ePortfolio

<https://www2.warwick.ac.uk/services/skills/pgr/eportfolio>

Equal opportunities (Diversity and Inclusion)

<http://www2.warwick.ac.uk/services/equalops>

Graduate School

<http://www2.warwick.ac.uk/services/academicoffice/gsp/>

Guide to examinations for higher degrees by research

http://www2.warwick.ac.uk/services/academicoffice/gsp/formslibrary/guide_to_examinations_for_higher_degrees_by_research.pdf

Guidelines on the supervision and monitoring of research degree students

http://www2.warwick.ac.uk/services/academicoffice/gsp/formslibrary/guidelines_on_supervision_and_monitoring_-_updated_july_2016.pdf

Health Centre

<http://www.uwhc.org.uk/>

Important forms (Immigration letter, temporary withdrawal, etc.)

<http://www2.warwick.ac.uk/services/academicoffice/studentrecords/srforms/>

Insessional language support

<http://www2.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional/>

Learning Grid

http://www2.warwick.ac.uk/services/library/using/libspaces/learning_grid/

Music Centre

<http://www2.warwick.ac.uk/services/musiccentre/>

IT Services

<http://www2.warwick.ac.uk/services/its/>

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IT Training

<http://www2.warwick.ac.uk/services/its/training>

Library

<http://www2.warwick.ac.uk/services/library/>

Modern Records Centre

<http://www2.warwick.ac.uk/services/library/mrc/>

Plagiarism.org

<http://www.plagiarism.org/>

Regulations governing higher degrees

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg38pgr>

Sport at Warwick

<http://www2.warwick.ac.uk/services/sportscentre/>

Students' Union

<http://www.warwicksu.com/Default.aspx>

Students' Union Advice

<http://www.warwicksu.com/advice/>

Students' Union Sports

<http://www.warwicksu.com/sports/>

Student Staff Liaison Committee

<https://www.warwicksu.com/sslc/>

Unitemps

<https://www.unitemps.com/>

Warwick Print (thesis binding)

<http://www2.warwick.ac.uk/services/warwickprint>

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Appendix 3: Research modules

Research Module 1: Understanding Research in Applied Linguistics

This module aims at extending and deepening awareness of the role of research in investigating a range of contemporary issues in applied linguistics and English language education. It will introduce key concepts and issues in research and give an overview of approaches available for investigation. It will consider how approaches can be selected and integrated in the exploration of a particular professional problem. Content will include:

- The role of research in applied linguistics: characteristics of research; essentials of the research process
- Paradigms of inquiry: post-positivism, constructivism, critical theory
- Researching particular topics and contexts: e.g. cultural issues, classrooms, professional contexts
- Research approaches: e.g. action research, case study, experimental design

Research Module 2: Methods of Data Collection and Analysis

This module aims to introduce you to a variety of research methods and to give you practical experience in designing a range of instruments so that you develop the capacity to carry out research of many kinds. It will also help you to develop critical capacity in assessing the effectiveness of data collection and analysis in reports of research. Content may include:

- Entry and ethics
- Observation
- Interviewing
- Designing questionnaires
- Approaches to analysis

Research Module 3: Professional Skills Development

This module aims to introduce you to a range of different professional skills that you may find useful for your PhD journey. Topics typically covered in these sessions include:

- Publishing your research
- Presenting at conferences
- Increasing your employability
- Work-life balance

Additional sessions

Additional sessions may be offered at appropriate points in your research journey, and in response to students' needs or requests. These will be practical in nature and may include sessions such as the following:

- Writing up your thesis
- Preparing for the upgrade panel

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Appendix 4: Recommended reading for research modules

Understanding Research in Applied Linguistics

- Delamont, S. (2002). *Fieldwork in educational settings*. London: Routledge.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Heigham, J., & Croker, R. A. (Eds.). (2009). *Qualitative research in applied linguistics*. Basingstoke: Palgrave Macmillan.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks, CA: Sage.

Methods of Data Collection and Analysis

- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.
- Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum.
- Grbich, C. (2006). *Qualitative data analysis: An introduction*. London: Sage.
- Larson-Hall, J. (2015). *A guide to doing statistics in second language research using SPSS and R*. New York: Routledge.
- Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research processes*. Basingstoke: Palgrave Macmillan.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: Sage.
- Paltridge, B., & Phakiti, A. (Eds.). (2010). *Continuum companion to research methods in applied linguistics*. London: Continuum.
- Richards, K., Ross, S., & Seedhouse, P. (2011). *Research methods for applied language studies*. London: Routledge.
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. London: Sage.
- Saldaña, J. (2012). *The coding manual for qualitative researchers*. London: Sage.

Useful reading on the research process in general

- Bell, J. (2005). *Doing your research project*. Milton Keynes: Open University Press.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.
- Hart, C. (2001). *Doing a literature search*. London: Sage.
- Holliday, A. (2006). *Doing and writing qualitative research* (2nd edn.). London: Sage.
- Silverman, D. (2004). *Doing qualitative research: A practical handbook*. London: Sage.

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Appendix 5: Useful telephone numbers

Campus Security

24 hour emergency – police, fire, ambulance	22222 (internal phone)
If ringing from a mobile:	024 765 22222

Off-campus Security

24 hour emergency – police, fire, ambulance	999
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Your local police station (non-emergency)	101
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The Centre for Applied Linguistics

Centre for Applied Linguistics	024 7652 3200	(23200)
Research Degrees Administrator	024 7657 4335	(74335)
PhD Programme Leader	024 761 51092	(51092)
Director of Graduate Studies	024 7652 3843	(3843)
Personal Adviser of PhD students	024 7652 8494	(8494)

The University

Accommodation	024 7652 3772	(23772)
Chaplaincy	024 7652 3519	(23519)
Counselling Service	024 7652 3761	(23761)
Health Centre	024 7652 4888	(24888)
IT Services	024 7657 3737	(73737)
Nightline	024 7642 2199	(22199)
Nursery	024 7652 3389	(23389)
Dean of Students' Office	024 7657 5570	(75570)

Other

_____	_____
_____	_____
_____	_____

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