Postgraduate Research Student Handbook 2026–27

Centre of Applied Linguistics

School of Education, Learning & Communication Sciences (SELCS)



UNIVERSITY OF WARWICK

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A. Welcome & Orientation

Welcome from the PGR Lead

Thank you for choosing our doctoral programme. We are very pleased to welcome you to the Centre of 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!

Stephanie Schnurr

PGR Lead in Applied Linguistics

About the Centre of Applied Linguistics

The Centre is located on the ground and 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 two floors 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.

Welcome from Dr Tom Perry, SELCS Director or Postgraduate Research

Welcome, or welcome back, to postgraduate research in the School of Education, Learning and Communication Sciences. Some of you are joining us for the first time, and some have been with us for a while already; some have moved a long way to be here, and others are fitting research around work and family. Whatever your circumstances, we are glad to have you as part of our research community.

SELCS brings together the Centres for Education Studies, Applied Linguistics, Teacher Education and Lifelong Learning. That is an unusually broad research environment, spanning schools and classrooms, language and communication, teacher development and adult and lifelong learning. Our postgraduate researchers work on questions that matter in all of those areas, and often across them. You will find people here whose interests connect with yours in ways you might not expect.

Doctoral research is a rare thing to get to do: a few years spent thinking hard about a question you care about, and the chance to develop and share original insights about your topic. It is not always straightforward, but it is deeply worthwhile. I hope you enjoy it, and I wish you every success with your research and your time with us.

Dr Tom Perry

Director of Postgraduate Research, SELCS

About the School of Education, Learning and Communication Sciences (SELCS)

The School of Education, Learning and Communication Sciences comprises Applied Linguistics, Education Studies, the Centre for Lifelong Learning and the Centre for Teacher Education.

With over 200 staff and 1800 students, including 150 doctoral students, we work with many partners including professional bodies and over 500 schools. SELCS is a welcoming and inclusive community, fostering excellence in research, impact, teaching and regional engagement across all its areas of expertise.

Purpose and Status of this Handbook

This handbook contains advice and information to support you through your studies for the coming year. It sets out the policies, procedures, and expectations that govern your research degree and should be read alongside the University's own regulations.

The key University regulation governing postgraduate research degrees is Regulation 38 (Research Degrees). You are strongly advised to familiarise yourself with this regulation and guidance provided by the Doctoral College:

- Regulation 38 (Research Degrees): https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg38pgr
- Doctoral College guidance: https://warwick.ac.uk/services/dc

This handbook is reviewed annually. If you notice any information that appears out of date, please contact the PGR Office (SELCSResearchandPGR@warwick.ac.uk).

How to Use this Handbook

This handbook is structured to follow the typical doctoral journey, from arrival and induction through to submission and examination. You do not need to read it from cover to cover at the outset; instead, use the section headings to navigate to the information most relevant to your current stage. If you are unsure about anything, your supervisors are your first point of contact.

B. Key Contacts & Roles

PGR Leadership

The following colleagues have specific responsibility for postgraduate research in the Centre:

- Head of Centre: Dr Christopher Strelluf
- Centre PGR Lead: Prof Stephanie Schnurr
- PhD Personal Adviser / SSLC Coordinator: Dr Duncan Lees
- Ethics Officer: Prof Ema Ushioda

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 Contact details and a full list of all Centre staff can be found on our webpage.

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.

Personal Adviser

Your Personal Adviser is Dr Duncan Lees.

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 to 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.

Peer Buddy Scheme

In addition to your personal adviser, you will have the option to participate in our peer buddy scheme, where you will be paired with one of our more senior PhD students - usually those in their second, third, or fourth year of study who have volunteered to support newer students.

Your buddy will make contact with you during your first few weeks at Warwick, and will discuss how to make the buddy scheme work in ways that are most suitable for both of you. For some, this may mean having regular chats; for others, it may be more of an ad hoc arrangement when questions arise.

For questions or any comments about the buddy scheme, please email the PGR Lead for Applied Linguistics. If you join the PhD programme after October and would like to have a buddy, please also email the Centre PGR Lead.

Administrative Contacts

The SELCS PGR team provides administrative support for all research students.

- Donna Jay - Senior Administrator (PGR)
- Jacob Williams - Administrative Coordinator (PGR)
  Donna and Jacob provide assistance with all administrative matters for PGR programmes in SELCS, including forms, upgrade and viva organisation, and general course enquiries.
  SELCSResearchandPGR@warwick.ac.uk, room C1.10

- Laura Larard - Operations Manager (Research and PGR)
  Leads the delivery of administrative processes and systems related to PGR programmes across SELCS.
  l.j.larard@warwick.ac.uk, room C1.02

Your supervisors

You will have a main supervisor and a second supervisor. The main supervisor has primary responsibility for directing your work, arranging supervision meetings, and helping you prepare for key milestones. The second supervisor provides a complementary perspective and covers for the main supervisor during absences.

Full details of supervisory responsibilities are set out in Section F of this handbook.

C. Wellbeing, Pastoral & Student 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***.

Wellbeing Support Services

Wellbeing Support Services offer online or in-person brief consultations daily from 10am to 3pm Monday to Friday. These can be accessed via an online queue or students can drop in in-person at Senate House. There is no need to book in. The brief consultations are an opportunity to discuss what it is you are looking for support with, to learn about the different support options available, and plan the best next steps for you, with the support of the wellbeing professional.

The Wellbeing and Student Support Team offer advice and support appointments on a wide range of issues. Whether you are an undergraduate or a postgraduate; home or international – if there is something troubling you, or hindering you from focusing on your studies, please come and talk to us.

The issues may be:

- practical - for example, difficulties with accommodation
- emotional - family difficulties, homesickness, support through a disciplinary process
- wellbeing-related - concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- safety-related - concerns about security, harassment or crime

We can also refer onwards to appropriate internal / external services.

The Wellbeing and Student Support Team also run a series of events designed to support your wellbeing throughout the year.

Wellbeing Support is located on the ground floor of Senate House. To access services, visitor telephone 024 76575570

- Wellbeing and Student Support: https://warwick.ac.uk/services/wss

Counselling and Psychotherapy Services

The Counselling and Psychotherapy Team makes up part of the network of support for all students at any level of study. The team offers students opportunities to access professional support to help them better develop and fulfil their personal, academic and professional potential. The service is confidential, and no information will go on any academic student records. There is a range of services, including individual counselling (either in person or virtually online as appropriate), themed group sessions and counselling via email. The team uses a variety of theoretical models, including CBT, in their work to support students.

Students engage with the Counselling and Psychotherapy Team to work through issues such as depression, anxiety, or problems with self/identity or interpersonal relationships, and so on. Students from all academic departments may bring problems from their past or present that hinder their capacity to function, such as: abuse, eating distress, loss, trauma and self-harm. The Psychological Therapists can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress so students can better focus on their studies.

The Counselling and Psychotherapy Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the Wellbeing portal Counselling and Psychotherapy Services and you can speak to a Wellbeing professional who will advise you on the next steps.

Disability Services

The University offers a wide range of support services to students with disabilities (including specific learning differences, mental health, neurodiversity and long term medical conditions) and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available at: Our Disability Services | University of Warwick

The Disability Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the Wellbeing portal.

Academic Departments, the Dean of Students Office, the Students' Union, the Health Centre and other teams in Wellbeing Support Services can also offer advice and guidance to students with disabilities. Further information can be found at here.

International Student Support

The Student Visa Advice Service provides international students with vital visa advice and support. If you are on a Student visa, it is essential to keep them informed of your registration status and any changes.

For students from non-English speaking backgrounds who need support with academic writing, please contact the Warwick Language Centre.

Careers and Skills

Student Opportunity offers a wide range of face-to-face and online resources covering careers support, employability skills, intercultural training, internships, and volunteering opportunities.

Health

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.

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 Community Team. If this does not resolve the problem, you can consult Wellbeing and Student Support, who can help with accommodation problems and give advice on personal, financial or family problems. Practical issues can be addressed to the Warwick Accommodation.

Advice and guidance to living off-campus co-created with Warwick students is also available

Sports and other activities

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

- For sports, check out the Warwick Sport webpage or the Students' Union Sports Clubs 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.

Additional useful contacts:

- Health Centre: http://www.uwhc.org.uk/ | Tel: 024 7652 4888

- Chaplaincy: http://warwick.ac.uk/chaplaincy | Tel: 024 7652 3519
- SU Advice Centre: http://www.warwicksu.com/advice/
- Dean of Students Office: https://warwick.ac.uk/services/dean-of-students-office/
- Student Funding Support: https://warwick.ac.uk/services/finance/studentfinance/
- Community Safety (emergency on campus): https://warwick.ac.uk/services/community-safety/ | Tel:024 765 22222
- Nightline: https://warwicknightline.co.uk/ | 024 765 22199
- Nursery: https://warwick.ac.uk/services/childrensservices/nursery/ | 024 7652 3389

D. Starting Your PhD

Induction

We hope you will be joining us for induction sessions in Welcome Week and the first few weeks of term. Please make sure that you read the SELCS PGR Induction webpages to find out more about everything that's on offer.

During induction, you will typically:

- Meet the PGR Lead, Personal Adviser, and administrative team.
- Receive a tour of the Centre, Social Sciences Building, and Library.
- Be introduced to key university systems, including Tabula and SkillsForge.
- Attend the first sessions of the research methods module programme.
- Be matched with your peer buddy (if you join in October).

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 Doctoral College, 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 Doctoral College site and download key documents.
- Note any courses, workshops, etc. that you think might be useful to you (check out the Researcher Development Programme).
- Explore the PhD blogs and PGR Professional Development 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.

Getting Set Up

In your first few weeks, you should ensure you have set up the following:

- Warwick email account - Complete IT registration and activate your Warwick email address. All University correspondence will be sent to your University email address so please check this regularly.
- Tabula account - for recording supervision meetings, monitoring points, and milestones.
- SkillsForge account - for logging training and development activity.
- University ID card - required for library access and building entry.
- OneDrive- for secure storage of all research files.
- IT and IDG services - Student IT Induction: Student IT Induction

IMPORTANT: Save all drafts of your work on Microsoft OneDrive. The University does not accept loss of data as a legitimate reason for late submission or as a basis for an extension request. USB ports on all university-managed devices are blocked for security reasons.

Understanding the Doctoral Journey

All students are initially registered as MPhil/PhD students. Formal progression to PhD is subject to a successful Upgrade Panel. A typical full-time trajectory:

- Year 1: Research training modules, developing your research proposal, ethics approval, Upgrade Panel.
- Year 2: Data collection and analysis, progress review.
- Years 3-4: Completing analysis, writing up, thesis submission, viva.

Further information is available below.

The Nature of Doctoral Studies

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.

E. The Doctoral Journey (Lifecycle Overview)

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.

Your first progress review will be your Upgrade Panel. Assuming it goes well, your registration will be upgraded from the MPhil to PhD. 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.

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 and Year 4, 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 Doctoral College, 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.

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 to four years. Part-time students are expected to complete within seven years. There is a fee-paying registration period (normally 3 years full-time or 5 years part-time), followed by a continuation period.
- All full-time research students are expected to attend timetabled research methods modules in the first year of their studies.

Overview of Milestones

The key milestones in the doctoral journey are:

- Monthly monitoring points (recorded in Tabula): throughout registration
- Research training modules (Year 1, FT students).
- Ethics approval (before data collection begins).
- Upgrade Panel (Year 1 FT / equivalent PT) - upgrades registration from MPhil to PhD.
- Annual Progress Reviews (Year 2 onwards).
- Thesis submission.
- Viva voce examination.

Full details are provided in Sections J and M of this handbook.

PhD Research Degree Titles

We offer research degrees in the following areas:

- PhD in Applied Linguistics
- PhD in Discourse Studies
- PhD in English Language Teaching
- PhD in English Language Teaching & Applied Linguistics
- PhD in Intercultural Communication
- PhD in Linguistics

Each of these degree titles can mean something different in different countries, work contexts etc. You should think about your own background and your future career aspirations and discuss your choice with your supervisor.

During your upgrade panel (see section H) you will be asked to confirm/change your degree title.

Note: it is possible to change your degree course title after the upgrade panel, any time before thesis submission.

F. Supervision

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.

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 asks for you to upload your supervision report be uploaded to Tabula.
- 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.

Second Supervisor

- Receives copies of supervision tutorial reports.
- Can be emailed when supervisee wants a second opinion.
- 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 PGR Lead and the Personal Adviser are always available to talk confidentially with you about any concerns you may have about your progress, or the supervision process and you are welcome to contact them.

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.

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 Appendix 2: Frequently Asked Questions.

Your responsibilities as a research student

A full list of your responsibilities as described by the University is provided in the Doctoral College's guidance on supervision. 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;
- upload your supervision report to Tabula after each supervision meeting (which should be done on the same day as the meeting and no later than 5 working days from the meeting date)
- 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;
- meet your research deadlines;
- dedicate an appropriate amount of time to your research (approximately 40 hours a week for a full-time student)
- discuss your career development with them (as and when it is relevant, and minimally in an annual supervision meeting dedicated to career development).

You must also ensure that your supervisor knows your address, e-mail address and phone number so that you can be contacted. This information must also be kept up to date by you on your student record on e:vision.

Supervision Meetings

Full-time students are expected to meet with their supervisor at least monthly; at least every 6-8 weeks for part-time students. All supervision meetings must be recorded on Tabula. Students are responsible for uploading the supervision report on the same day as each meeting (no later than 5 working days from the meeting date). Your supervisor will then approve the record. Engagement is defined to include supervision meetings, annual review, upgrade panel, and research skills training sessions. See section H for more information on attendance monitoring.

G. Training & Development

Research Methods Training

All PGR students are invited to take part in our Research Methods module. The course aims to build on, and extend, your understanding of research methods. It will foster a critical and flexible approach to applying different approaches, methods and methodologies to your research.

The module runs on Wednesday afternoons (4-6pm) in all three terms and is taught by researchers from across the School, so you will encounter a broad range of different perspectives. We encourage all PGR students to engage in research methods training throughout their doctoral work and so while attendance on the module is expected for year 1 PGR students; students who have completed their upgrade are also welcome to come along to sessions that are of interest to them.

There is no assignment linked to the module, and you will find more information on the Moodle site.

Students are strongly encouraged to engage with the issues raised in research modules through writing. Supervisors may also ask students to attend some MA or MSc modules where relevant to the research project.

Researcher Development Programme / SkillsForge

The Researcher Development Programme (RDP), organised by the Doctoral College, is a core part of your MPhil/PhD experience. Sessions are offered in:

- Research Practices & Methodologies
- Writing Support
- PhD in a 2nd Language Series
- PhD Essentials, Productivity and Wellbeing Sessions
- Planning your Career

The programme runs online workshops (RDO) throughout the year. Note: you can only book once fully enrolled with your IT username.

- RDP details and booking: https://warwick.ac.uk/services/dc/research/pgr/
- Research Integrity Training (Epigeum, free): https://warwick.ac.uk/services/od/ras/opportunities/development_support/research_integrity

SkillsForge is used to record your researcher development activity and should be kept up to date throughout your studies.

Postgraduate Certificate in Transferable Skills

The Postgraduate Certificate in Transferable Skills (PGCTS) is a free, accredited programme available to all doctoral researchers at Warwick. Run by the Doctoral College, it gives you a structured way to develop the skills you need to be an effective researcher - and to build the professional foundations for wherever your career takes you after your PhD.

The programme is built around a portfolio of modules covering research, communication, leadership, and professional development. You complete tasks, log your hours, and build a portfolio of evidence - gaining either a PG Award or the full PG Certificate depending on the level you complete.

The PGCTS runs alongside your PhD, not instead of it. Many researchers find that the skills they develop through the programme actively strengthen their research.

Teaching Development - APP PGR / PTTHE

The University regards teaching as a core transferable skill for PGRs. Two programmes are available:

- Preparing to Teach in Higher Education (PTTHE): https://warwick.ac.uk/services/ldc/teaching_learning/intro-workshop
- Academic and Professional Pathway for PGRs (APP PGR): https://warwick.ac.uk/services/ldc/teaching_learning/app/pgr

Professional Development and Learned Associations

Being a PhD researcher involves more than just research and thesis writing. You may be interested in joining one or more of the learned associations in our field - this gives you the opportunity to meet researchers interested in your area and to hear about relevant publications, conferences, and bursaries. Relevant associations include:

- BAAL - British Association for Applied Linguistics: https://www.baal.org.uk/
- AILA - Association Internationale de Linguistique Appliquee: https://aila.info/
- TESOL International Association: https://www.tesol.org/
- AAAL - American Association for Applied Linguistics: https://www.aaal.org/
- Linguistic Society of America: https://www.linguisticsociety.org/

Students should discuss their career development with their supervisor at least annually, including at the dedicated annual supervision meeting.

H. Progress Monitoring & Milestones

Attendance, Monitoring Points and Engagement

The University will monitor your academic engagement and progress using a number of Monitoring Points recorded on Tabula, under the Attendance tab. Your monitoring points are also outlined in the table below. The monitoring point system gives departments the opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be experiencing.

For Full-time Students:

Monitoring Point	Timing	Mode	
1	October	Must be in person	If either the student or supervisor is unable to attend the meeting in person, a brief explanation should be included in the meeting record on Tabula. Examples include the student being engaged in fieldwork or data collection, or the supervisor being on study or research leave.
2	November		
3	December		
4	January		
5	February		
6	March		
7	April	At least 1 session in every 2- month period should be in person	
8	May		
9	June		
10	July		
11	August		
12	September		

***NB**: All research students need to be monitored through their supervisory meetings up until the point that the student submits. No formal monitoring is required in the period between thesis submission and viva. Monthly contact/monitoring should resume during any period of correction/resubmission.

For Part-time Students:

Part-time students are expected to have engagement/supervision meetings every 6-8 weeks. The school will follow the guidance below from the institution's 26/27 Student Engagement and Progress Monitoring Policy when monitoring part-time students:

"Departments are advised to consider the volume and pattern of study for their part-time students. Whilst it is recognised that the total number of identified points of engagement may need to be reduced, this should not necessarily be related pro-rata to the FTE of the students. Departments may wish to consider identifying points relating to attendance, submission of assessed work and retaining contact with tutors (including via email)."

FOR ALL MONITORING POINTS

- Students record meetings/events on Tabula.
- Supervisors approve records.
- Engagement is defined to include, but not be limited to supervision meetings, annual review, upgrade, and research skills training sessions

FULL-TIME VISA-HOLDER STUDENTS

The mode of engagement is required to be as follows:

- October to March (MP 1–6) - Must be in person
- April to September (MP7–12) - At least 1 session in every 2- month period should be in person

FULL-TIME HOME STUDENTS

We recommend that home students follow the same pattern in terms of mode of engagement as visa-holders (above), i.e., maintaining face to face engagement where possible, and particularly for MPs1–6.

PART-TIME STUDENTS

The mode of engagement for part-time students will be reviewed on a case-by-case basis, in accordance with the institutional guidance outlined on page 19 of the handbook.

How is your progress monitored?

You are required to:

- Attend an induction meeting
- Attend monthly (full-time) and bi-monthly (part-time) supervisions
- Complete the annual review process
- Prepare for and attend your upgrade meeting
- Attend research skills and training sessions

Non-attendance at any of the Monitoring Points is a signal to the Centre that you are not fully engaging with your programme. All students must read the full **University of Warwick Student Engagement and Progress Monitoring Policy**. Visa holder students should also carefully read through the **University's Code of Practice** and **Appendix A2**.

How do I report a one-off absence?

Health problems or other difficulties that may prevent you from fulfilling or attending any of the above must be reported to your supervisors as soon as possible.

Students are able to self-certify for up to a period of seven consecutive days, except where the absence is at a time of significant assessment (e.g., the upgrade meeting and the viva). You should email SELCSResearchandPGR@warwick.ac.uk to initiate this. A doctor's note/medical certificate is required for absences of longer than seven days and for examination purposes.

What happens if we become concerned about missed Monitoring Points and/or attendance without notification or evidence?

You will receive an email from the Student Records Management Team following the recording of an unauthorised missed contact point. If you believe there has been a mistake in the recording of the absence please inform the Centre by emailing SELCSResearchandPGR@warwick.ac.uk

Number of unauthorised missed monitoring points for full-time students	Actions required by the student, the department, and the University
1-2 (or the equivalent for part-time students)	Following the University's communication, the department will reach out to check in with the student and provide guidance on available support services. To ensure the appropriate support can be offered, the student is required to respond to the department's email.
3 (or the equivalent for part-time students)	The department will contact the student to establish reasons for non-engagement and assess the student's ability to continue. The student will be directed to the Student Welfare team who will be able to support any issues or difficulties the student may be facing that prevent them from fully engaging with their course. A Missed Monitoring Points Discussion form must be completed by the department and returned to Student Records so that a central record is retained of the agreed actions.
4 and above (or the equivalent for part-time students)	The student will be contacted to inform them that they are at risk of being recommended for termination of registration at the University. Student Records will notify the academic department that the procedure outlined in University Regulation 36.4.1c - Governing Student Registration, Attendance, and Progress - will be initiated unless the department advises otherwise. Any such instruction must be clearly indicated on the Missed Monitoring Points Discussion form.

Monitoring and Engagement for International Students on a Student Visa

All visa holder students are sponsored by the University of Warwick. It is important that you adhere to the conditions of your visa and engage with the studies for which your visa was granted. International students should be aware of the consequences of missing contact/monitoring points. The Visa Compliance Team is obliged to report to the Home Office UK Visas and Immigration if any students holding Student Visas have been found not to be engaging with and attending their course. This will normally lead to the curtailment of their visas. If your course includes a work placement or a period of study abroad and your student visa covers this period of time, you will continue to be monitored during this time. Students should seek advice on the implications of any changes in registration status for their right to remain in the UK by contacting the Student Visa Advice Service team.

Upgrade Panel

For **full-time** students the Upgrade Panel usually 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).

The Upgrade Panel is an important milestone as it determines whether your registration will be upgraded from MPhil to PhD. You will be asked to submit a report to one/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 member(s) will make their formal recommendation.

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*

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.

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 one/two panel members and supervisor agree a date and time for the panel meeting with you and inform the SELCS PGR Team, who will book a room/Team meeting.
2. The SELCS PGR Team 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 SELCSResearchandPGR@warwick.ac.uk two weeks in advance of the panel date and the panel members.
3. Each panel member will submit an independent report on your work to the SELCS PGR Team 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 member(s) 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 member(s) 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 member(s).
6. When the main discussion has concluded, the supervisor will be asked to withdraw while the panel member(s) 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 member(s) will invite you and your supervisor back to communicate their recommendation and, if necessary, discuss any actions arising.
8. Panel member(s) submit a joint report to the SELCS PGR Team and supervisor stating their recommendation and any actions arising.

After the panel meeting:

9. Successful outcome from panel, the SELCS PGR Team will upload your joint report to evision to notify the Doctoral College to upgrade your student record.
10. If the report indicates transfer to a new course title, the SELCS PGR Team will submit the course transfer form in student records as well. This is a separate request from the upgrade request.

Possible outcomes of the Upgrade Panel:

If the panel member(s)recommend immediate upgrade, the SELCS PGR Team will action to update your student record.

If you additionally wish to transfer to a different degree title, the SELCS PGR Team will action to update your student record.

If the panel member(s) 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 SELCS PGR Team and the panel by the specified deadline. Panel member(s) will read your resubmission and send independent reports on your work to the SELCS PGR Team and supervisor. A second panel meeting (oral discussion) may be arranged if appropriate, though in most cases this is unlikely. Panel member(s) 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 J 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 Upgrade Panels, a key focus for evaluation will be your level of preparedness to begin your research fieldwork.
- 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 PGR Lead, setting out your reasons. The PGR Lead 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.

Annual/Progress Review

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 Doctoral College 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** 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.

What to submit

For all progress reviews (*apart from Upgrade Panels)*, there is considerable flexibility as to the format and the choice of work to be submitted. For example, you may decide – in consultation with your supervisor – to submit a draft chapter of your thesis with the aim of discussing this with the panel members. Alternatively, you may prefer to give an oral presentation on a particular aspect of your work, followed by a discussion with the panel members. Whatever you – and your supervisor – decide, the progress review panel should give you the opportunity to showcase and discuss 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 of a presentation of the research fieldwork you are working on, 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 member(s).

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

- a sample of your current work-in-progress, such as a draft chapter or a PowerPoint presentation on a particular aspect of your work on which you would like to receive feedback from the panel members;
- 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.*

Progress review procedures and outcomes

The formal submission, meeting and reporting procedures for a progress review are broadly the same as those set out above 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 J on Unsatisfactory Progress).

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/four 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.
- 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 Doctoral College guidelines state that full-time students should expect to devote 1800 hours per annum to their studies.

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 Teams.

I. Ethics, Integrity & Compliance

Research Ethics 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.

Research in Applied Linguistics is governed by the Humanities and Social Sciences Research Ethics Committee, with the approval of doctoral projects delegated to the department.

All research students in the Centre of 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 the HSSREC Ethical Approval application form, and to create a Participant Information Leaflet and a Consent form.

The application form for approval, and templates for the PIL and consent forms, can be found on the Research Integrity webpages here.

You will see that there are two versions of the main application form: Full review, and Light Touch review. The Light Touch form is suitable for projects which meet criteria as low-risk. Talk to your supervisor about which form you should use for your project.

For Applied Linguistics research students, the steps in the process are as follows:

1. Broad issues surrounding ethical approval are introduced early in the research training programme.
2. As student and supervisor start to develop the project, they give ongoing consideration to the ethical issues which will arise and how these will be addressed.

3. The student works with the supervisor to draft an ethical approval application form together with PIL and consent form. When student and supervisor are both satisfied, they sign the form and send electronic copies to the Applied Linguistics ethics officer Ema Ushioda (E.Ushioda@warwick.ac.uk)
4. The Applied Linguistics ethics officer reviews the form and requests amendments if necessary.
5. Once any requested amendments have been made, the ethics officer sends the documentation to another colleague involved in PhD supervision, for a final check.
6. When ethics officer, second reviewer, supervisor and student are all satisfied, the documentation is sent to the SELCS PGR Team with a note to the effect that the student now has approval.
7. The approval is noted at the next meeting of the Graduate Progress Committee and recorded in the AL termly report to HSSREC.
8. In particularly complex cases, the Applied Linguistics ethics officer may decide to refer the project to the full HSSREC for consideration. If this happens, it is HSSREC, rather than the Applied Linguistics Graduate Progress Committee, who will review the application.

The application form and PIL/ Consent templates require a detailed description of your research procedures, and you should expect to work on them over time. **Under no circumstances should you begin data collection until the full process has been completed and you have received clearance.** The Ethics Officer will notify you accordingly of revisions required and/or approval.

PLEASE NOTE any data is collected prior to approval is invalid and you will **not** be permitted to use it in your thesis.

In addition to obtaining Ethical Approval you **must complete and have an approved Field work risk assessment** (to be reviewed and approved by the Head of Centre) prior to commencing your fieldwork.

Your supervisor will be able to support you in completing this risk assessment, and this is required for field work undertaken both in the UK and Overseas. If you are conducting your field work overseas, you will also need to complete an Overseas Travel Risk Assessment (see Fieldwork, Travel and Risk Assessment).

Research Integrity training

Research integrity is an essential part of research and gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to policies, standards and protocols, through good research practice, to reporting research findings clearly and transparently.

Research integrity is fundamental to the research culture of the department and the university. Therefore in addition to obtaining ethical approval for your study, **you will also need to complete the mandatory short course on research integrity**.

Further information regarding the compulsory completion of Research Integrity training for all staff and students delivering research can be found via the University of Warwick Research Integrity training policy.

Academic Integrity (Plagiarism and AI Use)

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 makes 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, 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:

- 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 Academic Integrity 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. Please check with the SELCS PGR Team who will be able to advise. The Doctoral College 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 Centre 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.*

Artificial Intelligence (AI)

The University is committed to providing support and protecting Researchers in their use of Artificial Intelligence (AI) tools, acknowledging the benefits that AI can bring, but also the risks it can pose.

The University's Guidance on AI in Research provides information and advice to help Researchers identify their responsibilities and to raise awareness of risks when using AI tools in research. It aims to raise awareness of ethical and legal considerations relevant to using AI tools in research as part of the University's commitment to research integrity, ensuring that all our research is conducted to the highest standards.

Researchers using or developing AI tools must adhere to the University's Research Code of Practice and its commitment to the 'Concordat to Support Research Integrity', including the principles of: honesty, rigour, transparency and open communication, care and respect, and accountability.

Proofreading Policy

The University understands that, in the course of producing a high-quality piece of work for assessment, students may wish to receive input from a third party prior to submission. As examples, proofreading might be undertaken by

peers, flatmates, family members, thesis supervisors and professional, proofreading companies. However, the University expects that any piece of work submitted for assessment, whether credit-bearing or not, is the student's own work. Any assistance provided by a third party to proofread should not compromise this expectation or the authenticity of that piece of work.

The intention of this policy is not to prohibit or restrict good supervisory practice in regard to the supervision of PGR students. However, it is to be noted that proofreading and editing students' work (beyond pointing out some basic errors during the reading of draft work) falls outside of the supervisors' remit.

If using a proofreader, please consult the University Proofreading Policy and also show this to the proofreader before they undertake the work.

Data Protection / GDPR

All students at the University of Warwick who handle or process personal data about individuals (names, contact details, financial details, course details, personal circumstances, beliefs etc) in the course of their studies must be aware of the General Data Protection Regulation (GDPR) which protects individuals' rights around privacy and personal data. For more information, please read the University web pages on Information and Data Compliance.

Fieldwork, Travel, and Risk Assessment

Fieldwork is any practical work that you carry out for the purpose of your research in places which are not under University control. Many of our students undertake lone fieldwork for their PhD research. Before embarking on fieldwork students and supervisors should undertake a risk assessment in order to identify possible dangers associated with the work and assess the risks arising from such dangers under particular circumstances. This should take into account the nature of the work, the degree of potential hazard, the location of the site, and the experience of the student.

A safe system of work must be devised in order to safeguard your health and safety and reduce any risks to an acceptable level. You should be aware that you are still under the supervision of your academic supervisor(s) during fieldwork and must not go on a fieldwork journey which requires you to live outside your normal place of residence without informing your supervisors of your destination, the nature of each instance of fieldwork, and your estimated time of return. You must advise your supervisors upon return.

Clear guidelines must be agreed between you and your supervisors on the scope of activities which may be undertaken, the supervisory arrangements (checking-in, emergency plans, etc.), and the training and experience required of you. An effective means of communication must be established, including arrangements to determine your whereabouts during fieldwork and contingency plans in case you fail to make contact.

Appropriate insurance should be taken out for the duration of the fieldwork. Information on the University's Overseas Business Travel Insurance (which includes PGR students or students going on a study abroad placement arranged through the University of Warwick) is available: Overseas Business Travel Insurance.

The University's Health and Safety Travel Hub provides useful resources for UK and overseas travel: Travel Hub

For fieldwork outside the UK, please consult the Foreign Office's travel advice at: http://www.fco.gov.uk/travel/

The advice about travelling to a particular country should be taken seriously and where it is advised not to travel under any circumstances, fieldwork there will not normally be supported.

If you are a visa-sponsored student and planning to spend more than 60 days away from the University (in the UK or overseas) for fieldwork or other purposes, you are required to request a Change of Study Location. A Change of Study Location does not affect your Student Visa sponsorship if it is approved by the Centre and recorded correctly through the University process.

J. Interruptions, Extensions & Progress Issues

Temporary Withdrawal

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 university's 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 University's **Temporary Withdrawal Form** (an online form accessible through e:vision as part of your Student Record Online). Once you submit your request through the online system, this will come through to the department for processing and then pass to the Doctoral College 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.

Please also make sure you familiarise yourself with the payment schedule of scholarships and stipends and in particular how the funding dates may change when temporary leave is taken. Relevant information can be found here.

Note that if you are an international student on a student 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 Student 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 Student Visa and Advice Service.

Authorised Absence

An alternative possibility is to request a period of **Authorised Absence**, which permits international postgraduate students on Student visa 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 Immigration and compliance 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 university's information about Authorised Absence. Again, **it is important to discuss your situation with your supervisor before submitting an application.**

Absences from Study & Change of Study Location

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.

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 Head of Centre, the PGR Lead 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 and Regulation 36 Student Attendance. If permanent withdrawal is recommended, the Doctoral College 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 PGR Lead 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 PGR Lead 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 Head of Centre, the PGR Lead 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 Doctoral College 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 PGR Lead and your supervisor at which you will have the opportunity to discuss factors affecting your progress;
- consultation with the Doctoral College;
- 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 Doctoral College and see also Regulation 42.

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 Doctoral College 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 Doctoral College 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 30 days, we will inform the Doctoral College. 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 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.)* Please refer to Regulation 36 student attendance.

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 update us, so please make sure that you always keep your information up-to-date and details 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 not in the UK: at least one email exchange or virtual meeting with supervisor per month*
- *Submission of Upgrade report and attendance at Upgrade Panel (in Year 1 for full time students 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, i.e. viva*
- *Where applicable, resubmission (and oral defence of thesis if required).*

Extenuating or Mitigating Circumstances

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 physical 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, use the Wellbeing and Student Support, the Students' Union, the Dean of Students' office.

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.

Extensions

If you are unable to submit your thesis by your end of registration because of serious mitigating circumstances which have had a detrimental effect on your ability to complete your thesis within the normal period of registration (four years full-time, seven years part-time) you can request an extension. If you think you will require an extension, you should discuss the possibility with your supervisors in good time.

It is important to emphasise that it is the University rather than the Centre which is sovereign on decisions regarding extensions and that extension requests will be considered on a case-by-case basis. It is important to make effective use of time from the outset. Extensions are not normally available during the early stages of a degree.

University extensions procedure: https://warwick.ac.uk/services/academicoffice/studentrecords/students/pgrext/

Permanent Withdrawal

We hope that you will want to complete your course at Warwick and before choosing to withdraw you may wish to explore the option of taking a temporary withdrawal.

However, if you do decide to withdraw you are strongly advised to consult your supervisors in the first instance. You may also find that meeting with advisers from the Student Careers and Skills Team will help you to plan your next steps. Once a decision to withdraw permanently is made, you should complete a request via the University system

which will submit it to your department. You can access the form at:
https://warwick.ac.uk/services/academicoffice/studentrecords/pwd

Your department will confirm the last date of attendance and this will be processed by the Student Records Management team. You will be notified in writing.

Permanent withdrawal with leave to submit

If you are unable to submit your thesis by your deadline and are unable to request an extension (or a request has been declined), you can request to be permanently withdrawn with a view to requesting 'leave to submit' approval at a later date if you choose to continue working on your thesis. When the thesis is ready for submission you can submit a request, outlining the reasons for not being able to submit during the registration period supported. Students considering requesting leave to submit at a later date should be aware that they will not have access to University facilities or be entitled to supervision after the end of their registration period.

K. Thesis Submission & Examination

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 (for full timers this is the end of Year 3, for part-time it is the end of Year 5)***, 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).

Submission Requirements

When preparing your thesis, pay close attention to the University's rules for presentation (title, margins, appendices, etc.) in the Guide to Examinations for Higher Degrees by Research. To satisfy the requirements for the degree of PhD, a thesis shall:

- Constitute a substantial original contribution to knowledge in the field.
- Not exceed 80,000 words, exclusive of appendices, footnotes, tables, and bibliography.
- Requests to exceed the word limit require prior approval from the Academic Director of Graduate Studies, and must be submitted before thesis submission.

Note: 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.

If you plan to submit more than one month before your fee-paying registration period ends (normally Year 3 for full-timers), you will need to complete an Early Submission Form.

Appointment of Examiners

Examiners are appointed by the University in accordance with the Guide to Examinations for Higher Degrees by Research. At least two examiners (normally one internal and one external) are appointed for all candidates and their function is to make a recommendation on the thesis. Where the candidate for a research degree is a member of staff, two external examiners will be appointed. A student's supervisor is not permitted to act as examiner. You should keep your supervisors informed of any individuals (inside or outside the University) with whom you have discussed your work or submitted work for review.

The Centre PGR Lead/PGR Office will allocate an appropriate examination advisor. The examination advisor will assist the examiners in following the University procedures and maintain a record of the oral examination but not otherwise act as an examiner of the thesis.

You should complete a copy of the Nomination of Examiners for Research Degrees form at least two months prior to the end of your period of fee-paying registration. It is your responsibility to complete Part 1 of this form and forward it to your supervisors to arrange the nomination of examiners (Part 2) at least one month in advance of the date expected for submission. Copies of nomination of examiners forms can be found at: https://warwick.ac.uk/services/dc/submission/useful_forms

Final responsibility for the nomination of examiners to the Doctoral College lies with the Centre. All nomination forms are sent to the Centre PGR Lead or Head of Centre for signature and forwarded to the Doctoral College for approval. *Under no circumstances should students approach potential examiners directly.*

The Viva Voce/Oral Examination

All candidates for doctoral degrees (PhD, EdD) and for the degree of MPhil are required to attend an oral viva examination which is normally held at the University, or, if necessary, via video conference. Candidates for other degrees (e.g. MA by Research) may also be required to attend such an examination.

Examinations are arranged by the internal examiner or examination advisor. The PGR Office makes arrangements for the venue and will communicate details with all parties (student, examiners, advisors, supervisors). Current University Doctoral College guidance is that a viva can take place by video conference if all parties to the examination agree. For further information see viva by video conference - guidance for staff and examiners. Any video conferences held should be conducted on a secure platform as recommended and supported by the University's Audio Visual Services Department. 'Domestic' Skype is not considered to be a sufficiently stable platform for the conduct of vivas.

Candidates should consult with their supervisors and/or the internal examiner/examination advisor concerning the likely timing of an oral examination. If you have any particular constraints with regard to the timing of the oral, you should ensure that the internal examiner or examination advisor is aware of these. In such circumstances, efforts will be made to arrange the viva at a time which is as convenient as possible for you, but the day chosen will depend on the other commitments of the examiners.

As long as your examiners have already been appointed, your thesis will normally be sent for examination within a few days of submission. Examiners are asked to examine the thesis within a maximum of four months from the date on which they receive it (two months for Master's by Research). The Doctoral College will do its best to inform you if it seems likely that there will be a delay in the examination beyond this period.

Reasonable Adjustments

The University is committed to ensuring that all students can participate fully in vivas, upgrade panels, and progress reviews. Where a student has a disability or health condition, a range of adjustments are available. Students are encouraged to discuss their needs with their supervisor or Centre PGR Lead in advance of any such event.

Further information is available in section 12b of the Guide to Examinations for Higher Degrees by Research: Guide to examinations for higher degrees by research

Outcomes (including corrections)

Following the viva, the examiners have a number of recommendations available to them. They may award the degree with or without corrections (minor/major), recommend that you resubmit the thesis after completing significant revisions or, very rarely, recommend that a lower or no degree is awarded. This recommendation is subject to approval by the Chair of the relevant Faculty Education and Student Experience Committee before it is confirmed to you officially by the Doctoral College. You will be provided with instructions on next steps and are encouraged to discuss with your supervisor in the first instance.

Your degree will be formally conferred at the next available Degree Congregation (held in mid-July and late January) after the completion of the examination process. You will receive both a digital and a hard copy degree certificate. SELCS usually holds a reception for students who are attending the ceremonies and you will be contacted separately about this.

Appeals

In the unlikely event that your examiners recommend that a lower or no degree be awarded, you will have the right to appeal the decision under Regulation 42. Appeals may only be submitted on specific grounds, and the appeals process cannot be used to challenge examiners' academic judgement.

L. Funding & Financial Support

Conference and Development Funding

SELCS provides funding to support postgraduate research (PGR) students in attending conferences, training courses, summer schools, workshops, and other activities that contribute to their research and professional development. Priority is normally given to students who are presenting their work, although other activities with clear developmental benefits may also be supported. Students who receive a Research Training Support Grant (RTSG) or equivalent funding are expected to use this funding before applying to the SELCS scheme.

Funding can be used towards eligible costs such as registration fees, travel, accommodation, and subsistence, subject to University financial regulations. Funding is available up to a maximum allowance based on stage of study, and students may submit multiple applications within their overall entitlement. Applications must be submitted in advance of the activity and supported by the student's supervisor.

Full details of eligibility, funding limits, application procedures, conditions of funding and the application form are available in the **SELCS PGR Conference and Development Funding Policy**. Students should consult the full guidance before making an application

Research Training Support Grants (RTSG)

Funded PGR students may be eligible for a Research Training Support Grant (RTSG) as part of their scholarship. RTSG funding is intended to support research-related costs and professional development activities that contribute directly to the doctoral project, such as fieldwork, conferences, summer schools, specialist training, research materials, and other approved research expenses.

Students are responsible for ensuring that all expenditure complies with University financial regulations and any additional funder requirements. RTSG funding can only be used during the funded period of study and must not be used for costs incurred after the funding end date, thesis submission, or during periods of temporary withdrawal. Any equipment purchased using RTSG funds remains the property of the University.

Full details of eligible and ineligible costs, funding conditions, purchasing procedures, and expenditure monitoring can be found in the University's **PGR Funding Policy**. Students wishing to access their RTSG funding should complete the RTSG request form and send to the PGR team: SELCSResearchandPGR@warwick.ac.uk.

Hardship and Additional Funding Routes

If you do not have adequate funding approved for your entire period of study, you should talk to your supervisors about applying for financial assistance or for research funding. The Doctoral College suggests a number of possibilities including the PGR Hardship Support Fund and other ways in which to fund your studies: Funding for Current PGRs

For overseas students, the International Student Support and Experience team is another good source of advice.

M. Resources & Facilities

Workspaces

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 Applied Linguistics, there are currently four PhD study rooms available for use, all on the ground floor or first floor of Social Sciences: S0.31; S0.39; S1.85; S1.100. Access to these rooms is restricted to Applied Linguistics PhD students and is obtainable via a 4-digit code (obtainable from the SELCS Research and PGR team). 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 an Applied Linguistics 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.

A limited number of individual lockers are available - keys can be obtained from the SELCS Business Administration and Infrastructure Team office with a £5 refundable deposit.

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. Out of date food or loose items will be thrown away without warning

Library and Research Resources

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.

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 Senate House, student reception. The Centre does not issue these cards and will not be able to provide you with one.

We normally organise a library visit for PhD students at the beginning of the autumn term so that you can get to know what facilities and resources are available to you. But it's also 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. Other facilities you may find convenient can be booked here. Some of these spaces are open 24 hours a day, every day of the year except for Christmas day. They 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, though the hours of opening are more restricted. For information about all the university study spaces, please see here.

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.

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.

IT Systems

The Information and Digital Group (IDG) provides essential resources and IT support for all students.

- IDG: https://warwick.ac.uk/services/idg/

- IT support: 024 7657 3737
- OneDrive: cloud storage for research files - always back up all work here.

For security reasons, USB ports on all university-managed devices are blocked. Use OneDrive or H: drive for file storage and sharing.

Printing Allowances

Full-time students are allocated £40 per year for photocopying costs and part-time students are allocated £30 a year for photocopying costs. These amounts are credited onto your University ID Cards. Copying after that will be charged at 5p per copy. Any student who is within six months of final submission can apply for an extra amount of £30 in the case of full-time students and £20 in the case of part-time students. Please email SELCSResearchandPGR@warwick.ac.uk to arrange.

Other Learning Resources

- IATL (Institute for Advanced Teaching and Learning) - optional interdisciplinary modules and skills sessions: https://warwick.ac.uk/fac/cross_fac/iatl
- The Language Centre - language learning and support: https://warwick.ac.uk/fac/arts/languagecentre
- Together at Warwick - spaces and events to connect with other students: https://warwick.ac.uk/students/together/

N. Community, Culture & Expectations

Research Culture and Seminars

In Applied Linguistics 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 wider research culture of Applied Linguistics in a number of ways:

- There is a regular Applied Linguistics seminar series that will present the work of invited guest speakers 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, Applied Linguistics 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 Applied Linguistics 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. Other departments hold similar events that may be of interest to you, e.g., Sociology, Psychology and Education.

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.

SELCS PGR Conference

The SELCS Annual Conference is a valuable event to pause, reflect, and engage with the key issues shaping education, language, and lifelong learning. Led by postgraduate researchers from across Education Studies, Applied Linguistics, and the Centre for Lifelong Learning, the conference reflects a collaborative and interdisciplinary approach. By bringing these communities together, the joint format creates richer opportunities for dialogue, fosters cross-disciplinary connections, and broadens perspectives on shared research concerns. It offers a space for postgraduate researchers, early career researchers, and scholars to present their work, exchange ideas, and engage in thoughtful and critical discussion within a diverse and inclusive academic community.

Information on the 2026 conference is available at: 2026. All PGRs will have the opportunity to join the organising committee and present their research.

Expectations of Students and Staff

Doctoral study involves a close and sustained professional relationship between you and your supervisors. The Centre holds high expectations of all members of the research community:

- Students are expected to work consistently, independently, and to meet agreed deadlines.
- Supervisors are expected to provide regular, timely, and constructive feedback.
- Both parties are expected to maintain professional and respectful communication at all times.

Full-time students are expected to dedicate approximately 40 hours per week to their research. The Doctoral College confirms an expectation of approximately 1,800 hours of research activity per year for full-time students.

Inclusivity, Conduct, and Values

The University of Warwick is committed to the following values:

- We treat everyone with respect.
- We do not tolerate discrimination, harassment, or bullying.
- We do not tolerate sexual misconduct or relationship abuse or violence.

- We keep our campus and community safe.
- "We" means all of us - students and staff alike.
- Dignity Principles: https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy
- Social Inclusion: https://warwick.ac.uk/services/socialinclusion/

Student Responsibilities and Engagement

A full list of your responsibilities as described by the University is provided in the Doctoral College's guidance on supervision. 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;
- upload your supervision report to Tabula after each supervision meeting (which should be done on the same day as the meeting and no later than 5 working days from the meeting date)
- 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;
- meet your research deadlines;
- dedicate an appropriate amount of time to your research (approximately 40 hours a week for a full-time student)
- discuss your career development with them (as and when it is relevant, and minimally in an annual supervision meeting dedicated to career development).

You must also ensure that your supervisor knows your address, e-mail address and phone number so that you can be contacted. This information must also be kept up to date by you on your student record on e:vision.

O. Student Voice & Representation, Feedback & Complaints

Student Staff Liaison Committee (SSLC)

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.

Feedback and Complaints

There will be lots of opportunities to provide feedback during your course, including formally via the Postgraduate Research Experience Survey (PRES), and the PGR SSLC. You will also of course have many informal opportunities to give your thoughts and ideas to staff in the Department. If you wish to discuss a personal concern, then your first contact should be with your supervisor/s, personal adviser, PGR Office team, PGR Lead, or the Student Experience Team. If you are still not satisfied, then you may wish to approach the Operations Manager (Research and PGR), SELCS Director of PGR or the Head of Department.

Whichever method you choose, please raise any questions, ideas or concerns you have as this means staff can quickly consider them and take action if that is possible and in the interests of the programme and/or other students.

Students can submit formal feedback or a complaint directly to the University. Full details of the University's complaints procedure can be found at Feedback and Complaints - University of Warwick.

University Dean of Students and Faculty Senior Tutors

The University Dean of Students works closely with Faculty Senior Tutors to assist students and to promote and develop the academic support of students, individually and collectively. The Dean of Students and Faculty Senior Tutors are experienced members of academic staff whom students can turn to in confidence for support regarding difficulties with their studies, which they have been unable to resolve with departmental Personal and departmental Senior Tutors.

The University Dean of Students has overall responsibility for the development of the personal tutor system.

You can find contact details for the Dean of Students and Faculty Senior Tutors here.

P. Appendices / Reference Information

Appendix 1. Contact Details

For the most up to date details, please visit the 'People' pages of the Applied Linguistics website.

The Centre of Applied Linguistics
University of Warwick
Coventry CV4 7AL
Telephone: 024 7652 3200 Email: SELCSResearchandPGR@warwick.ac.uk

SELCS PGR Office staff

Administrative Coordinator (PGR)	Jacob Williams	SELCSResearchandPGR@warwick.ac.uk

Senior Administrator	Donna Jay	SELCSResearchandPGR@warwick.ac.uk
Operations Manager	Laura Larard	l.j.larard@warwick.ac.uk

PhD supervisors/ Graduate Progress Members

Dr Jason Anderson	A0.15	jason.anderson@warwick.ac.uk	+44 (0)24 761 51827
Dr Joana Almeida	A0.16	joana.almeida@warwick.ac.uk	+44 (0)24 769 39680
Prof Jo Angouri	S1.95	j.angouri@warwick.ac.uk	+44 (0)24 761 51811
Dr Clay Beckner	S1.92	Clay.Beckner@warwick.ac.uk	+44 (0)24 76574236
Prof Adrian Blackledge	S0.41	Adrian.Blackledge@warwick.ac.uk	+44 (0)24 765 72791
Prof Angela Creese	S0.34	Angela.Creese@warwick.ac.uk	+44 (0)24 765 72791
Dr Daniel Dauber	S1.79	d.dauber@warwick.ac.uk	+44 (0)24 765 24250
Dr Kieran File	S0.40	k.file@warwick.ac.uk	+44 (0)24 765 75443
Dr Duncan Lees	S1.89	d.lees.2@warwick.ac.uk	+44(0)24 7652 3847
Prof Tony Liddicoat	S1.70	a.liddicoat@warwick.ac.uk	+44 (0)24 765 23944
Prof Steve Mann	S1.77	steve.mann@warwick.ac.uk	+44 (0)24 765 28439
Prof Neil Murray	S1.73	n.l.murray@warwick.ac.uk	+44 (0)24 765 24179
Dr Altman Peng	A0.13	altman.peng@warwick.ac.uk	
Prof Annamaria Pinter	S1.86	annamaria.pinter@warwick.ac.uk	+44 (0)24 765 23843
Prof Stephanie Schnurr	S1.93	s.schnurr@warwick.ac.uk	+44 (0)24 761 51092
Dr Evi Sifaki	A0.19	Evi.Sifaki@warwick.ac.uk	
Prof Richard Smith	S1.87	r.c.smith@warwick.ac.uk	+44 (0)24 765 24987
Dr Christopher Strelluf	S0.38	c.strelluf@warwick.ac.uk	+44 (0)24 765 24929
Prof Ema Ushioda	S1.92	e.ushioda@warwick.ac.uk	+44 (0)24 765 23808
Dr Matthew Voice	S0.33	matthew.voice@warwick.ac.uk	

Head of Centre:	Dr Christopher Strelluf
Centre PGR Lead:	Prof Stephanie Schnurr
PhD Personal Adviser:	Dr Duncan Lees
Ethics Officer	Prof Ema Ushioda
SSLC coordinator:	Dr Duncan Lees

Appendix 2. Frequently Asked 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!

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, discourse studies 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.

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 PGR Lead, or with the Personal Advisor, if the PGR Lead 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 PGR Lead or the Head of Centre, in the last resort, to the University Doctoral College, 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 PGR Lead. 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 from the Doctoral College's guidance on supervision (para (g))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?

For international students from non-English backgrounds, please contact the Warwick Foundation Studies with enquiries. If you are a student whose first language is English, these will not be the best classes for you, but the Researcher Development 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.

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 and an Overseas Travel Risk Assessment prior to going which will need to be reviewed and approved by the Head of Centre. We would recommend sending this through at least 2 weeks to prior to departure and your supervisor will be able to support you in completing this.

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 Teams 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 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.

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 'Requirements for the award of research degrees':

> To satisfy the requirements for 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, 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 methods and techniques used in the research.
>
> In addition, the Board of Graduate Studies has resolved that a thesis submitted for the degree of PhD should be an original investigation characterised by rigorous methodology and capable of making a significant contribution to knowledge commensurate with the normal period of registration for a full-time or part-time student.
>
> The thesis shall not exceed 80,000 words, exclusive of appendices, footnotes, tables and bibliography. Any requests to exceed the word limits set out above are subject to approval by the Academic Director.

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 may not exceed 5,000 words in length unless permission to exceed this length is given by the Academic Director.

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 Doctoral College 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?

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.

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.

If a visa-holder student is granted permission to resubmit or to pass subject to minor corrections, then they will be granted a period of further registration and monthly monitoring point requirements must resume until the end of the extended registration period and confirmation of final approval of corrections from the examiners.

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 PGR Lead 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 PGR Lead will agree a support plan with you. Be sure to advise the PGR Lead 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 PGR Lead, 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 PGR Lead, you can communicate your complaint to the Head of Centre, who will take whatever action is necessary. Should you wish to pursue your complaint outside the Centre, you should consult the relevant guidance on Student Feedback and Complaints. 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.

Appendix 3: Some reading suggestions to get you started

QUANTITATIVE, QUALITATIVE, AND MIXED METHODS

Barkhuizen, G. (2020). Core dimensions of narrative inquiry. In J. McKinley & H. Rose (Eds.), *The Routledge handbook of research methods in applied linguistics* (pp. 188–198). Routledge. **VIEW ONLINE**

Bell, J. (2010). *Doing your research project: A guide for first-time researchers in education, health and social sciences* (5th ed.). McGraw-Hill Education. **VIEW ONLINE**

Blommaert, J., & Jie, D. (2010). *Ethnographic fieldwork: A beginner's guide*. Multilingual Matters. VIEW ONLINE

Chandra, Y., & Shang, L. (2019). *Qualitative research using R: a systematic approach*. Springer. **VIEW ONLINE**

Du-Babcock, B., & Chan, A. C. K. (2019). A commentary on the use of simulated settings in business communication research. *International Journal of Business Communication*, 1–12. VIEW ITEM

Mann, S. (2016). *The research interview: reflective practice and reflexivity in research processes. Basingstoke: Palgrave.*

McKinley, J., & Rose, H. (Eds.). (2020). *The Routledge handbook of research methods in applied linguistics*. Routledge. **VIEW ONLINE**

Flick, U. (Ed.). (2017). *The SAGE handbook of qualitative data analysis*. SAGE. **VIEW ONLINE**

Hesse-Biber, S. N., & Johnson, B. (Eds.). (2016). *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford University Press. **VIEW ONLINE**

Larson-Hall, J. (2015). *A guide to doing statistics in second language research using SPSS and R.* New York: Routledge

Muijs, D. (2010). *Doing quantitative research in education with SPSS*. SAGE Publications. **VIEW ONLINE**

Scholz, R. (Ed.). (2019). *Quantifying approaches to discourse for social scientists*. Palgrave Macmillan. **VIEW ONLINE**

RESEARCH ETHICS

Fiesler, C., & Proferes, N. (2018). "Participant" Perceptions of Twitter Research Ethics. *Social Media + Society*, *4*(1). https://doi.org/10.1177/2056305118763366 **VIEW ONLINE**

Oliver, P. (2010). *The student's guide to research ethics* (2nd ed.). Open University Press. VIEW ONLINEPage, R. E., Barton, D., Unger, J., & Zappavigna, M. (2014). *Researching language and social media: a student guide*. Routledge. **VIEW ONLINE**

DISCOURSE ANALYSIS

Bou Franch, P., & Garcés-Conejos Blitvich, P. (Eds.). (2019). *Analyzing digital discourse: New insights and future directions.* Palgrave Macmillan. **VIEW ONLINE**

Dunn, C., & Eble, M. (2015). Giving voice to the silenced: Using critical discourse analysis to inform crisis communication theory. *Journal of Business Ethics, 132*(4). **VIEW ONLINE**

Machin, D., & Mayr, A. (2012b). *How to do critical discourse analysis: A multimodal introduction*. Sage Publications. **VIEW ONLINE**

Schrauf, R. W., De Victoria, P. L., & Diaz, B. (2020). Linguistic stance: An integrative paradigm for mixed methods social science. *Language in Society*, *49*(2), 257–281. **VIEW ONLINE**

CONVERSATION ANALYSIS

Greatbatch, D., & Clark, T. (2018). *Using conversation analysis for business and management students*. London: SAGE Publications Ltd **VIEW ONLINE**

Clift, R. (2016). *Conversation analysis*. Cambridge: Cambridge University Press. **VIEW ONLINE**

Sidnell, J., & Stivers, T. (Eds.). (2013). *The handbook of conversation analysis*. Hoboken: Wiley-Blackwell. **VIEW ONLINE**

Lester, J. N., & O'Reilly, M. (2019). *Applied conversation analysis: social interaction in institutional settings*. London: SAGE Publications, Inc **VIEW ONLINE**

MULTIMODAL ANALYSIS

Caple, H., Huan, C., & Bednarek, M. (2020). *Multimodal news analysis across cultures*. Cambridge University Press. **VIEW ONLINE**

Machin, D. (2013). What is multimodal critical discourse studies? *Critical Discourse Studies, 10*(4), 347–355. https://doi.org/10.1080/17405904.2013.813770 **VIEW ONLINE**

Machin, D., & Mayr, A. (2012b). *How to do critical discourse analysis: A multimodal introduction*. Sage Publications. **VIEW ONLINE**

Orsatti, J., & Riemer, K. (2015b). *Identity-making: A multimodal approach for researching identity in social media*. ECIS 2015 Completed Research Papers: Paper 140. https://aisel.aisnet.org/ecis2015_cr/140/ **VIEW ONLINE**

CORPUS BASED ANALYSISED ANALYSIS

Fuoli, M. (2018). Building a trustworthy corporate identity: A corpus-based analysis of stance in annual and corporate social responsibility reports. *Applied Linguistics*, *39*(6), 846–885 **VIEW ONLINE**

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Appendix 4. University Information and Learning Resources

Community

At Warwick, we believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity status.

We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact.

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment.

We uphold the importance not only of free speech, but also in promoting free speech. We also support academic freedom, a component of free speech.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

Warwick Values shaped by Warwick's community, our values represent the way we work together to deliver our strategy and ambitions.

Our Dignity Principles set out our expectations of how we behave as a community, both as individuals and as an institution, and inform our approach to taking appropriate action when these expectations are not met.

Social Inclusion sets the value we place on maintaining an inclusive environment where all can contribute and reach their full potential.

University Strategy sets our goals and vision as a world-class university committed to making a positive impact.

Warwick Student Community Statement sets out aims for the University as well as for students.

University Calendar includes the University's Charter, Statutes, Ordinances and Regulations for staff and students.

Student Life provides information and links to university regulations, policies and guidelines that govern what students can expect from the University, and what they would need to be aware of and adhere to as a registered student.

Information for all students:

Feedback and Complaints

While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear procedure which you can use to make a complaint.

Smoking Policy

Data Protection

Student Finance

Student IT Induction

Warwick Award

The Warwick Award is open to all undergraduate and postgraduate students, as well as exchange and degree apprenticeships students.

Academic Manual is a full directory of all academic regulations and policies in a single location. It is set out in chapters with guidance on the content of the manual and a search function for ease of use.

Attendance and Study

Reg. 36 Student Registration, Attendance and Progress

Local policy on how students should report absences and ask for leave

Policy on Recording of Lectures by Students

Reg. 31 Information Management, Security and Records Management

Reg. 23 Student Disciplinary Offences

Max Periods of Study

Rules for Award

Reg. 42 Governing Academic Appeals

Information for Postgraduate Research students

Reg. 38 Research Degrees

This regulation sets out at the highest level, requirements for progression and award for postgraduate research degrees.

Warwick Doctoral College

Find out about how the Doctoral College can help you during your PhD journey. From scholarships and researcher development to networking events and guidance on supervision and thesis submission.

Research & Impact Services

Warwick Postgraduate Spaces - Wolfson Research Exchange

The Wolfson Research Exchange is a space for all Warwick researchers. It is accessible 24/7 for study and group work, and provides a forum for interdisciplinary collaboration.

Warwick Postgraduate Spaces - Postgrad Hub

The PG Hub is the heart of the Library postgraduate community. It is open to all postgraduate students at Warwick, and has facilities for independent and group study, presentations, meetings and workshops.

APP PGR

The Academic and Professional Pathway for Postgraduate Researchers supports PGR teachers with a programme that helps develop and build confidence in those who have teaching roles alongside PhD/postdoctoral/early careers research commitments.

Learning Resources and Support

The Library

Whether you are an undergraduate or postgraduate student, you will find resources such as online journal articles and ebooks available wherever you are and services to help you develop your information skills or your use of multimedia. The Library also has a variety of study environments to suit your study needs.

Academic Essentials

Whether you're just starting your university journey or looking to refresh your academic skills, this resource is here to support you throughout your time at Warwick.

On these pages, you'll find essential information and practical advice from current students to help you navigate your academic experience with clarity and confidence.

Student Opportunity

Student Opportunity offers a wide range of face-to-face and online resources covering:

- Careers support
- Employability skills and personal development opportunities
- Intercultural training
- Student mobility opportunities

- Internships, placements and work experience
- Volunteering opportunities

Together at Warwick

Together at Warwick is about creating spaces where students can connect, celebrate, and make the most of their time at Warwick. Whether looking for something regular to be part of, big moments to celebrate, or surprise pop-ups, there's something for everyone.

Student Visa Advice Service

The Student Visa Advice Service provide international students with vital visa advice and support, and ensure Warwick is compliant with UK immigration rules and sponsor duties. The team supports all EU and international students during their studies at Warwick and assists with immigration advice and practical support.

Institute for Advanced Teaching and Learning (IATL)

IATL offers optional interdisciplinary modules to all students with home department approval. The modules offer students the opportunity to put creativity, critical thinking, innovation and wellbeing at the centre of their learning experience.

IATL offers skills sessions to all students registered on an IATL module and undergraduate research opportunities and project funding for undergraduate students wishing to undertake research within or outside their own discipline or who wish to communicate and connect with students and staff through performance.

The Language Centre

The Language Centre is a dynamic and forward-thinking hub that offers comprehensive language learning opportunities to students across all departments providing a rich and inclusive environment for language acquisition.

Wellbeing and Student Support

The Wellbeing Support Team offer advice and support on a wide range of issues and work with students to develop the personal resources and skills needed to navigate the challenges and opportunities of student life.

Dean of Students Office

The Dean of Students Office plays an important role in the student learning experience at Warwick comprising of academic and professional services staff and students working in close partnership, with strategic leadership of academic support, through the personal tutoring system and the University's Inclusive Education approach.

Personal Tutors

Personal Tutors offer academic support during your studies and signpost to university support services and opportunities. Personal tutoring is a two-way conversation focused on your academic experience and development.

Residential Community

All students who have accommodation on campus have access to the Residential Community Team (RCT), a peer support service, consisting of current Warwick students.

Living off-campus

Advice and guidance to living off-campus co-created with Warwick students.

The University of Warwick Health Centre

The University Health Centre is situated in the heart of the campus serving students who live on campus or within the catchment area. Students must be registered in order to use the Health Centre services.

The Chaplaincy

If you need space to reflect in the midst of a busy academic life, you can find it at the Chaplaincy. It's a place of safety, care and encounter for anyone who would appreciate a quieter space and the support of the Chaplains.

Warwick Students' Union Advice Centre

Warwick Students' Union Advice Centre (WSUAC) offers free, independent, non-judgmental, impartial and confidential advice to Warwick students. The team of experienced advisors provide friendly, professional and practical advice and support or/and signposting on a range of enquiries.

Student Funding Support

The Student Funding Support team offers information, advice and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships and bursaries provided directly by the University to students. The team administers a number of the University's hardship funds to students and can provide budgeting advice.

Community Safety

The Community Safety team works 24 hours a day, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors.

Students should always call Community Safety for emergency response requirements. You can phone the Community Safety team on 024 7652 2083. In an emergency on campus, phone 024 7652 2222.

The University Nursery

Children of Warwick staff and students are eligible to attend the University Nursery. Parents interested in placing their child in the nursery should contact the nursery with regards to availability and complete an application form as early as possible.

Further Opportunities

Warwick Arts Centre;

Seminars/conferences/special lectures hosted or given by the department;

Societies which may be of interest to students in the department;

Gym, fitness, swim & more | Sports and Wellness Hub;

Centre for Lifelong Learning;

Warwick Volunteers;

Lord Rootes Fund;

URSS : Undergraduate Research Support Scheme;

University of Warwick | Music Centre;

WIHEA (Warwick International Higher Education Academy)