POSTGRADUATE STUDENT HANDBOOK

2015–2016
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Welcome (or welcome back) to the Department!

Whether you are a continuing student or are new to one of our graduate programmes, we hope that you will have a stimulating and enjoyable time here at Lancaster.

This handbook sets out the basic regulations covering the Department’s postgraduate programmes. It gives details of the courses available, of assessment procedures and of requirements for dissertations. It also gives information about how graduate students are involved in the running of the Department, about wider graduate activities and about where you can get help if you need it. Finally, it tells you who the staff are, and what they specialise in. It is the responsibility of all postgraduate students in PPR to familiarise themselves with these regulations and to be sure that they follow them.

The University’s Postgraduate Student Handbook – a different publication that you should have access to – gives details of the formal rules covering graduate study and the approved Codes of Practice for graduate students.

Do have a look at our web pages – full of practical information:
The University: www.lancaster.ac.uk
Current students: www.lancaster.ac.uk/current-students/
The Department: www.lancaster.ac.uk/fass/ppr/
Students’ Charter: www.lancaster.ac.uk/current-students/srudent-charter/

Contacts

**Director of Postgraduate Studies**
Dr Mark Lacy
Tel. 01524 594758
m.lacy@lancaster.ac.uk

**Postgraduate Co-ordinator**
Clare Coxhill
Tel. 01524 594262
c.coxhill@lancaster.ac.uk

Communication by e-mail

Before your arrival at Lancaster you should have received information to set up your IT account. Make sure that you log on to a campus computer, change your initial password and test your email account. Your email address will include your name then @lancaster.ac.uk.

Your Lancaster email address will be used for all official correspondence from the University. Please check it on a daily basis.
Lancaster University has a Code of Practice for Research Students, which covers all activities relating to the selection, admission, supervision, training and examination of research students. The Code outlines what you can expect from Lancaster University as a research student, and also outlines your responsibilities to the University. The Code is available at: [www.lancaster.ac.uk/current-students/postgraduate-research-students-core-information/](http://www.lancaster.ac.uk/current-students/postgraduate-research-students-core-information/)

### Term Dates

**Academic Year 2015-16**
- **Michaelmas Term:** 2 October 2015 – 11 December 2015
- **Lent Term:** 8 January 2016 – 18 March 2016
- **Summer Term:** 15 April 2016 – 24 June 2016

**Academic Year 2016-17**
- **Michaelmas Term:** 7 October 2016 – 16 December 2016
- **Lent Term:** 13 January 2017 – 24 March 2017
- **Summer Term:** 21 April 2017 – 30 June 2017

### Submission Deadlines

- **Michaelmas Term essay submission:** 4pm Monday 11 January 2016
- **Lent Term essay submission:** 4pm Monday 18 April 2016
- **Dissertation submission:** 4pm Monday 5 September 2016

### Attendance & Participation

It is university policy that the attendance of PGT students must be monitored by departments and that students will attend all seminar classes or inform the tutor in advance if they have to be absent for any reason. It is expected that students will follow instructions provided by the individual Module Tutor regarding expected contributions to seminars.

### Contacting Academic Staff

Academic staff should have their office hours clearly signalled on their office doors, when they are available to see students without appointment. These office hours only operate during term time. If staff are absent on unavoidable business, they will provide an alternative timing.

### Course Materials

It is the responsibility of Module Tutors to ensure that students are provided with a syllabus of the module as a whole, reading lists and advice on essay topics. Although a syllabus and other basic information will be provided at the beginning of a course, tutors may, at their discretion, expand on this information by providing additional material (such as more detailed reading lists) as the module
Taught MA programmes typically consist of five taught modules and a dissertation. Each of the taught modules counts for 20 credits of the overall assessment. The dissertation makes up the remaining 80 credits. Each of the taught modules is assessed on the basis of coursework, which is typically in the form of a single 5,000 word essay.

THE MRES PROGRAMME

The MRes in International Relations

The MRes degree is a 12 month taught programme of research training specifically designed for those going on to do doctoral research. It is a free standing degree as well as a requirement for ESRC funded PhD students in International Relations.

The structure of the MRes is similar to the Department’s MA programmes. Students take five taught modules in the Michaelmas and Lent terms and then go on to write a 15-20,000 word dissertation. The taught courses come partly from the Politics and International Relations MA modules and partly from courses offered as part of the Social Science Faculty’s Research Training Programme.

In most cases all five taught modules are compulsory – although a case can be made with the Postgraduate Director for one of them to be replaced with an optional module – see below.

Students normally take the following two core modules offered by the Department:

- PPR.410 Major Approaches to the Study of International Relations
- PPR.400 Theory and Method in Postgraduate Study.

Plus the following three modules offered by the Faculty:

- Introduction to the Philosophy of the Social Sciences
- Qualitative Methods in Social Science
- Quantitative Research Methods 2.

However, on approval of the PG Director, and based on the student’s previous background and proposed path of research, one of the compulsory modules (either PPR.410 or Introduction to the Philosophy of the Social Sciences) may be replaced by a different module chosen from those offered by the Department or, where appropriate, by a cognate department to reflect the student’s likely area of research.

Details of the Faculty courses are automatically sent to all research students, but can also be found on the Faculty website: http://www.lancs.ac.uk/fass/gradschool/training/modules/
The modules are all assessed by coursework and each counts for 20 credits out of the total 180 credits of the scheme. Students are also required to complete a MRes dissertation of 20,000 words, counting for 80 credits of the degree. The dissertation allows the student to design and carry out, with supervision, a research project reflecting and building on the training received. For MRes students intending to proceed to the PhD, the dissertation topic will normally be within the student’s chosen intended area of research. Following the normal Master’s Degree regulations, the pass mark for the award of the degree is 50%, but students wishing to proceed to the PhD will be required to achieve an average mark of 60%.

**ASSIGNMENT PRESENTATION, SUBMISSION & RETURN**

**Essay Presentation**
All essays should be word-processed or typed and use double or one and a half line spacing. Essays should present material clearly in good, clear and well-written English with the minimum of grammatical, spelling or typographical errors. Essays should also provide notes and a bibliography set out in a disciplined scholarly manner. Failure to observe basic rules of presentation will have a detrimental effect on the mark awarded.

Essays for single modules are 5,000 words. Essays over or under this word count by more than 10% may be subject to penalties.

Students are advised that the quality of written English (style, spelling, grammar, etc.) is taken into account when work is assessed. It is NOT the tutor’s responsibility to check English, spelling and language.

The quality of referencing is also taken into account. It is essential that all indebtedness to the work of others (such as the quotation of published work or other material used) should be indicated clearly, fully and explicitly with appropriate references.

In addition to the support which is integrated into your study programme (e.g. guidance and feedback given to you in seminars, meetings with your Academic tutor, written feedback on your coursework assignments) you can also contact Joanne Wood, our Faculty Student Learning Advisor or sign up for a meeting with one of our Writing Mentors in the Writing Space.

All the information you need about the Writing Space and other support that is available is on the FASS Effective Learning Module site (https://modules.lancs.ac.u/course/view.php?id=283)

Contact Joanne on: studyadvice.fass@lancaster.ac.uk

**Essay Submission and Return**

Essays should be submitted BOTH electronically AND in hard copy.

One hard (printed) copy of each essay should be submitted via the Essay Box. Please do not submit your essay directly to the course tutor. You should also attach a completed cover sheet to your
essay - you can obtain these from above the essay box. The essays will be date-stamped when collected from the box each weekday at 4pm.

The essays will not be marked unless you also have submitted an electronic copy via the ‘MOODLE’ system (‘Virtual Learning Environment’) dedicated to the MA programme. You will be given precise instructions on this in due course. This electronic copy can then be automatically checked for instances of plagiarism.

University rules stipulate that assessed work should be returned to students within four working weeks of their submission. When returned, essays will show the provisional mark, and will be accompanied by a set of comments from the internal marker(s). After being marked internally essays are made available to the External Examiner.

Late Submission Penalties

Because the coursework essays are such an important part of formal assessment for the MA, there are strict deadlines for submission.

It is the student’s responsibility to hand his or her essays in by the deadline. The late submission of essays is only permitted under exceptional circumstances; e.g. sickness or bereavement.

Essays which are submitted late (i.e. without prior approval) will automatically be penalised according to the following rules:

- work submitted after a deadline but within the time limit of an approved extension shall not be subject to penalty;
- work submitted late without an approved extension shall normally be penalised, as follows: work submitted 1-7 days late will have 10 marks deducted;
- material submitted more than 7 days late will be awarded a mark of 0.

Extensions

Should it prove necessary to extend the submission date of a piece of assessed work, you must contact the Director of Postgraduate Studies or the Postgraduate Co-ordinator in advance of the submission deadline. Official evidence supporting your extension request may be required. The relevant module tutor should also be informed.
GRADE DEFINITIONS FOR PGT WORK

Pass and Distinction

1. Achieving an overall pass
   1.1 The pass mark for each assessed module and for the dissertation is 50%.
   1.2 In order to achieve an overall pass in the scheme, students must pass all assessed modules and the dissertation, although the board of examiners may condone marks for no more than two modules in the 40-49% range if the overall average for the scheme is at least 50%.
   1.3 A student achieving an overall average mark of less than 50% and receiving marks of less than 50% in more than 50% of the scheme (including marks of less than 50% for modules subsequently condoned or successfully resubmitted), shall be recommended to have failed without recourse to further re-sits or resubmissions.

2. Re-assessment of dissertation and modules
   2.1 The dissertation must be passed with a minimum mark of 50% – normally it is not possible for the Board of Examiners to condone a failed dissertation. A failed dissertation may be resubmitted once.
   2.2 Students may re-sit/resubmit for a total of no more than 50% of the scheme. Students failing taught modules may resubmit assessed work up to two months after their original submissions have been processed by the Postgraduate Exam Board.
   2.3 Students may re-sit failed taught modules only once.
   2.4 Students successfully re-sitting modules or resubmitting a dissertation will be awarded a mark of no more than 50%.
   2.5 Students may not resubmit a dissertation or re-sit a module that they have passed in order to achieve a higher mark.

3. The award of merit
   3.1 The MA may be awarded with merit. The university’s threshold for the award of merit is an overall average mark of 60% - 69%

4. The award of distinction
   4.1 To gain a distinction, students must achieve a mark of not less than 70% - 100%

Where the overall average falls within two percent points of the range (68%, 58% or 48% respectively) or in cases where most credits are in the class above the mean, the exam boards will have discretion to decide which of the alternative awards to recommend.

In exercising discretion the exam boards will take account of a variety of factors which may include the following:
• dissertation
• core modules
• optional modules
• placements/study abroad
• elements of reassessment/condonation.
The definitions below (which are common across the Faculty of Arts and Social Science) are intended to give you some guidance as to the criteria used by tutors in determining the appropriate marks for essays. They suggest the kinds of things you need to concentrate on in order to do well in your written work. Essays, dissertations and project reports should present material clearly with the minimum of grammatical, spelling or typographical errors and provide appropriate footnotes or endnotes and a bibliography set out in a disciplined scholarly manner. Marks may be deducted for slipshod presentation. Below is a list of aspects of students’ work which may be taken into account during assessment, as appropriate

- Relevance of material in the essay to the title of the assignment.
- Relevance to the content of the course.
- Understanding of issues or problems under discussion.
- Knowledge and understanding of relevant readings.
- Critical discussion of relevant readings.
- Use of suitable data.
- Clarity and depth in the analysis of theory, data and issues under discussion.
- Coherence of argument.
- Clarity and relevance of introduction and conclusion.
- Clarity and precision of expression.
- Use of appropriate and consistent conventions for referring to other people’s work.
- Clarity of presentation (layout, including use of paragraphs and tables, for example).
- Clarity of writing including grammar, punctuation, spelling and sentence construction.
- Compliance with published regulations on the completion of assessed work by the coursework deadline.

### GRADE CRITERIA FOR THE AWARD OF MARKS

The above criteria are organised below in the three categories of Argument, Understanding, and Style.

### 70 + (= Distinction)

A piece of written work in the 70+ range is one of exceptional quality, requiring a high level of conceptual ability and an extremely thorough and conscientious approach to study. Work in this range will clearly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

**Argument**

1. A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research, leading to a reasoned conclusion fully supported by the foregoing material.
2. A capacity to relate consistently the theoretical and empirical material to the conceptual framework.
3. Substantial evidence of independent research.
4. The absence of irrelevant or extraneous material.

Understanding
1. Thorough understanding of the topic and its implications.
2. A clear and consistent focus on the issues raised by the question/topic.
3. An insightful argument showing signs of originality.

Style
1. Good grammar, punctuation, spelling and sentence construction.
2. Thorough use of conventions of referring to other people’s work.

Marks within this classification may vary due to–
- An original capacity to develop arguments beyond those available in the literature.
- The depth and sophistication of the conceptual argument.
- The level of familiarity with the theoretical and research literature.

60-69 (Good pass)

A piece of written work of a good to very good standard requiring clarity of thought and expression. It will display an ability to handle the relevant literature in an analytical manner. It will be more than a good description of the various theories and/or studies relevant to the question – it will demonstrate a marshalling of relevant information by means of analysis and interpretation. It will not necessarily have a water-tight argument, but it will be clearly structured and its conclusions will not take the reader by surprise. Such a piece of work will generally show less independence of thought and mastery of detail that is required for a mark of 70 or over. There may be some errors or misjudgements with regard to issues which are not central to the argument. It is distinguished by:

Argument
1. A logical, coherent framework within which to answer the question or address the topic.
2. An ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.
3. A clearly expressed theme or argument developed from a critical consideration of relevant literature.

Understanding
1. A good understanding of the topic and its implications.
2. Familiarity with the relevant literature and empirical data.
3. The avoidance of irrelevant or extraneous material.
4. Evaluation of competing arguments.
5. Conclusion supported by the body of the argument and evidence.
6. Some evidence of independent research.
7. Avoidance of unsubstantiated assertions.

Style
1. Good grammar, punctuation, spelling and sentence construction.
2. Good use of conventions of referring to other people’s work.
Marks within this category may vary due to—

- The clarity and cogency of the overall argument.
- The level of familiarity with the relevant literature and data.
- The depth and coherence of the answer.

50-59 (Pass)

A piece of written work of a moderate to good standard. It will be descriptively strong. It is distinguished from the 60-69 piece by the level of analysis displayed and by the coherence with which the material is organised. There may be some significant errors, misjudgements or omissions of important details. It is characterised by:

Argument
1. An attempt to answer the question or address the topic.
2. A conclusion not entirely supported by or relevant to the body of the essay.
3. A failure to adequately organise an answer into a coherent whole.

Understanding
1. A reasonable understanding of the topic and its implications.
2. A level of empirical knowledge and relevant reading which demonstrates a conscientious attempt to tackle the question/topic.
3. The intrusion of some extraneous material.
4. A failure to grasp at least some relevant points or address some relevant literature.

Style
1. Adequate grammar, punctuation, spelling and sentence construction.
2. Referencing that is incomplete or fails to observe some conventions for referring to other people’s work.

Marks within this category may vary due to—

- The level of empirical and theoretical knowledge displayed.
- The seriousness with which an attempt has been made to answer the question or address the topic.
- The number of major points that have been covered.
- The coherence of the essay.
- The degree of unsubstantiated assertion.
- Written style (grammar, spelling, punctuation and sentence construction).

40-49 (fail – with possibility of condonation within Faculty rules)

A piece of written work in this category shows signs of engagement with the question or topic, but has inadequacies at Master’s level. It signals a failure to give sufficient thought to the work in hand, displaying inconsistent argument, unsubstantiated assertions, and a patchy acquaintance with the relevant literature. It may lack a convincing conclusion and it is likely to include significant errors, omissions and misunderstandings. It is characterised by:
Argument
   1. A failure to order this material so as to provide an adequate answer to the question.
   2. An ability to pick out some of the points required for a satisfactory answer.
   3. Inadequate conclusion.

Understanding
   1. Some knowledge of appropriate empirical material.
   2. The intrusion of irrelevant material.
   3. An inadequate familiarity with relevant literature.

Style
   1. Sub-standard grammar, punctuation, spelling and sentence construction.
   2. Inadequate use of conventions of referring to other people’s work

Marks within this category may vary due to—
   - The level of empirical knowledge displayed.
   - The extent to which an effort has been made to answer the question or address the topic.
   - Evidence of conscientious effort.
   - The degree of unsubstantiated assertion.
   - Written style (grammar, punctuation, spelling and sentence construction).

Marks below 40 (Fail – without possibility of condonation)

Marks in the 30 - 39 range indicate that the piece of written work is inadequate in every respect with pronounced errors and misunderstandings. It is characterised by:
   1. Some empirical knowledge.
   2. Some evidence of study in the area concerned.
   3. An inability to develop any but the flimsiest answer to the question.
   4. Problematic conclusion.

Marks below 30 (a poor Fail)

A mark below 30 means that the student has not given sufficient attention to study, has a lack of basic knowledge and an inability to tackle the question or topic. It is characterised by:
   1. Inadequate knowledge of relevant literature.
   2. Inadequate understanding of relevant literature.
   3. No or totally flawed attempt to examine the issue(s) posed in the question.
   4. No or totally confused attempt to answer the question.
   5. Little or no structure in the presentation of argument.
   6. No, or irrelevant conclusion.

Marks below 20 will be given to work demonstrating almost no knowledge or understanding of the literature and of the subject area. Any knowledge displayed will be completely misinterpreted.
Condonement & Resubmission of Failed Work

Students are eligible for compensation/condonement of up to 40 credits of a taught Masters programme (i.e. two single modules), provided that no single mark falls below 40, the candidate’s mean or median mark is 50 or greater, and the module(s) failed have not been designated by the department as essential to achievement of the scheme of study’s learning outcomes: that means, in our terms, that failed core modules cannot normally be ‘condoned’.

Failed assignments may be re-submitted subsequent to the original (fail) marks having been ratified by the relevant exam board. This normally means that resubmission occurs in the next academic year. Any one essay can only be resubmitted once, and the maximum mark for a resubmitted essay is 50. Since University rules say that students cannot resubmit work amounting to more than 50% of the degree, this means that normally a maximum of 4 essays can be so resubmitted (but in this case the dissertation cannot).
The dissertation is a crucial part of the MA/MRes – in the final assessment it counts as the equivalent of four taught modules. Part of the importance of the dissertation lies in the fact that it is an opportunity for you to undertake an extended piece of research, working independently and on your own initiative. The Department will provide guidance and supervision during this process.

You should be thinking about what you want to write your dissertation on from the moment you begin your MA studies. Individual dissertation supervision with assigned tutors takes place mainly in the Summer term but may have begun in Lent term. Your supervisor will give you guidance on how to prepare your dissertation research (theoretically, empirically, and organizationally) so that you can successfully undertake this research on your own.

**General Requirements:**

These guidelines apply to all Taught PG programmes delivered within the Department.

The dissertation accounts for 80 credits of the total assessment for the MA/MRes programme; it is thus equivalent to four taught modules; the mark for the dissertation is based on the dissertation alone, and follows the normal scale for the MA; students are required to complete the dissertation to a satisfactory standard (pass mark 50%) in order to complete the MA.

As the university’s rules say that a maximum of 50% of the work for a degree can be resubmitted on failing, this normally means that a student cannot continue with the dissertation if (s)he has failed more than 4 modules.

The dissertation is 20,000 words in length (absolute maximum), the only exclusion being the Appendix.

The dissertation is normally *completed* during the period between the completion of your final coursework and the first week of September. However, you should begin thinking about your dissertation topic from the moment you begin your MA programme, if not before. The formal dissertation process starts during Term 2, and the dissertation submission deadline is **4pm MONDAY 5 SEPTEMBER 2016**. If the dissertation is submitted late without good cause, this will result in a penalty being imposed at the discretion of the examiners’ board.

**Word Length and Penalties for Dissertations**

The dissertation should be **no less** than 18,000 and **no more** than 20,000 words in length (*exclusive of notes, references and bibliography and any appendices*).

Dissertations below 18,000 words will be penalised by **5 marks for every 500 words short** of this lower word limit. Dissertations that exceed 20,000 words will be penalised by **5 marks for every 500 words over** this upper word limit.
Planning and Writing the Dissertation:

The purpose of the dissertation is to enable students to demonstrate their capacity to carry out a substantial piece of independent academic work on a selected topic. Students will be assessed on their capacity to define a topic for examination, to articulate a coherent scheme for examining this topic, to gather the necessary information, and to analyse and present this information in a way which satisfactorily assesses the topic which they have set themselves.

Students should have decided on their provisional dissertation topic by the beginning of Term 2 (Lent term), when formal dissertation work begins for full-time students. The dissertation topic should be concerned with part of the subject-matter of the student’s MA programme, but need not be explicitly assigned to any of the modules which the student has taken. Students are encouraged to select dissertation topics in which they are interested, and which reflect their own reasons for taking the MA. Topics should be clearly defined and limited in scope: a piece of work carried out over 3-4 months, to a maximum of 20,000 words, can only provide scope for a limited amount of analysis, and the narrower the subject of the dissertation, the greater the opportunity to produce an interesting and independent piece of work. Supervisors will advise students, should their initial choice of topic appear to be too broad (or too narrow) for the requirements of an MA dissertation.

In Term 2 (Lent term), students are required to complete a Dissertation Outline Form. Supervisors will then be allocated by the Director of Postgraduate Studies. Following discussion and approval of the plan with the supervisor, students will then carry out the programme of research required, and write up the results. Since the dissertation is substantially longer than an essay, it is particularly important for students to take notes accurately and file them carefully, in order to ensure that they have access to the right information at the right time. It is good practice to keep a list of sources consulted, and to file notes either by sources, or according to the place at which the material is to be used in the dissertation; where word-processing makes it easy to make duplicate copies of notes, it may be helpful to do both.

The final deadline for submission of your dissertation is 4pm MONDAY 5 SEPTEMBER 2016.

The Role of the Supervisor:

Each student will be assigned a supervisor for the dissertation who is familiar with the subject matter of their proposed dissertation.

The responsibilities of the supervisor are as follows:

(a) to discuss the dissertation plan with the student;
(b) to help the student with any problems and difficulties which arise in preparing to research their dissertation;
(c) to read and comment on a draft outline of the dissertation and detailed chapter plans – provided this is supplied in good time and within the allocated supervision time;
Overall, the role of the supervisor is to get students to the point of being able to conduct independent research for themselves; it is not the role of the supervisor to see students through the dissertation process from beginning to end.

The supervisor does not have any responsibility for the preparation of the dissertation itself, for the ideas and material that it includes, or for the standard that it attains; the dissertation must be entirely the student’s own work, and the help given by the supervisor must necessarily be limited.

**It is the responsibility of student to ensure that they negotiate a schedule of supervision with their supervisors early in the Summer term.** Students are entitled to 6 dissertation supervision sessions with their assigned supervisor of up to \( \frac{1}{2} \) hour each – whether face-to-face or in substantial email correspondences and telephone conversations. Students have a right to have at least one of these supervision sessions (and no more than two), during the summer holidays – but **this is subject to arranging such supervision with the supervisor BEFORE the end of the Summer term.**

Please note, however, that supervisors have the right to refuse to supervise students who have not handed in their dissertation outline form. Should this result in inadequate time for students to receive their full quota of dissertation supervisions, this is the responsibility of the student and not the supervisor, and no additional allowances will be made in these cases.

**Presentation:**

The presentation of the dissertation in a clean and correct form is an important part of the dissertation writing process, and examiners will take it into account when awarding marks. The final text should be carefully examined for typing errors before it is submitted.

*Two* bound copies of the dissertation should be handed in for marking, and will be retained by the Department; students are advised to make an additional copy or copies for themselves.

An electronic copy of the dissertation should also be submitted through the Department’s MOODLE page. You will receive precise instructions on how to do this. Dissertations will not be marked unless this electronic copy has been submitted.

All material in the main part of the dissertation, excluding only footnotes, tables and bibliography, should be **1.5-spaced or double-spaced.**

The dissertation should include the following elements:

1. **Cover** (unless the binding has a transparent plastic cover, in which case the Title Page will be visible): This should state the title of the dissertation, the name of the student, the degree scheme for which it is submitted, and the date.

2. **Title Page:** This should give the same information as on the cover, together with the statement: "This dissertation is submitted in partial fulfilment of the requirements for the degree of XXX at Lancaster University", followed by the date.
(a) A page containing the following statements (please note that this should contain a hand signed signature):

| I certify that this dissertation is entirely my own work. |
| Signed: |
| Dated: |

AND

| I agree* / do not agree* to this dissertation and marker’s comments being used for Study Skills teaching purposes (please delete as appropriate and sign below) |
| Signed: |
| Dated: |

(d) **Table of Contents:** This should list the contents of the dissertation by chapters, with sections where appropriate, and the page number for each, together with the page number for the notes, bibliography, and any maps, figures or tables.

(e) **Abstract:** This should provide a brief statement, of not more than two hundred words, of the main themes or findings of the dissertation.

(f) **Acknowledgements:** Students may wish to acknowledge any help that they have received in the preparation of their dissertation.

(g) **Main Text:** Each major section (i.e. chapters, references, bibliography) should start on a new page; sections within main headings may continue on the same page.

(h) **References:** Footnotes or endnotes should be numbered in sequence within each chapter, starting afresh at the start of each chapter; the references to which they refer should be placed in order either at the bottom of the page (footnotes), or, if you use endnotes, at the end of the chapter or the end of the whole text (but before the bibliography). If you use the Harvard system of referencing, the references will be in brackets in the main text, but you can still use footnotes/endnotes to add brief additional comments.

(i) **Bibliography:** The bibliography should list all works used in the preparation of the dissertation, including all those noted in the references. See further guidance in the Guidance on Written Work.
Because essays are such an important part of the assessment for PGT programmes, and also because some students may not have had recent experience of writing academic essays, we give here some basic guidance about how to approach essay writing and on a number of technical matters to do with presentation, etc. This will also be useful for the Dissertation, for which the same academic conventions apply. Further support is available from Faculty-based learning support and CELT.

Before moving on, it is worth spending some time reading the university’s statement on academic integrity, and especially the definition of plagiarism that follows.

**Academic Integrity:**

“Core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within the University. The University values a culture of honesty and mutual trust, and it expects all members of the University to respect and uphold these core values at all times, in everything they do at, for and in the name of the University.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to –

a. defending the academic credibility and reputation of the institution
b. protecting the standards of its awards
c. ensuring that its students receive due credit for the work they submit for assessment
d. advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning
e. educating its students about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people’s
f. protecting the interests of those students who do not cheat.”

**Plagiarism: the university’s definition:**

“Plagiarism involves the unacknowledged use of someone else’s work, usually in coursework, and passing it off as if it were his/her own. This category of cheating includes the following:

1. collusion, where a piece of work prepared by a group is represented as if it were the student’s own;
2. commission or use of work by the student which is not his/her own and representing it as if it were; this means:
   - purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
   - submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;
3. duplication of the same or almost identical work for more than one module;
4. the act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
5. submission of another student’s work, whether with or without that student’s knowledge or consent.”

Why plagiarism is unacceptable

1. It involves unacceptable practices, particularly literary theft (stealing someone else’s intellectual property, and breach of copyright) and academic deception (in order to gain a higher grade).
2. It involves poor or careless academic practice (including poor note-taking and poor procedures for preparing academic work).
3. It prevents the student who plagiarises from knowing how well he or she has performed (by yielding a false grade), thus denying them the opportunity to learn lessons, improve their study skills, and improve their knowledge and understanding.
4. If plagiarism goes undetected and unpunished, it effectively penalises and can demoralise those students who do not plagiarise.

Detection and Penalty

Academic markers will be making a positive effort to identify possible plagiarism, using a variety of means, including electronic systems such as Copycatch and Turnitin.com. Where apparent plagiarism is detected, the matter is investigated, the student’s previous record on plagiarism examined and, if necessary, a panel is arranged to discuss the matter with the student. Plagiarism can attract a number of different penalties, depending on the severity of the offence and how many offences the student has committed. Penalties range from a formal warning and note on student records, through the awarding of a mark of zero, to appearance at Standing Academic Committee, with the recommendation for exclusion from the University.

When submitting coursework, it must be your own work and any assistance must be correctly acknowledged.

Practical Guidance

Style and Structure:

The kind of essays you write for our modules is not of the form where there is a ‘right’ or ‘wrong’ answer; rather, what you are expected to do is to analyse the issues involved, showing your knowledge of relevant factual and critical literature and assessing the various lines of argument or interpretation that have been put forward. You may also wish to give your own views on aspects of the topic, but what matters is not what particular views you hold, but your ability to analyse complex material and to marshal evidence to support particular lines of argument. It is worth studying the grade definitions since these will indicate the qualities we expect to find in a good essay.

When you begin work on an essay, you should first of all read the essay question carefully and make sure you understand what it is asking you to do. Pay attention to key words such as ‘contrast’, ‘analyse’, or ‘account for’.

When you are certain that you understand what the question is asking for, you should review your notes, from lectures, books, or journals, to determine which are relevant to your needs.
As soon as you have some ideas on how you are going to address the topic, plan your whole essay. Initially you should focus on the overall structure. An essay should have a recognisable structure and it should be logically organised with, at the very least, a beginning, a middle and an end. The introduction, which should not be too long, should state briefly the topic you are going to deal with, how you will set about it, and the main line your argument will take. In the main body of the essay you should present your ideas in a reasoned and dispassionate manner, producing argument and evidence to support your case. Finally there should be a conclusion which synthesises and summarises your views. A conclusion is not necessarily something that provides a ‘solution’. It must, however, sum up the case you have made and conclude your argument. Once you have decided on the structure of the essay as a whole you should then plan your essay in more detail by listing the topics for each section.

As you come to write your essay, remember to be both relevant and concise. You must stick to the subject of the essay and the essay should not contain any unnecessary ‘padding’. Added length does not of itself gain extra marks, and indeed is likely to be penalised if it is to no good purpose. (In this context make sure you observe the word limitations specified: 5,000 words for essays and 20,000 for the dissertation.)

Do not write as if you are speaking. Essays should be written in clear, correct, and fluent prose. Although you are not being tested on your ability to write English as much as on your ability to formulate a coherent argument, the one is very much dependent on the other. It is a good idea, especially when you are out of practice, to write a first rough draft, before producing a final fair copy. In writing the first draft you can concentrate on getting the shape and content of your argument right; in the final version you can check technical things like references (see below) and also make sure your spelling, punctuation and grammar are good.

What we look for principally in essays is structure, coherence, quality and continuity of argument, with the author demonstrating a capacity to write concisely and directly to the main topic being addressed. Treat your essay as an opportunity to show that you have read and thought carefully about the subject and formed your own conclusions, supported by evidence drawn from your reading.

Grammar, Spelling, etc.
The presentation of written work is important. Aim to write clear, grammatical English and make sure that your spelling is correct – bad grammar and spelling make a poor impression. This is not a question of prioritising of form over substance. Mistakes in spelling, punctuation and syntax (sentence structure) have a number of consequences: (a) they may cause confusion as to what you intend to say; (b) they are extremely ‘user-unfriendly’ (remember that a written presentation is totally different from an oral one: your reader does not have the benefit of hearing your intonations and seeing your expression or your hand movements, and therefore needs to rely wholly on the written ‘signals’ you provide); (c) in an environment where tutors have to wade through stacks of essays – very time consuming at the best of times – it is inevitable that an argument presented in an immediately accessible and non-confusing format will find a more sympathetic hearing; and (d) when you get to the stage where you have to produce a piece of writing for outside employers, a newspaper, or a job application, such mistakes will often ensure that it is rejected out of hand.
**Abbreviations** should normally only be used in the case of corporate names, but even then only after you have given the full version of the name at the first occurrence (for example: ... the International Monetary Fund (IMF)...). You should not use unnecessary abbreviations such as it’s (for it is) or can’t (for cannot), and you should not use slang expressions.

**Headings and Subheadings**
While for larger pieces of work such as a dissertation you will inevitably use chapter and section headings, as well as sub-headings, this may not always be necessary in the essays, precisely because they are shorter and thus easier to follow even without those extra signposts. They may nevertheless be useful: 5,000 words makes, after all, a fairly substantial piece. If you feel that the use of headings and subheadings in an essay makes the structure clearer and easier to read, then by all means introduce them.

**Quotations and Paraphrasing**
Your essays should, of course, be written in your own words, but you will want, from time to time, to refer to the work of others, or to other sources of information. This is good academic practice – **but when you do so, it is extremely important that your source is acknowledged.**

It is often useful, sometimes necessary, to quote briefly from recognised authorities or primary sources (such as laws, for instance), whether to illustrate a particular point, to give an authoritative opinion or definition, or to present a piece of primary textual evidence. **Quotations** should always be put in quotation marks (or, for quotations of more than three lines, in a hanging text bloc, often in smaller font, that stands out from the rest of the paragraph). A reference must be given which would allow the reader to find the original source. You will find guidance on how to go about referencing (footnotes, endnotes, etc.) in the section on References below.

Quotations should generally be brief and be kept to a minimum. **You should avoid at all costs writing an essay which simply strings together large chunks of other people’s work with a few sentences of your own.**

A second way in which you may use the work of others is in **paraphrasing.** When you do this you must ensure that the summary is in your own words, **and you must also again acknowledge the author both in the text of your essay and in a footnote.** For example, you might wish to give an account of S. Huntington’s interpretation of politics in developing societies. In such cases the source should be acknowledged, usually in the text (e.g. “According to Huntington ...”, or “as Huntington argues, ...”), and there should be a full reference to the source in a note. **Again, you must not write essays which are large sections of paraphrasing joined by a few sentences of your own.**

You may want to use **statistical evidence** to illustrate or back up an argument. If you do so, it is important to indicate where the statistics come from by giving an appropriate reference, following the procedure outlined below.

**References (footnotes/endnotes or in-text notes)**
Footnotes (which appear at the bottom of the page) or endnotes (which appear at the end of a piece) can be used for two main purposes. One is to elaborate, qualify, or support a point made in the main body of the essay. If you do this your notes should be short and should certainly not be used as a way of writing a complementary essay.
Proper references, in acknowledgement either of direct quotations or of ideas or data found in a particular source, are an essential element of a piece of academic work. They can take a variety of forms, but should always allow the reader to trace your sources, down to the specific bit of text you have quoted or are relying on.

So remember that references are not only for quotes or paraphrases, but for all instances where you are basing yourself on other people’s work or specific sources of data: do not claim insights or ideas as your own when they are not, and always support statements or assertions about facts or events by referring to such sources (except where it concerns matters of general knowledge). OTHERWISE YOU ARE COMMITTING PLAGIARISM.

You can choose between two main systems of referencing: the ‘traditional’ one (footnotes or endnotes); or the ‘name-year-page’, or ‘Harvard’ system (where the reference is inserted in brackets in the text, giving only the author’s name, year of publication, and page). Both are explained in detail below.

**FOOTNOTES OR ENDNOTES**

Full notes (either at the bottom of the relevant page, or at the end of the piece of work) should give the following details:

**(a) for books:**

- author(s) or editor(s); title (underlined or italics); edition (if other than the first); place of publication; publisher; date of publication; specific page(s) of the citation or the material relied on.

  For example:


**(b) for chapters in edited volumes, or articles in journals:**

- author(s); title (in single quotation marks); full details of the book (presented as above) or of the journal (title underlined or italics; Volume, year and number); the pages where the chapter or article is to be found in the book or journal; specific page reference to the quote or the material relied on.

  For example:


(Note, by the way, that where the abbreviation *(ed.)* is used after a name, this means that the named person is not her/himself the author of the whole book, but has ‘put the book together’, that is ‘edited’ it.)

**(c) for material drawn from websites:**

- The same principles apply: after all, what you find on websites will often be electronically published books or monographs (e.g. in PDF format), articles, or primary materials. So the required
information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have ‘normal’ page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The numbers of the notes refer to the same numbers inserted in the text itself, usually in superscript. Most word processing programmes have an automatic foot/endnoting facility, which will both insert a superscript number in the text, and create a space (at the bottom of the page or at the end of the piece) where you can fill in the text of the note.

When references to the same work follow each other, without any intervening reference, the abbreviation ibid. (ibid.) can be used, followed by the page number(s). However, when referring to a work previously cited, but following an intervening reference to a different work, you would then give the author’s surname followed by the abbreviation op. cit. (op. cit.) and the relevant page number(s).

For example:
4 ibid., p. 85.

Note that you are not obliged to use the ibid. and op. cit. forms all they do is shorten the reference, since you have already mentioned the same work before. An alternative way of shortening is simply to use a shorter version of the title (the first few words – but not so short that it is not recognisable anymore!)

THE ‘HARVARD’ SYSTEM (OR ‘NAME-YEAR-PAGE’) IN-TEXT REFERENCES
This system does not use numbers for references to the literature, but instead inserts, in brackets, the name of the author, the year of publication, and the specific page reference. Thus, note 3 above would become: (Finer, 1962: 70-71), while note 5 would become simply: (Huntington, 1962: 33). This is only possible when all the other details of the publication are fully listed in the bibliography at the end of the essay (see below). If the bibliography contains two works by Finer published in 1962, you would mark the first one ‘a’ and the second one ‘b’.

If you are using the NYP system, you can still use numbered footnotes/endnotes in order to make additional comments.

Other useful abbreviations frequently employed in footnotes/endnotes are:

cf. ‘compare’, or ‘see’
ff. ‘and in the following pages’
passim ‘in various places in the text’

Note: italics can be used throughout instead of underlining. DO NOT USE BOTH IN THE SAME PIECE OF WORK: they are alternatives.

Bibliography
At the end of every essay (or dissertation) there should be a bibliography – a list of books, articles, or other sources which have been used in writing the essay or which are referred to in the text. (This is
not the same as the footnotes/references). Here the full details of each book, article, or other source should be found.
The bibliography should be in alphabetical order by surname of the author or editor.

For **books** you should indicate the author(s) or editor(s), the title (underlined or in italics), the edition if other than the first, the place of publication, publisher, and date of publication. For example:


For **chapters in edited volumes** or **articles in journals**:

You should indicate the author(s), the title (in single quotation marks), full details of the book (as above) or of the journal (title, volume, number, and year), and the pages where the chapter or article appears. For example:


If your references follow the NYP system, it is customary in the bibliography to place the date of publication immediately after the author, so as to make it easier for the reader to find the publication which your reference (Finer 1962a) refers to. In this case the item in the bibliography would look as follows:


For **material drawn from websites**:

The same principles apply, so the required information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have ‘normal’ page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The bibliography should distinguish between **secondary sources** (published work by other authors, whether in the form of books, articles, chapters, or web-based publications) on the one hand, and **primary sources** on the other. Primary sources, which should be listed separately, can include, for instance, official documents, interviews you have conducted (list name, place and date), your own or unpublished survey data, official statistics, etc.
Research Ethics

Whether conducted by students or staff, all research projects should meet recognised ethical standards. If the research for your dissertation/thesis is to involve any empirical data collection, however informal, then it is essential that you discuss the implications with your supervisor at the planning stage. This requirement covers any plans to interview/talk to people as part of your research, to conduct discussion groups, send out questionnaires or to collect data on-line, for example through existing networking sites or by emailing groups or individuals. If your research is entirely literature based, using published work, then you do not need ethical approval but if in doubt check with your supervisor. The main requirement is that you obtain informed consent from any research subjects; i.e. ensure that the subject understands what information you will be asking for, how you will be collecting it, how the data will be analysed, stored and used. This will involve writing a straightforward information sheet and a consent form for subjects to sign that should include arrangements for confidentiality/anonymisation. Research involving children necessitates consent from legal guardians (usually parents), as well as agreement from the child. If children are approached through school, clearance from the Criminal Records Bureau (CAB) will normally be required by the school prior to undertaking the research. This is not intended to discourage you from undertaking this type of research but to ensure you speak to your supervisor early on in order to obtain the necessary ethical approval. Please see the FASS guidelines at: http://www.lancaster.ac.uk/fass/resources/ethics/procedures.htm

Risk Assessment

Guidance is provided by the University to ensure the safe management of activities when working overseas. If you are uncertain whether the guidance applies to your proposed work activity please download the flowchart available at: http://www.lancaster.ac.uk/depts/safety/overseas.html
The essential element of the research degree programmes is an extended dissertation (thesis). However, all research students are expected to undertake a period of preparatory research training – shaped to fit their needs and prior background – and this will largely be completed during the first year of study.

In accordance with University regulations, research students normally register initially for either the MRes (see PGT Handbook), MPhil or PhD degree. Those not registering for the MRes programme will be expected to register initially for the MPhil or PhD. Students work with their supervisor to determine what research training they require to allow them to embark on the MPhil or PhD.

MPhil and PhD Programmes

These notes, which are for guidance only, are informed by and aligned with the University codes of practice for research students, see: http://www.lancs.ac.uk/users/gradschool/code%20research%20students.html. They outline the role of the supervisors and the student in the research process, from starting the thesis through to submission and examination. Although the completion of a satisfactory MPhil or PhD thesis is the ultimate responsibility of the student, both supervisors and students have responsibilities, duties and legitimate expectations to uphold during the period of study.

1. An Overview of the Supervisory Process

1.1. Most students will have one principal supervisor. The main responsibility for supervision lies with the principal supervisor. During research leave, it is normally expected that principal supervisor/s maintain their supervisory role.

1.2. Depending on the nature of the research and staff availability, if supervisors are in agreement, supervision may be divided more equitably between two supervisors. In all circumstances, the different roles of the two supervisors, including who is taking the lead on specific issues including research training and writing progress reports, must be made clear to the student and the Department.

1.3. Where appropriate, cross-departmental supervision may also be arranged within the University; in such cases, it is expected that the supervisor from the student’s home Department will take the lead role.

1.4. The student and his/her supervisor/s will meet regularly during the period of research. Tutorial Report Forms are completed by the student after each supervisory session and a copy sent for approval by the supervisor.

1.5. Students are also expected to maintain an online Progress File: https://myplace.lancs.ac.uk/mypgr.nsf. On his/her progress file, the student is encouraged to record
all significant agreements and developments regarding research training, supervisory outcomes and
general progress towards meeting objectives.

2. The Initial Stages of Supervision

2.1. The preliminary identification of the topic of the thesis is the student's responsibility, and this
will normally be done prior to admission into the Department. The student's outline proposal should
make clear the overall aims and objectives of the thesis; the substantive, theoretical, empirical and
methodological issues raised by the work proposed; the key questions or hypotheses to be
researched; and the practical and methodological requirements of the work. Students should be
clear on their own agenda: what is it that they are trying to find out and why; what theoretical
frameworks or ideas might be helpful in organising their work; what kinds of evidence they would
need to answer their question(s); and how might they seek to collect such evidence? Students also
need to establish a clear timetable for their future research plans.

2.2. Students and Supervisors must agree appropriate frequency and duration of supervisory
meetings, although the Code of Practice states that, “a full-time student is entitled to at least an
hour a fortnight with the supervisor(s) and a part-time student to at least an hour a month”.

2.3. Where candidates are registered as ‘away students’ it is expected that supervisor/s establish
an agreed supervisory schedule of face-to-face meetings, a note of which is held on file.

2.4. In the initial meetings, the main job of the supervisor will be to:

• Undertake a training needs assessment with the student and, with reference to the
  University and Faculty Research Training Programme or other training programmes available,
  determine how those needs are best met.
• The agreed outcome of this assessment, as with other agreements and developments
  throughout the life of the research, should be recorded on the student’s file by the student on
  his/her online Progress File: https://myplace.lancs.ac.uk/mypgr.nsf.
• Discuss the proposal and offer advice and guidance on the overall direction and management
  of the topic; comment on the relevance of the theoretical framework(s) identified and suggest
  modifications where appropriate; give assistance with identifying the relevant literatures to review
  as well as the role of other relevant sources; comment on the proposed methodology as well as
  discuss any practical or ethical issues which are likely to arise in the conduct of the research;
• Discuss and agree a plan and timetable of work with the student for the first year of the PhD
  together with a more general timetable for the research as a whole.

2.5. After the first six months of full-time study (one year part-time), students should normally
have completed, or be near completing, a final research proposal. This should be a definitive
statement of aims and objectives of the thesis; the key research questions or hypotheses to be
researched; the identification of relevant theoretical framework(s); and the nature of the
methodology and sources to be used. It should also include an outline of the structure of the thesis
(planned chapter headings, balance of coverage, and so on) together with a realistic timetable for
the rest of the research, including fieldwork (if applicable) and writing up. At this stage, the student
should also have started, or be ready to begin, a preliminary literature review or another relevant
piece of work, for example, a draft chapter. As detailed in the timeline further on, the proposal is
essential for the 1st year presentation and the preliminary chapter is required for the first year progress panel.

2.6. It is expected that during the lifetime of the research, the student participate in the research culture of the Department. For example, attending research seminars and, eventually, presenting papers in workshops and conferences. Help and advice from supervisor/s can be expected in this respect and some departmental and faculty level financial support for conference attendance and paper presentation may be available.

3. Continuing Supervision

3.1. Progress Files - Research students are now expected to keep and regularly update a Progress File (formerly known as the Personal Development Plan, or PDP), in which they maintain a record of the activities they undertake, along with their reflections and commentary on their personal development.

The University has developed a purpose-built online Progress File (https://myplace.lancs.ac.uk/mypgr.nsf) for research students to use. This tool is designed to ease the burden on students and supervisors, by providing a structured space in which the student is guided through a series of self-reflection tasks, and in which they can record their thoughts and experiences. The Progress File and its contents are confidential to the student; no-one can see what they write, unless they print it out and show it to someone else. It also provides an online space to record the outcomes of Supervisory meetings.

Research students who do not wish to use the online Progress File should be advised to at least complete the Development Needs Analysis section within the PDP and print it out so that they can discuss it with their supervisors. They should also be encouraged to use some other appropriate format of Progress File.

The Progress File record, in whatever format it is kept, will be useful to research students when they draft CVs, seek jobs or need to describe and evidence their personal development and competencies.

3.2. Development Needs Analysis - Research students are now expected to carry out a Development Needs Analysis (DNA) in order to reflect on what generic skills and competencies they have, will need, and would like to develop. The DNA will allow them to monitor their own progress against their target. The University has developed a formal DNA tool within the online Progress File for research students. It allows the student to decide how good they think they are at a particular set of skills or competencies.

Research students are expected to carry out an initial DNA on themselves, using the online Progress File, soon after they arrive. When completed, they should then allow their Supervisor online access to it or print this out and show it to their supervisor(s); a discussion based on the DNA print-out should inform decisions about what skills development and research training activities would be most appropriate for that student in that particular year.

The student should then repeat their DNA at the start of each subsequent year, using the same online tool; the results will be useful in two ways – helping the student to appreciate what progress
they have made in developing particular skills, and informing decisions about what further training and development activities would be most appropriate for them personally.

The DNA is informed by the Joint Research Councils’ Skills Training Requirements for Research Students (www.bbsrc.ac.uk/funding/training/skill_train_req.pdf) which covers seven broad areas – research skills & techniques; research environment; research management; personal effectiveness; communication skills; networking and team-working; and career management.

3.3 Research Training Programme - Full-time research students are expected to spend the equivalent of 10 days each year on activities related to developing their skills and competencies, and to their personal development. Part-time students are expected to spend around half this time. Accreditation can be given for appropriate prior learning, at the discretion of the supervisor.

Students will find the online Progress File useful in planning these activities (using the DNA), in logging what they have actually done, and in recording their reflections on the activities they have undertaken.

At central University level, provision is facilitated through the Research Training Programme (RTP). The main central programme is the Thesis in Progress (TIP) series (http://www.lancs.ac.uk/celt/celtweb/tip), which runs as a series of whole-day workshops on themes appropriate to different stages of the research student experience.

Each faculty also runs its own Research Training Programme, which includes more discipline-specific activities as well as a broader range of generic skills based activities. Each faculty has an RTP Director who co-ordinates the faculty programme. The PGR website is a good place to start to find out about research training at all levels across the University.

4. Submission and Completion

4.1 The registration period for full-time research students is 36 months minimum, 48 months maximum, and for full-time MPhil it is 24-36 months. For part-time PhD the minimum is 48 months and the maximum is 72 months; for part-time MPhil it is 36-60 months.

The decision when to submit a thesis for examination is the student’s, but it should be informed by the views of the supervisors.

If a student needs to take time out during their period of registration for legitimate reasons, there are procedures (available from the Postgraduate Studies Office - PGSO) for intercalation or for suspending registration.

If a student is unable to complete their work within the maximum period of registration, and they need extra time, there are also procedures (available from the PGSO) for granting an extension. Extensions will only be granted if there are good reasons, and they must be sought in advance; retrospective extensions will not be granted.

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5. Examination

5.1. The viva remains the standard way of examining research degrees, and this involves an internal and at least one external examiner. Full details of the procedures can be found in the document Examination of Research Degrees: guidance notes http://www.lancs.ac.uk/sbs/registry/docs/ExternalExaminers/guidance-notes-research-degrees.pdf

One of the responsibilities of supervisors is to help their research students to prepare for their viva, and one useful way of doing this is to hold a mock viva which is formal, searching and structured in the same way as a real viva.

5.2. Once the choice of an External has been agreed, it is the responsibility of the Internal Examiner, in consultation with the student, supervisor/s and External Examiner, to set the date of the viva. It is the responsibility of the Internal and External examiners to ensure that an examination report and recommendation are produced in a timely manner.

6. Complaints and grievances

6.1. If the student has a complaint or grievance concerning the nature of research supervision, this should be raised in a timely manner with the Postgraduate Student Representative and the Director of PG Studies in the first instance (or another designated senior member of staff where the Director is the supervisor). If the Director of PG Studies is unable to resolve the issue to the satisfaction of all concerned, the matter is passed to the Head of Department.

6.2. These arrangements do not prejudice any other rights the student has in relation to the University's grievance procedures.

7. Postgraduate teaching

Depending on financial constraints, the Department offers opportunities for PGRs to teach on modules within the Department. Most opportunities to teach are on undergraduate Part 1 programmes. In order for students to teach on this programme they must:

• Have the approval of their supervisor
• Have passed the PGR First Year Progress Panel (or the equivalent)
• Complete and submit the Teaching Assistant Availability Form

The allocation of teaching on Part 1 programmes will be carried out through consultation between the Part 1 Co-ordinator, Director of Human Resources and the Head of Department. Further details are found in the Postgraduate Teaching Opportunities on Part 1: Code of Practice. Other teaching opportunities may be available, but these vary significantly from year to year.

8. Responsibilities of supervisors and research students (from the Lancaster University Code of Practice)

‘The supervisor(s) is expected to:

• explore fully the student's background at the outset, and identify areas where further training (including language training) is needed;
• give guidance on: the nature of research and the standard expected; the planning of the research programme; attendance at appropriate courses; literature and sources; laboratory techniques; sources of information on intellectual property rights.
• be aware of the particular difficulties faced by many overseas students, who may initially need very frequent contact and advice on facilities, training courses, language tuition, etc.;
• check on the student’s progress at regular intervals;
• allocate a reasonable period of time for supervisory sessions: a full-time student is entitled to at least an hour a fortnight with the supervisor(s) and a part-time student to at least an hour a month. Supervisors should ensure that as far as possible supervision sessions are uninterrupted by telephone calls, personal callers or departmental business;
• deal with urgent problems as soon as possible, either over the telephone, via e-mail, or through a meeting arranged at short notice;
• read and provide constructive comments on any work submitted by the student within a reasonable time period;
• ensure that the student is made aware if either progress or the standard of work is unsatisfactory, and arrange any necessary supportive action. If the lack of progress is due to a personal problem a suspension of registration may be appropriate, and this possibility should be discussed with the student;
• carry out an annual review of the student;
• take steps to ensure that the student is given proper guidance on the use of specialist equipment and techniques;
• take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field, and give advice on writing up the research for publication;
• put the student in touch with specialists inside or outside the University if the student’s work goes significantly outside the supervisor’s field;
• inform the student of any periods of absence from the University, so that the student can plan accordingly;
• make supervision arrangements for students whose normal place of research is somewhere other than Lancaster, and liaise with any external supervisors.’

‘The student is expected to:
• tackle the research with a positive commitment, taking full advantage of the resources and facilities offered by the academic environment and in particular contact with the supervisor, other staff and research students;
• discuss with the supervisor the type of guidance and comment believed to be most helpful, the training which might be required, and agree a schedule of meetings;
• attend supervision sessions, meetings, seminars, lectures and laboratory sessions as required by the supervisor or Head of Department;
• aim, by the end of the first year (or 2 years for part-time students), as well as having completed a broad programme of relevant work and training, to have defined the area of research, become acquainted with the background knowledge required and the relevant literature, and have a framework for the future progress of the research with a timetable for the next 2 or 3 years (3 or 4 years in the case of part-time students);
• maintain the progress of the work in accordance with the stages agreed with the supervisor, and take note of the guidance and feedback from the supervisor;
• agree with the supervisor(s) any periods of absence from the University;
• take responsibility for seeking out the supervisor;
• discuss any problems, such as those of access, or conflicting advice, with the supervisor(s) at the time - early discussion and resolution of problems can prevent difficulties later on. (If the student feels unable to raise the problem with the supervisor(s), he or she should discuss the difficulty with a senior member of the Department - normally the Head of Department or Postgraduate Tutor. If for any reason this is not felt to be possible, the student should contact the Director of the University Graduate School, via the Student Registry)
• decide when to submit the thesis, taking account of University regulations on minimum and maximum periods for submission, and the supervisor's opinion.’

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<th>TIMELINE OF 1st TO 3rd YEAR FULL-TIME GRADUATE ACTIVITIES</th>
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Year One
• Introduction Week
  The week before the academic year begins is Introduction Week. Most students arrive during this time and begin to get acquainted with the University. A wide variety of general social events occur during this week.
• Postgraduate Induction Event
  During Introduction Week, the Department will organise a special Induction event for all Postgraduate Research Students. During this meeting students will be given further information about the Department, their programme of study and other relevant material (e.g. the Faculty research methods programme). All new students are expected to attend.

• Supervisory Meetings
  During Introduction Week, you should have your initial meeting with your Supervisor to discuss your choice of research methods modules, your general project plan, your on-line Progress File and Development Needs Analysis (see above) and how you will organise regular meetings with each other. As noted in the University Code of Practice (p.6) “a full-time student is entitled to at least an hour a fortnight with the supervisor(s) and a part-time student to a least an hour a month”.
  During supervisory meeting students should discuss with their supervisor research ethics and risk assessment (see Page.24 for further information).

• Department Seminars & Events
  Throughout the academic year, the Department organises a Research Seminar Series. This series ranges widely over different topics and types of speakers. All First Year PGR students are strongly encouraged to attend. This is seen as part of broadening the postgraduate experience and creating a sense of a Lancaster PPR community.
  Other research events are offered by the various subject specialisms which make up PPR. Details of these events will be posted on the Postgraduate notice board or forwarded to you by email.

• 1st Year Progress Panel
  At the end of their first year, all MPhil and PhD students are required to review their progress over the past year and to present a project plan and one chapter of their project work to the First Year Progress Panel. Progress Panels are usually composed of three academic staff members (one of whom is the student’s supervisor) and occur in Summer Term. The Progress Panel is seen as a chance to review and evaluate the student’s progress. Students who successfully pass the
Progress Panel will be allowed to continue. Students who fail the Panel may be required to downgrade their status (for example from PhD to MPhil) or discontinue their studies.

Year Two
- Post-Summer Supervisor Meeting
  - Before term begins students should hold a post-Summer meeting with their supervisor. In particular, this meeting should review the DNA, Progress File and research training needs, set the framework for student-supervisor meetings for the forthcoming year and evaluate any Faculty Research Methods modules that the student should take during the Second Year.

- Attend Department Seminars & Discipline Events

- 2nd Year Progress Panel
  - At the end of their second year, students are required to present an overview of their recent work to the Second Year Progress Panel.

- Full-time MPhil Students should complete their thesis or move on to “writing up” at this time

Year Three
- Post-Summer Supervisor Meeting
  - Before term begins students should hold a post-Summer meeting with their supervisor. In particular, this meeting should review the DNA, Progress File and research training needs, set the framework for student-supervisor meetings for the forthcoming year, evaluate any Faculty Research Methods modules that the student should take and discuss the possibility and timing of giving a seminar in the Departmental Seminar.

- Attend Department Seminars & Discipline Events

- 3rd Year Progress Panel
  - At the end of their third year, all students are required to present an overview of their recent work to the Third Year Progress Panel.

- Full-time PhD Students should complete their thesis or move on to “writing up” status at this time.

**RESOURCES**

**Office Space** – Only full-time PhD students studying at the University are eligible for office space.

**Photocopying and Printing** – research students are eligible for a limited printing and photocopying allowance.

**Mail Room** – Should you wish to receive you post in the department there are mail trays in B21.

Please see the Postgraduate Co-ordinator for further information on the above and access.
You are invited to the regular Department Research Seminars to which guest speakers from relevant disciplines are invited and at which PPR staff may also deliver a paper. The Seminars are usually scheduled for Wednesday afternoons, 4.00–6.00pm. The location of the Research Seminar Series will be announced when established.

In addition to the weekly Department Research Seminars, other postgraduate events are offered across the Department. Details of these events will be posted on the Postgraduate notice board and/or forwarded to you by email.

E-LEARNING: MOODLE VLE & MYPLACE

You will need your University login and password to access LUVLE services.

**MOODLE**

MOODLE Virtual Learning Environment provides information and resources to support your learning. Lecturers utilise MOODLE in a wide variety of ways to deliver learning materials (handouts, presentations, bibliographies etc), engage you in active learning (exercises and online tests, discussion spaces and learning logs) and update you with information about your programme.

**MyPlace** is your private and confidential means for you to plan and keep an on-going record of your achievements, interests, skills and experiences while undertaking your postgraduate taught course. See [https://myplace.lancs.ac.uk/myplace.nsf/](https://myplace.lancs.ac.uk/myplace.nsf/)

**Why do you need to do it?**

- Gives you the opportunity systematically to record, review and plan what you do during your time at Lancaster
- Builds into a comprehensive record of personal, work and study information
- Demonstrates examples of how you are putting skills into practice
- Provides an insight into your preferred ways of learning and increasing subject knowledge
- Encourages a greater sense of confidence, self-awareness and identity
- Becomes an effective resource when filling in application forms for employment, postgraduate training schemes, research degrees and for compiling CVs

**When should you do it?**

- Throughout your time as a student at Lancaster
- How often will vary, some might want to write lots and often, others less frequently
- The planner includes questionnaires designed to encourage further awareness and reflection.
- These will have start and end dates for completion. The completed questionnaires will be saved so that you have a record of how you responded at a specific time

**Who is it for?**

- You
- This planner is yours. Nobody else will see it unless you print it out to show them
**Important**
You are encouraged to make a summary (no more than 500 words) of your progress towards the end of the year, on the page provided. This will be extremely useful to show your Department or other potential referees when seeking a reference for future study or full time employment.

**CAREERS INFORMATION**

The Department’s careers tutor (to be confirmed) can provide you with advice on the types of careers available to you. Also, CEEC the Centre for Enterprise, Employment and Careers will have Department specific sessions in each of your undergraduate years. We strongly advise you to visit CEEC regularly so that you can use their expertise to ensure that by the start of your final year you have the necessary work experience, other extracurricular activities and knowledge of the job market to be put together a successful application for your first graduate job.

**STUDENT REPRESENTATION AND SUPPORT**

The interests of PG students are represented by designated student representatives who will attend a termly Postgraduate Committee and, where relevant, the Department Meeting. Non-personal issues affecting or of concern to students should be communicated to the relevant student representative who will then raise the matter at the relevant meeting.

You will also have opportunity to offer feedback through formal evaluations conducted at the end of each module.

In respect of personal matters which are likely to impact upon individual academic performance, the Director of Postgraduate Studies or the Postgraduate Co-ordinator would normally be the first person you should approach for advice and support. However, there are many other people and agencies to whom you might turn for advice and support. If you feel you need help from outside the Department, we strongly urge you to consult the Graduate College in the first instance, (either the College Office, your College/Personal Tutor, or the College Senior Tutor). Alternatively you may wish to contact the Counselling Service, the Student Support Office, or the Students’ Union Advice Centre. Lancaster has a student-centred approach in which access to high quality support across a range of areas is provided by different agencies in a way which best meets each student’s individual circumstances and needs. Further information can be found at: [www.lancaster.ac.uk/sbs/](http://www.lancaster.ac.uk/sbs/)

Please do not forget that it is your degree and your responsibility to seek help if you are experiencing difficulties.

**Extensions**
Should it prove necessary to extend the submission date of a piece of assessed work, you must contact the Postgraduate Co-ordinator. Official evidence supporting your extension request may be required. The relevant module tutor should also be informed.
**Intercalations**

Sometimes because of medical, financial or personal difficulties students feel they have no alternative but to apply to suspend their studies for a year. Whilst this option can be of benefit to some students, it is not without its drawbacks: one of the major ones being the fact that students are not permitted by the Department for Work and Pensions (DWP) and Housing Benefits Offices to claim benefits if they would normally be excluded under the full-time education rules. The DWP and Housing Benefit Offices regard intercalating students as continuing students on the grounds that they intend to resume their studies.

Don’t allow yourself to drift into a situation that ends with intercalation being the only option, because without some assured financial support - a guaranteed job or financial help from your family - you could be left with no source of income.

Do ensure that you seek help early if you are experiencing any problems that may adversely affect your academic work. Speak to someone in the Department or any of the various welfare agencies or call into the Student Registry.

If personal circumstances mean that you are left with no alternative but to seek a period of intercalation, please contact the Postgraduate Co-ordinator.

**Withdrawals**

If you feel uncertain about carrying on at Lancaster, it is important that you talk it through with the Director of PG Studies or one of the other support services such as your college personal tutor or someone in the Student Registry. It may be, for example, that you need time to adjust to a new and unfamiliar lifestyle.

Should you decide to leave, it is essential that you do not just walk out. You should contact the Postgraduate Co-ordinator who will discuss your plans with you. If you have any books on loan from the Library or are in possession of any university equipment or property, please ensure you return these – it will save you and us a lot of unnecessary letters and telephones calls.

In order to safeguard your entitlement to funding for any future course you should seek advice as soon as possible. Full details on this, and information regarding a transfer to another course/college, may be obtained from the Student registry.

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**EQUAL OPPORTUNITIES, MEDICAL CONDITIONS & SPECIFIC NEEDS**

You are admitted to the University on your academic record. The University welcomes all students and has an array of support services to ensure no student feels disadvantaged.

This Department follows University Policy and strives to make itself an inclusive department. It is possible that you have already had support from the Disabilities Service as part of your admission process. Debbie Hill in the Disabilities Service will continue to provide guidance and support by working with the Department to ensure your learning support needs are met, especially with regards to exams and assessments. There is also financial help that is available
You can contact the Disabilities Service at any time in your time here is you feel you might need advice (for example you might want to be assessed for dyslexia). The person to liaise with in the Department with any issue concerning disability, equal opportunities or unfair treatment (including harassment) is Dr Basil Germond (b.germond@lancaster.ac.uk)

If you have any medical concerns or mental health issues that impact on your studies that you would like the Department to take into account you should contact the Director of Postgraduate Studies or the Postgraduate Co-ordinator.

If using the library is an issue because of dyslexia, a disability or medical condition, get in touch with Fiona Rhodes, f.rhodes@lancaster.ac.uk, for advice and help.

Confidentiality:
If it is useful for you, do talk in confidence to any of the staff named here, but please remember that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

You may also find it helpful to look at some of the following web pages for local and national background.

Lancaster Disabilities Service:
www.lancs.ac.uk/depts/disabilities/index.htm

You can also easily reach the two sites above via the alphabetical list on the University home page.

Links to national equalities bodies and organisations:
www.lancs.ac.uk/depts/equalopp/eolinks.htm

Lancaster Equal Opportunities web pages:
www.lancs.ac.uk/depts/equalopp/

INTERNATIONAL STUDENTS

The Overseas Student Adviser in Student Services co-ordinates a special introductory programme for international students in addition to the general programme designed to assist all students in getting to know the University. The programme includes meetings with Advisers, talks on matters of particular concern, a civic reception and excursions to local places of interest. Further visits take place throughout the year. News of these and of social events, some involving local organisations, are given in a newsletter sent regularly to all international students, and a display of material of interest is also available.

There are regular social meetings for the partners of overseas students so that they have a chance to get to know each other, and English Language classes are provided, free of charge, for those partners who wish to acquire some knowledge of English while in Lancaster.
English Language Learning

Whilst all students entering the University are required to have a good standard of English, the University recognises that students entering a new academic environment may need extra support. The University's Institute for English Language Education (IELE) which is now part of the Department of Linguistics and Modern English Language (LAMEL) runs an English for Academic Purposes (Study Skills) Programme, which is particularly useful for students registered in any academic department of the University whose first language is not English. However, any student can access this support.

The English for Academic Purposes (Study Skills) Programme is for international students intending to study at Lancaster University, and who need to improve their language and study skills before starting their main course of study.

COMPLAINTS PROCEDURE

The University Student Complaints Procedure can be found at:
https://gap.lancs.ac.uk/complaints/Pages/default.aspx

This procedure applies to complaints made by current Lancaster University students, or leavers within 3 months of the date of their graduation or withdrawal (the Complaints Coordinator may accept complaints beyond this period if exceptional circumstances apply), in respect of:

- the delivery and/or management of an academic module or programme, or supervised research;
- any services provided by academic, administrative or support services (other than LUSU, who will operate to their own Complaints Procedure)

This procedure does not apply to complaints relating to:

- decisions of Boards of Examiners (these are governed by the Academic Review and Appeal Procedures)
- suspected professional malpractice (if it is established that misconduct of staff or students has occurred that is governed by other disciplinary procedures or external legal systems, then these procedures will be invoked and the complaint will not be dealt with under the student complaints procedure)
- any suspected potential breach of criminal law
Dr Patrick Bishop – Head of Department
Patrick Bishop teaches Political Theory and Public Sector Management. His main research interests are theories of democracy, Enlightenment thought, and the ethics of both local and central government. His publications include Management, Organisation and Ethics in the Public Sector.

Dr Brian Black
Brian Black’s primary area of research is South Asian religious narrative, particularly in the Upanishads, Mahabharata, and the Buddhist Nikayas. He is also interested in comparative philosophy, gender studies, and theory & method in the Study of Religions. Currently he is conducting research on ideas of the self in early Indian philosophy, the use of frame dialogues in South Asian religious texts, and the genealogies of teachers in the Upanishads. He is also beginning a project on Buddhism and the environment.

Professor Chakravarthi Ram-Prasad
Indian and comparative epistemology, metaphysics and philosophy of religion; religion and politics, especially foreign policy; South Asian religious identities in contemporary Britain; the conceptual sources of modern Hindu life and beliefs.

Dr Sam Clark
Sam Clark’s research in general focus on: moral and political philosophy, value theory. More specifically: I on the nature and causes of human flourishing. His earlier work includes publications on anarchist utopianism, the nature of human sociability, William Godwin, Peter Kropotkin, and David Hume. More recently, he has been interested in describing a perfectionist ethic, in which the guiding claim is that human flourishing is the good, and consists in the development and expression of central human and individual capacities. The two main questions for the perfectionist which arise from this claim are: (i) which capacities? and (ii) how are they to be cultivated? He addresses them by engaging both with classic and modern value theory (Aristotle, Hume, Mill; James Griffin, Harry Frankfurt, Martha Nussbaum) and with selected autobiographies (Frederick Douglass, Edmund Gosse, Mill again), which he read as natural experiments in human life.

Nic Coombs

Dr Rachel Cooper
Rachel Cooper’s research interests are: Philosophy of Science (especially human sciences), philosophy of medicine (especially psychiatry). To date, she has written two books on the philosophy of psychiatry, Classifying Madness (Springer, 2005) and Psychiatry and Philosophy of Science
(Acumen, 2007). She is currently working on a monograph on the concept of disease. This will investigate what it is that makes something a disorder, as opposed to, say, a normal variation or a vice.

Dr Andrew Dawson  
Email: andrew.dawson@lancaster.ac.uk
Andrew Dawson researches and teaches in the following areas: Religion and Society, Sociology of Religion, New Religions, and Contemporary Christianity (especially radical and Pentecostal/Charismatic forms).

Dr Karolina Follis  
Email: k.follis@lancaster.ac.uk
Karolina Follis is a political anthropologist interested in borders, citizenship and non-citizenship, human rights and new security technologies. She studies the European Union, in particular its governance of justice and home affairs, including immigration and asylum. She conducted ethnographic fieldwork in Poland and Ukraine to understand the human consequences of the transformation of the border between those two countries into an external border of the EU. The outcome of this project is her book Building Fortress Europe. The Polish-Ukrainian Frontier published by University of Pennsylvania Press in 2012. Her current research follows up on these interests by interrogating the ongoing digitalization of borders in the European Union and beyond, a process which unfolds under the banner of 'smart borders.' She is presently developing a project which asks how 'smart borders' transform the everyday practices of border policing, and what are the ramifications of this process for human rights and the politics of citizenship and non-citizenship in Europe.

John Foster  
Email: j.foster@lancaster.ac.uk
John Foster thinks and writes about philosophical problems in relation to environment and sustainability issues, including applications in policy, economics and education.

Dr Mark Garnett  
Email: m.garnett@lancaster.ac.uk
Mark Garnett teaches UK politics and the government and politics of the European Union. His main research interest is the relationship between ideas and practice in UK politics. Among his many publications are the textbook Exploring British Politics.

Dr Brian Garvey  
Email: b.garvey@lancaster.ac.uk
In philosophy of science his research interests include: implications of biology for traditional philosophy of science, and for more recent metaphysics-based approaches to science; in particular, the nature of laws, natural kinds, and scientific realism. In philosophy of biology: the concept of innateness, and issues connected with evolutionary psychology and human nature. In philosophy of mind: extended cognition and cognitive science more generally. Philosophical issues relating to psychoanalysis and psychotherapy; in particular, the nature of interpretation, and connections between psychoanalysis, cognitive science, and evolutionary psychology. He would be interested in supervising postgraduate work in any of these areas, or on the work of Ryle, Austin, Davidson or Dennett.

Dr Basil Germond  
Email: b.germond@lancaster.ac.uk
Basil Germond teaches International Relations, Diplomacy and Foreign Policy. He is particularly interested in European security, the maritime dimension of security, sea power, and critical geopolitics. Basil's current research projects concern the evolution of the concept of (maritime) frontier in the post-Cold War era, the maritime dimension of European security, and the European...
Union's geopolitics (including its geopolitical discourse). His articles have appeared in ‘Contemporary Security Policy’, ‘European Foreign Affairs Review’, ‘International Relations’ and others.

**Professor Robert Geyer**


**Dr Julie Hearn**

Julie Hearn's research interests include the international politics of aid, governance, democratisation, civil society, NGOs and social movements within the historic and contemporary context of North-South relations. Her ESRC-funded doctoral research examined the relationship between US foreign policy and US evangelical NGOs in Kenya. She has undertaken further research in Uganda, Ghana and South Africa on a collaborative DFID-funded research project, 'Foreign Political Aid, Democratisation and Civil Society in Africa' at the Institute of Development Studies (IDS), University of Sussex. Her current work focuses on the unemployed workers movement in Argentina.

**Dr Gavin Hyman**

Gavin Hyman's research explores the implications of contemporary continental philosophy and cultural theory for religious thought, and, conversely, explores the ways in which theology both contributes to and calls into question contemporary philosophical and cultural assumptions. His first book, *The Predicament of Postmodern Theology* (2001) explored the relationship between two antithetical forms of postmodern theology: 'radical orthodoxy' and 'nihilist textualism'. It also raised the scaffolding for a form of religious reflection which avoids both the absolutism of radical orthodoxy on the one hand and the relativism of nihilist textualism on the other. More recently, he has extended these explorations into the ethical and political arenas. In particular, he has been asking about the extent to which continental philosophy can make effective ethical and political interventions. Is postmodernism itself, as some now argue, something that has to be 'left behind'? Increasingly, he has been exploring these questions through the resources of psychoanalytic thought, as well as through theology.

**Dr Anderson H M Jeremiah**

Anderson Jeremiah holds a Ph.D degree from the Centre for the Study of World Christianity at the University of Edinburgh and is an ordained Anglican Priest. His areas of academic interest include Christian Theology in Asia, Postcolonial Approaches to Theology, Dalit Studies, Contextual Theologies, History of Christianity, Modern Missionary Movements, Inculturation, Recent trends in World Christianity, Biblical Hermeneutics, Economics and Liberation Theology, Encounter between Christianity and other Religions, Inter-Faith Understanding, Religious fundamentalism and Politics, Hinduism and Buddhism, and Religious Studies. His recent research in collaboration with local churches in UK includes: “Traditions in Conflict: the impact of immigrant-based churches on traditional church bodies in the UK”, “Conflict, consultation and cooperation in the Anglican communion”, “The Changing ‘Colour’ of World Christianity: understanding the trends in the modern growth and expansion of Christianity”

**Dr Matthew Johnson**

Matthew has an eclectic range of research interests broadly converging around the politics of cultural diversity and the relationship between culture, wellbeing, institutions and circumstance. He
has written about such topics in *Ethnicities, Social Indicators Research, Educational Theory, Critical Review of International Social and Political Philosophy* and *Journal of Medical Ethics*, my edited book, *The Legacy of Marxism* (Continuum), and his monograph, *Evaluating Culture: Wellbeing, Institutions and Circumstance* (Palgrave). He is founding editor of the journal, *Global Discourse*, which is published quarterly by Taylor and Francis ([http://www.tandfonline.com/loi/rgld20](http://www.tandfonline.com/loi/rgld20)) and has taught at the Universities of Newcastle, Queensland, Iceland and York. He is currently developing a project examining welfare regimes, cultural diversity and wellbeing by organising a cross-cultural exchange between people from an Aboriginal Australian community and Ashington, a former coalmining community in his native North East of England.

**Dr Sossie Kasbarian**  
Sossie Kasbarian’s research interests include Diaspora Studies; Minorities of the Middle East; the Armenian Diaspora; Armenian-Turkish Studies; Cyprus modern history and politics; identity, citizenship and the state.

**Dr Hiroko Kawanami**  
Email: h.kawanami@lancaster.ac.uk  
Contemporary Theravada Buddhism in Southeast Asia; gender and religion; urbanism and “new religions” in Japan; the media and popular culture.

**Dr Kim Knott**  
Email: k.knott@lancaster.ac.uk  
Kim is particularly interested in how religion, the secular and post-secular are constructed and represented in public discourse, in what separates them and what they have in common. In recent articles she has identified some theoretical and methodological resources for breaking open the secular and for exploring the boundary between religion and non-religion. She has discussed the capacity of the concept of the 'sacred' to operate across this boundary with reference to those deeply-held beliefs and values that are non-negotiable.

**Dr Mark Lacy**  
Email: m.lacy@lancaster.ac.uk  
Mark Lacy’s research developed a critique of traditional approaches to the politics of security, focused on the case study of human-generated climate change and the writings of Zygmunt Bauman on uncertainty and moral responsibility. His current research explores the writings of critical intellectuals such as Bauman in the context of images and narratives in global politics, exploring the theme of the ‘social production of moral indifference.’

**Dr Mairi Levitt**  
Email: m.levitt@lancaster.ac.uk  
Mairi Levitt's research interests are in bioethics and empirical bioethics particularly in the field of genetics. She is interested in public engagement and understanding in science, medicine and health care and the role of publics in policy development and governance.

**Dr Simon Mabon**  
Email: s.mabon@lancaster.ac.uk  
International relations with a Middle East focus, religion, legitimacy and soft power, contested sovereignty and political violence in the Middle East.

**Dr Christopher Macleod**  
Email: c.macleod@lancaster.ac.uk  
Christopher Macleod works mainly on the philosophy of John Stuart Mill: the foundations Mill offers for his theory of practical and theoretical reason, and his connections to the Kantian, post-Kantian, and Romantic traditions of philosophy. Christopher has a wide range of interests in philosophy and political theory, however, and is also currently working on the Philosophy of Law. In particular, he’s
interested in the nature of genocide - the extent to which it can be said to embody a 'real' moral category, what this might be taken to mean, and how we could know. This research interest feeds into a more general concern with methodological issues in political philosophy and theory.

Dr Neil Manson
His interests include: (1) philosophy of mind; philosophy of psychology - more specifically: issues to do with consciousness, self-knowledge, unconscious mind, and psychological explanation. (2) Applied philosophy: issues to do with consent and informed consent; speech acts; the ethics of communication and knowledge; moral social epistemology. Also interested in Freud and Wittgenstein. He is currently writing some papers which will form a book Philosophy and Unconscious Mind.

Dr Sarah Marsden
Sarah is Lecturer in Protest and Radicalisation in a Digital Age. She's interested in contentious politics, social movements, terrorism, and collective violence, most recently examining the processes implicated in the impact and decline of violence, including efforts to support militant disengagement, 'deradicalisation' and reintegration. Sarah's research and writing takes a comparative approach to ideological and cultural features of radical settings with a focus on religious nationalism in the Middle East and global jihadism. She has also carried out research on civil society responses to conflict and the role of education in responding to violent extremism.

Professor Christopher May
Christopher May is Professor of Political Economy, and Research Director for the Department. His research focuses on intellectual property, with other linked interests including the claims that we are entering a new information age, and the political economy of corporations. His most recent book is Intellectual Property Rights: A critical history (co-authored with Susan Sell) (2005), and he has just finished editing Global Corporate Power (IPE Yearbook 15) that will be published in 2006. Before becoming an academic Chris worked in the music business, as a bookseller and for the political pressure group Charter 88. And when you pass his office, that noise, that’s jazz...

Dr Thomas Mills
Thomas Mills’ research lies in the field of international relations in the twentieth century, with particular interests in US foreign policy towards Latin America and diplomatic relations between the US and Great Britain. His current research explores Anglo-American relations in South America during the Second World War in the broader context of the post-war economic diplomacy undertaken by the wartime allies. He has previously published his research in journals including Diplomacy and Statecraft and the Journal of Transatlantic Studies, and has presented his research at academic conferences around the world.

Dr Amalendu Misra
Amalendu Misra’s primary research examines the dynamics of conflict and peace in deeply divided societies. His other subsidiary interest is focused on theories of nationalism and religious radicalism. He uses an interdisciplinary approach to assess and make sense of these issues. He is the author of Afghanistan: The Labyrinth of Violence (Polity 2004) and Identity and Religion: Foundations of anti-Islamism in India (Sage 2004) and over twenty research articles on various aspects of ethno-national politics, civil wars, and peace processes in multinational states. He is currently working on a monograph on Tibet.
Dr Kunal Mukherjee  
Kunal’s research interests revolve primarily around the rise of contemporary Islamist Movements, Religion and Politics, Global Security, International Relations of the Asia Pacific, International Relations of South Asia and Contemporary China. His PhD research was a comparative study between Islamism in Pakistan and Islamism in Britain. His current research looks at Islamist secessionist movements in China and India’s contested borderland regions mainly Xinjiang and Kashmir.

Dr Shuruq Naguib  
Classical Exegesis of the Qur'an (Intertextuality and Hermeneutics); The Representation of Women in the Qur'an and Exegesis; Ritual Ethics in Islam, Gender in Islamic thought; Contemporary Women Interpreters of the Qur'an (Muslim Feminism); Dis/continuities between traditional and contemporary Islamic thought; Bint al-Shati’: the First Sunni woman exegete and hermeneutician.

Dr Astrid Nordin  
Astrid’s research interests fall in the intersection of contemporary Chinese politics and international relations, broadly conceived, and critical theories of global politics. She is particularly interested in the contemporary deployment of concepts drawn from Chinese history, such as harmony (hexie), civilisation (wenming), hegemony (baquan), or All-under-heaven (Tianxia), and their relation to contemporary continental philosophy, particularly the thought of Jean Baudrillard and Jacques Derrida. Within this scope she has written on alternative conceptions of time, space and world order; the politics of mega events (particularly Expo 2010 Shanghai China); Chinese censorship and resistance throughout history; Chinese discourses of online resistance and wordplay (egao); the 'Chinese school' of IR; the policy concepts of 'harmonious world' (hexie shijie) and 'harmonious society' (hexie shehui); soft power; East Asian regionalism and regionalisation; and spatial and temporal aspects of difference in the work of Derrida and Baudrillard.

Professor Christopher Partridge  
For the past decade much of Christopher’s research has focused on new religions, alternative spiritualities, sacralization, and the 'occultural' significance of contemporary popular culture. He has a particular interest in spirituality and popular music subcultures, his current research focusing on the social and spiritual significance of dub reggae and dance music.

Dr Martin Steven  
Dr Martin Steven’s research interests are comparative politics and government, political parties and interest groups. His work focuses on the response of parties to the challenges which they face, especially in terms of organisation and participation. Dr Steven’s research has been published in journals such as 'Representation', 'The Political Quarterly', and the 'Australian Journal of Political Science', and also in a monograph for Routledge.

Dr Alison Stone  
Alison Stone works in two main areas: 1. continental philosophy, especially nineteenth-century German philosophy including German Idealism, Early German Romanticism, Hegel, and the philosophy of nature, and also twentieth-century currents such as existentialism and Frankfurt School Marxism; 2. feminist philosophy, particularly French feminism (Irigaray, Kristeva), debates about essentialism and conceptions of sex, gender and embodiment, and most recently maternal

**Dr Ngai-Ling Sum**  

**Dr Cain Todd**  
Cain Todd’s interests are: Analytic aesthetics, metaethics, and certain areas of philosophy of mind and epistemology. He is currently working on issues surrounding the nature of aesthetic and ethical judgement and value, and on objectivity, imagination, and emotion.

**Dr Nick Unwin**  
Nick Unwin’s interests are: Metaphysics, including causation; epistemology and philosophy of science; logic and philosophy of language, including problems concerning truth and realism; ethical theory, particularly expressivism, divine command theories and the Frege-Geach problem; philosophy of mind, including colour perception and the mind-body problem.

**Professor Stephen Wilkinson**  
Stephen Wilkinson’s most recent research is on reproductive ethics and the regulation of reproductive technologies, especially the ethics of selective reproduction (practices that involve choosing between different possible future people). A book on this topic (*Choosing Tomorrow’s Children*, Oxford University Press) was published in 2010. A previous phase of work focussed on the commercial exploitation of the human body and culminated in his first book, *Bodies for Sale* (Routledge, 2003). He has also written on various other ethics topics including: biomedical research, conjoined twins, futility, mental illness, passive euthanasia, and resource allocation.

**Dr Garrath Williams**  
Garrath’s interests are: Moral and political philosophy, philosophy of responsibility, philosophy of social science; history of philosophy (Hobbes, Kant, Nietzsche, Foucault, Hannah Arendt). Also has interests in applied ethics, including: research ethics; genetics; childhood, food and health.

**Professor Linda Woodhead MBE**  
Linda Woodhead is a sociologist of religion who is interested in religion in contemporary western societies. Her research to date has focused on Christianity and alternative spiritualities in Britain and the USA. Much of her work deals with the themes of religion and power, religion and values, religion and emotion.