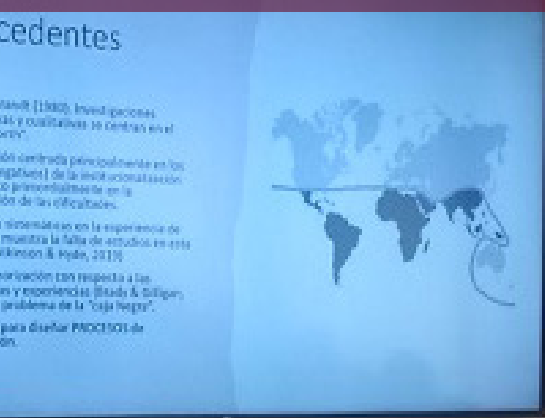


Education PhD & Social Work and Social Care PhD Course Handbook 2023/24



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Welcome from the Head of School

It is a real pleasure to welcome you to the School of Education & Social Work at the University of Sussex. We pride ourselves on the quality of the research and teaching that takes place in our two well-established departments, which share across all activities a commitment to contribute to social justice at national, international and global levels.

Our PhD programme provides the very best opportunities for research in an environment that encourages intellectual engagement, critical reflection and debate, informed by cutting-edge, world-class research on issues of international significance. The School's research centres are vital hubs of activity, creating a focal point for collaborative work, knowledge exchange and shared learning, and we look forward to welcoming your participation and full engagement in their activities during your time at Sussex.

We pride ourselves too on the high quality of support we provide to our postgraduate researchers (PGRs). We are confident you will find Sussex a stimulating and supportive environment for your doctoral work; we are here to meet your needs as well as those of the broader communities that we all engage with. I sincerely wish you all the very best for your time with us, and look forward to meeting you, and to hearing about your experiences, ideas and ambitions.



Professor Simon Thompson
Head of School of Education & Social Work

The Doctoral Team in the School of Education & Social Work (ESW)

The School of Education and Social Work (ESW) is united by a common aim to provide essential knowledge and skills relevant for the complexities of the 21st century. Collaboration across disciplinary areas is an important aspect of the postgraduate experience and there are opportunities for contact with a range of research active faculty and postgraduate researchers in both Education and Social Work.

The information in this handbook is provided for the general guidance of those on the PhD research degree. It should be read in conjunction with the information provided for postgraduate study and assessment, as well as important guidelines on such things as confidential sources, copyright and misconduct. This is available at: <https://www.sussex.ac.uk/rsao/>

As a postgraduate researcher in ESW you will be working with and supported by a designated team, in addition to your supervisors (see Section 3. About your doctoral Supervision). Details of this core team are provided below:



Director of Doctoral Studies (DDS) in ESW: Prof Barbara Crossouard
E: b.crossouard@sussex.ac.uk
Essex House 125, T: +44 (0) 1273 877044

Barbara oversees all aspects of Doctoral Studies for the School, including admissions, progression review, research environment, supervisory arrangements and wider support.

Office Hour

Barbara's office hour is 12 - 1pm on Wednesdays. Please be in touch by email to confirm if you prefer to meet in her office (EH 125) or via zoom, or to arrange an alternative meeting time..



Convenor of the PhD Education & PhD in International Education & Development: Dr Nigel Marshall
E: N.A.Marshall@sussex.ac.uk
Essex House 120, T: +44 (0) 1273877649.

Go to Nigel for queries about stages in the Education PhD programme, supervision, ESW workshops, Progression Review process, further support or help academically or any other queries including who to go to if unsure or for a friendly chat!

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Convenor of the PhD pathway in Social Work, Childhood and Youth and Wellbeing: Prof Gillian Ruch
E: G.Ruch@sussex.ac.uk
Essex House 229, T: +44 (0) 1273 872511. Gillian can be contacted by email and will respond promptly to your message.

Go to Gillian for queries about stages in the Social Work Doctoral programme, supervision, ESW workshops, Progression Review process, further support and help academically or any other queries including who to go to if unsure or for a friendly chat!



Postgraduate Course Co-ordinator: Adriana Davies (Tuesdays, Wednesdays, Fridays AM)
E: eswpgradmin@sussex.ac.uk Essex House 111



Postgraduate Course Co-ordinator: Mike J Davy (Mondays, Thursday PM, Fridays)
E: eswpgradmin@sussex.ac.uk Essex House 111

Adriana and Mike, together provide administrative support to all PGRs in the School. Working closely with the DDS, PhD convenors and PGR reps, they assist with the PGR admissions process and in organising research proposal presentations and research proposal reviews, processing PGR forms, arranging logistics for viva and all other general queries. They oversee the upkeep of doctoral rooms in Essex House so if there are any concerns then do mention to them or alternatively you could contact the PGR reps. Please contact either or both of them using eswpgradmin@sussex.ac.uk only as they check this email regularly.

If you have any questions or queries which cannot be answered by your supervisor, you can contact the Education or Social Work PhD Convenor. You can also contact DDS.

Other key sources of information and support for postgraduate researchers include:

The Doctoral School

The Doctoral School is a University-wide structure supporting postgraduate research across all Schools. It plays a vital role in facilitating the development of a wider postgraduate research community. Its web pages provide information on diverse issues including training and development and funding opportunities. The Doctoral School organises a number of university-wide events, including a 'Welcome' for all new postgraduate researchers and a programme of speakers through the year. More information and links to opportunities provided by the Doctoral School can be found here: <http://www.sussex.ac.uk/internal/doctoralschool/>

The Student Centre

The Student Centre is the central point for Sussex PGRs who have any questions related to the multiple aspects of your wellbeing. Their support covers issues such as finance, health, mental health, housing, language and study support, visas and immigration.

The Student Centre is located on Refectory Road and the Welcome desk is open from 08:30 – 5pm, Monday to Friday.

The telephone line is +44 (0) 1273 075700 and open between 10:00 – 4pm every weekday.

My Sussex is an online portal to frequently asked questions related to your wellbeing - <https://student.sussex.ac.uk/centre/system>

You can also contact the Student Centre directly to ask for advice and support. Depending on your needs and the questions you raise with them, your supervisors may advise you to contact them.

For further details please check: <https://student.sussex.ac.uk/centre/>

Research Student Progress

The Research Student Progress Office is a single point of contact for all administration associated with the postgraduate research journey. The website is aimed at helping research students, supervisors and examiners through all stages of the research degree process and will gradually be updated but for now you can find information on all aspects of the process using the following link: <https://www.sussex.ac.uk/rsao/>

For advice for current international research students please contact researchstudentvisas@sussex.ac.uk

PGR Satisfaction, Complaint and Reporting Procedures

We encourage all PGRs to talk about any issues of concern with their supervisors, the PhD convenors and/or DDS so that we can be proactive in addressing any problems our PGRs encounter.

The annual Progression Review is also a point at which you are invited to tell us about your experience of being a PGR in ESW, and what might be improved.

You can also contact the PGR representative about any concerns, so that they can be discussed in the termly Research Degree Committee.

More widely, you can also avail yourself of the University of Sussex appeals procedure: <https://student.sussex.ac.uk/complaints/appeals>.

Finally, should you experience any incidents of abuse or harassment, you can use the University's **Report and Support** system to gain specialist advice and support reportandsupport@sussex.ac.uk

You have the option of using this anonymously or in person.

Ways of being as PG Researchers and faculty members

It is our commitment to create an atmosphere amongst faculty members and students where intellectual ideas can be shared and explored in spaces that are inclusive and safe. In the context of academic forums it is the responsibility of all participants to be respectful in how they engage in discussions. If a PGR has an experience that leaves them feeling uncomfortable about how their ideas were responded to they are encouraged to share their concerns with an appropriate member of faculty i.e. their supervisor, the PGR convenor for their discipline or the School's Director of PGR studies.

It is our expectation that in all our exchanges within the PGR community, whether in intellectual forums, administrative conversations or informal settings we are respectful of each others' position and role and behave towards each other in ways that we would wish to be treated.

Postgraduate Researchers in ESW

PGRs in ESW come from a wide variety of contexts, settings and backgrounds. They include those pursuing a career in research as well as those building on prior professional experience in a range of contexts and roles. Many aim to bridge the research/practice/professional gap; others have in mind a career change towards higher education and research.

PGRs in ESW are registered for full-time and part-time degrees, with some completing the MSc in Social Research Methods before starting their PhD. Most begin their studies in September but there is also a starting point in February of

each year. Some are in a position to pursue full time study with the support of UK or international funders. Practising professionals often opt to undertake research part-time. Our research degrees and environment provide the stimulus and supportive platform for PGRs across all pathways.

The research interests of PGRs in Education, Social Work and Childhood and Youth Study and Wellbeing reflect their diversity. Examples of recent and current topics among Social Work PGRs have addressed: parental experience, childhood and adolescence, LGBT, carers, psycho-social analysis, social work interventions, migrants and refugees, dementia care, ageing care, risk and safeguarding, trauma, etc. Recent and current topics among Childhood and Youth Study and Wellbeing Doctoral research have included digital, mental health and history. Recent Education and International Education PhD research topics have addressed: citizenship and education in UK and international contexts; education in post-conflict settings; access to higher education in Chile and Nigeria, gender and education in international contexts such as Afghanistan, Nigeria, South Sudan and Zambia; teacher education in UK and international contexts.

We are enthusiastic to promote joint events involving all our PGRs and faculty. Please check for notifications on the CANVAS postgraduate site.

Public engagement and and your online profile in Elements

As a PGR it is important to make connections with others working in your field both within the University and externally to academics and PGRs working in similar fields within the UK and internationally. You are therefore actively encouraged to construct your own online researcher profile using the UoS research information system Elements. Once you have developed your online profile, this will appear in the [Directory of Doctoral Researchers](#) To get started with Elements and for FAQs follow this link:

<https://www.sussex.ac.uk/library/research-outputs/elements/faqs>

In addition, you are encouraged to create your own face-to-face and online smaller communities of practice with fellow PGRs either at the same stage as you or in similar fields of interest. Existing groups, for example, of three part timers and one full time PGR, Skype or Zoom every month to discuss their progress and issues around their research.

Research, teaching and leadership opportunities in the School

The School is keen to provide opportunities for PGRs with research (e.g. part-time Research Associate), teaching (e.g. lecturing and/or tutoring undergraduates) and leadership (e.g. First Year Student Support Group facilitators, DRiP co-ordinators and PGR representatives, etc.) experience. All opportunities will be advertised through Announcements on Canvas and via email, with the details of the job, hours and how to apply. We aim to give as much advance notification of these posts as possible.

Supervisory arrangements and your responsibilities as a PGR

Doctoral supervision is central to the PhD and it is therefore important to fully understand the procedures associated with this and how to maximise its value. The University of Sussex has approved guidelines on research supervision, an official code of good practice and complaints and regulatory procedures. This section reiterates some of the key points from these texts <https://www.sussex.ac.uk/rsao/researchdegree/>

PGRs are allocated a dedicated team of supervisors, typically two within ESW or cross-schools. In all cases, one of these will be designated as your main supervisor and your principal point of contact. *It is important throughout your PhD that you are clear who this is.* The respective contribution of first and second supervisors varies, in part because it is tailored to meet the requirements of particular projects. You should discuss the role of your first and second supervisors with them in your first supervisory meetings and have a clear idea by the end of the first term of how your individual supervisory arrangements will work.

It is helpful to do the 'Expectations' questionnaire together with your supervisors at the start of term too – see Appendix Five. At a minimum, the main supervisor will: formally review your research proposal as part of the research proposal review; normally conduct your annual progression review meeting; provide a critical reading of your chapters and/or near final draft thesis. They will also deputise for the main supervisor should they become unavailable temporarily, e.g. through illness. Where a main supervisor leaves the university, the second supervisor might also take their place, following due consideration of individual requirements and circumstances. You will meet with your supervisors together or separately as needs be and as the supervisory ratio dictates (e.g. 70%:30% or 60%:40%).

Meetings may be face-to-face or remote, using Zoom, Skype or Microsoft Teams. They are generally about an hour but the details of length and frequency alter according to the needs of the PGR and supervisory team and could be, for example, shorter but more frequent.

Many PGRs find it helpful to audio-record supervisory sessions so that they can listen and process this again later. Do ask permission first from supervisors to do this.

A key part of supervision is for supervisors to read and comment on draft sections or chapters, both of the research proposal and the developing thesis itself. It is helpful to let supervisors know when they will receive a draft, with the expectation that this should be returned with written comments within a maximum of three weeks. Supervision meetings to discuss feedback can be of great benefit.

The overall entitlement for the supervisory team for full-time PGRs is 45 hours supervisory time per annum and 27 hours for part-time PGRs. This assumes that one hour of contact time with your supervisor(s) will be preceded by two hours of reading and commenting on draft work. The precise pattern of meetings, whether joint supervision or separate one-to-one with each supervisor to discuss specific areas, will vary according to the stage which the research has reached. PGRs in the first term of the first year may require shorter more frequent meetings for example. All PGRs are expected to be proactive in maintaining regular (at least monthly) contact with supervisor(s), even at times when you feel you have little progress to report.

Keeping a record of your supervision meetings

Keeping a record of supervision meetings (inc. in-person, virtual, email, phone, etc.) is part of the university's attendance monitoring processes and is therefore of particular importance to all PGRs.

All full time postgraduate researchers are required to log at least one contact a month with their supervisor(s) on Sussex Direct.

Those who are part time or on pre-submission status are required to record supervision once every two months

It is the PGR's responsibility to see that a complete and up-to-date record is maintained and the supervisor's to check the record and confirm that the meeting has taken place. The contact logged can be in the form of a face-to-face or remote meeting but might also include such things as receiving feedback on a draft by email or sending a progress update while away on field work. Please indicate whether one or both supervisors were at the meeting and the reason for the supervision.

Keeping a record of meetings in some detail is very helpful for all of those involved in supervision, acting as an 'aide memoire' of what was discussed and what future actions should be taken by the PGR and the supervisors. There is also space for supervisors to communicate back with you, to add details as well as confirm what took place. These records are particularly helpful for the second supervisor also to catch up on what has transpired in supervisions where they were not present.

If you do not log your meetings with supervisors on Sussex Direct it will be assumed that you are not receiving supervision.

You and your supervisors will both be asked to comment on whether supervision is taking place satisfactorily in the Progression Review. In the event of any concerns, the SussexDirect record of supervisions will be consulted.

How to log your supervision meetings

All supervision meetings should be formally recorded on Sussex Direct by PGRs, *ideally within 72 hours of the meeting*. An automatic email will then be sent to your supervisor who will add any additional details they wish to be logged but also make any necessary clarifications. To enter a record on your research progress, go to Sussex Direct, go to the 'study' tab at the top of the screen and select 'timetable' and then go to 'events booking'. For step by step instructions, click on the help icon in the 'events booking screen'.

What to do if you have concerns about your supervision

Our aim is to provide a supervisory team to support you as you complete your thesis. Should any concerns about your supervision arise, you should discuss these with your main supervisor in the first instance. If for some reason this is not possible you should arrange to discuss your concerns with the relevant PhD Convenor who will listen to you and provide support and advice. You can discuss your concerns directly with the Director of Doctoral Studies, or with the Head of School, particularly where either the Convenors or DDS are your supervisors.

Please do not hesitate to seek advice if you have questions or concerns about supervision. We aim to resolve concerns at the lowest level and with the minimum of disruption and therefore advise that you follow the staged approach outlined above.

Working towards the timely completion of your thesis

Many PGRs are seeking to complete their thesis within a fixed funding period. All PGRs have a maximum registration date. This can be extended on request to reflect exceptional changes in circumstances and so is not set in concrete. In order to facilitate timely completion, all PGRs in ESW are expected to prepare a timeline to submission that clearly maps their PhD against key milestones. This is then reviewed each year as part of the progression review process. You will find a draft timeline to submission *that you can adapt* on Canvas. We understand that new PGRs will have less developed timelines than those in their final year of study. A good timeline will show key milestones mapped against specific points in time. It will allow a realistic period for writing up (so we recommend breaking this down by chapters) and for receiving feedback on a full draft thesis from the identified supervisor. It will be updated regularly to take account of delays, periods of intermission etc.

Supervision sessions are generally more productive if there is something in writing to be discussed. There may be times when it would be appropriate to submit plans or headings with key bullet points rather than more extended pieces of writing such as an outline of a chapter or the thesis. *You should remember to submit any drafts well in advance of tutorial sessions so that the supervisor has time) to read your work and prepare comments. The interval between submitting a draft and receiving feedback will vary depending on the stage you are at. It is helpful to clarify expectations for submitting the draft and for receiving feedback during the previous supervision meeting.*

It is your responsibility to maintain an accurate and sufficiently detailed timeline to submission. Your timeline is reviewed as part of the annual Progress Review.

Intermission

Intermission - or Authorised Absence for international PGRs when in the UK - may be considered in cases where a PGR has encountered significant personal, financial, health or mental health issues. Applications for Intermission or Authorised Absence require the approval of the Director of Doctoral Studies and should be made in consultation with your supervisor(s) and where appropriate the PhD Convenor.

As retrospective intermissions will not be granted, you are encouraged to be proactive in approaching your supervisors about any circumstances that are obstructing your engagement in your doctoral research.

A fully explained case and a plan for re-entry must be submitted at the time of applying for intermission, along with the intermission application form which can be obtained here: <https://www.sussex.ac.uk/rsao/forms/>. Intermission is granted for periods of one month or more. It temporarily suspends your registration and extends your maximum registration date. Supervision meetings are also suspended.

Supervision of PGRs in the first year of the 1+3 PhD

Supervision of PGRs in the first year of the 1+3 PhD is conducted throughout the year of the MSc in Social Research Methods. The frequency of supervision is normally once monthly. Length of supervision is likely to be variable, with shorter sessions at the start of the course and longer meetings in the summer when PGRs are working directly towards their dissertation (research proposal). Your main supervisor will be your key point of contact within ESW for the MSc year, with your second supervisor becoming involved when you join the PhD. For further information please visit MSc Handbook.

Information & Communication Systems

Communication plays an important part in your postgraduate research experience, so it is important to understand the different fora for communication and how these are used.

Sussex Direct

Sussex Direct is the key repository for information about your PhD study. You must ensure you enter or update your personal and contact details via the Sussex Direct Personal tab and give your supervisor your term-time address, phone number and email addresses as soon as possible. It is important that we are able to contact you at short notice. ***If you change your address, please do not forget to update this information via Sussex Direct.***

Email

You can expect to receive a lot of information by email as PhD Convenors, supervisors, postgraduate administrators and ESW Research Centres will all communicate with you via this route.

It is vital that you check your Sussex email account on a daily basis. This is how the School and University will communicate with you.

CANVAS

The CANVAS virtual learning environment for PGRs in Education and Social Work has much information and a wide range of useful resources e.g. examples of research proposals and research proposal presentations but also comments made by previous PGRs about their experiences of developing these. The site also includes an Announcement facility and a Discussion forum that PGRs can use to discuss ideas and share information.

Upon arrival, you will receive an email invitation to join CANVAS; you will need to accept this before you can access the CANVAS site.

Please log on to CANVAS using your Sussex username and password and explore the ESW PhD site: <https://student.sussex.ac.uk/>

PGR Engagement and Representation

Feeling part of a vibrant research community is important both for scholarly as well as emotional and social support. The School offers diverse ways for PGRs to connect, some led by convenors and some by PGRs themselves. The level of engagement in these will vary according to the stage individual postgraduate researchers are at and the felt need for support or social interaction.

Core Activities:

ESW Doctoral Convenor Workshops

The PhD Convenors for Education and Social Work hold regular workshops to provide information and answer any questions about key doctoral activities (e.g. the research proposal review, working with your supervisor, preparing for fieldwork, academic networking and writing, progression review process and Viva preparation). These workshops are informal in style and PGRs are encouraged to come with questions as well as to listen. Some have noted that these are useful at the relevant stage in the PhD journey but also ahead of time to see what is ahead. Dates, times, location (room and link for remote participation) and topics for each semester are planned in advance and communicated in September and January taking into account incoming and existing PGRs' expressed needs. This means that you can put these dates into your diary and this will help with your timeline and forward planning.

PGRs are also encouraged to request workshop sessions with a particular focus if you identify a need. Please contact your Convenor to discuss this.

ESW Doctoral Research-in-Progress (DRiP) Seminars (hybrid/throughout the year/optionally hosted by ESW Research Centres)

DRiP Facilitators 2023/24: Alejandro Farieta Barrera R.Farieta-Barrera@sussex.ac.uk and Kathleen Theresa Bailey kb406@sussex.ac.uk

The regular peer-led and coordinated Doctoral Research in Progress Seminars are a key element in the postgraduate development opportunities on offer in ESW. They provide a valuable opportunity for PGRs to present their research - usually following field work - or discuss their data analysis to an interested, sympathetic and constructively critical audience. Presenters have about 25 minutes to present and discuss their research followed by a further 25 minutes for discussion. *You can record your participation in these in your Progression Review forms as part of your training and professional development.*

It is important to remember that seminars which at first sight may not appear to have substantive relevance to your research can still provide rich methodological insights, as well as providing opportunities to engage in critical debate.

Research Centre Activities

ESW Research Centres organise many activities that are open to both faculty and PGRs. These include writing workshops, research cafes, and reading groups. Your active engagement is strongly encouraged. See below for more details of each Research Centre.

Other forms of support activities available:

First Year Student Support Group 2023/24 facilitators: Kathleen Theresa Bailey kb406@sussex.ac.uk and Alejandro Farieta Barrera R.Farieta-Barrera@sussex.ac.uk

All PGRs joining ESW in the Autumn term are expected to attend the weekly First Year Student Support Group – held face-to-face and/or remotely as most appropriate. This provides an opportunity to discuss issues relevant to the development of the research proposal in a mutually supportive and interactive context. The group follows a structured programme with weekly key journal or chapter readings, details of which are available from the CANVAS ESW PhD website.

Post Fieldwork Reflective Space

The Post Fieldwork Reflective Space (PFRS) is a friendly peer support group, which provides a space for anyone who has completed (or almost completed) their fieldwork to reflect on data, analysis, writing and everything beyond. The group usually meets every two weeks in Essex House, with a zoom link provided for those who prefer to take part remotely. New members are very welcome to join at any point in the year. For more information please and details of the next meeting please contact Hannah Olle ho89@sussex.ac.uk

Writing Group for Neurodivergent PGRs

This is a peer-hosted space for (neuro)divergent Doctoral Researchers at the University of Sussex, supported by the School of Education and Social Work (ESW). Online (zoom <https://universityofsussex.zoom.us/j/93700255316> ID: 937 0025 5316) sessions are open, 2x/week, Mondays and Thursdays, 10am -12pm and facilitated by Fezile Sibanda F.Sibanda@sussex.ac.uk and Daniella Rabino dsr22@sussex.ac.uk

We welcome all doctoral students that identify as working in divergent ways, formally diagnosed or not, from any department. The aim is to build from the multiplicity of ways we work and learn. This can include working time to sort, reimagine, and reset plans, collectively redefining accountability with a space to expand into your doctorate.

Mondays are for getting sorted

AND

Thursdays are for working into it.

Let's create a safer space that evolves with us.

See you there,

Fez and Daniella

Social Events

ESW puts on social events for all postgraduate researchers such as Welcome Events, and holiday celebrations. PGRs at the post-viva stage are also invited to give a celebratory lecture for their peers, faculty and their family.

Doctoral Support Groups

Small groups of PGRs have found it helpful to form support groups who meet up on a regular basis remotely. Groups have numbered around 3-4, and meet to write together, discuss progress, 'sticking points', share resources, ways in to writing, and celebrate milestones together.

It is helpful to meet with those with whom you share research or methodological interests, either face to face or as above through Skype, Zoom or via WhatsApp – whichever is the most helpful. You can find a list of current PGRs and their research interests in Appendix One of this handbook so that you can make your own connections with one another.

While frequently formed independently, often following Induction, the Doctoral Convenors can also help to organise these, on request, putting interested people together, perhaps around their stage of research or substantive issue. The guidelines (below) were written by Claire Durrant, a previous SW PGR, and outline what the groups involve:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=guidelines-for-monthly-online-support-groups-june-2020.pdf&site=46>

Part-time PGRs

Every effort is made to ensure that part time PGRs are engaged and participate in the events run by the School. Supervisors will be flexible in their timings of supervisions and can include Skype/Zoom supervisions if requested. Research proposal presentations, Research-in-Progress, seminars and workshops are planned for a variety of days and times (e.g. sometimes starting at 4:30pm) to support those in full or part time employment or other activities to access these as far as possible. It is anticipated that these activities will be carried out in a variety of ways - online and f2f. Being part of a regular face-to-face or online community of PGRs is an important part of your development as a researcher and a crucial source of support on the postgraduate research journey.

N.B. Short term accommodation (e.g. of a night or two) is available in the Institute of Development Studies (on the Sussex campus) for visiting postgraduate researchers. Contact IDS directly for information on +44 (0)1273 606261 or ids@ids.ac.uk

PGR Representation

PGR Representatives are elected by their peers to represent their views and interests. As part of the Student Union, they are an important point of contact if you have any concerns. The PGR Representatives are invited to attend termly department and/or school meetings, as well as the Research Degrees Committee, where doctoral research issues are discussed. They also meet regularly with the DDS and convenors, with a view to addressing any concerns rapidly. Postgraduate researchers will be able to nominate and elect representatives online during the first weeks of term. If you are interested in being a PGR Representative and would like to find out more, please talk to the PhD Convenors. See also <https://sussexstudent.com/student-reps>

All internal mail for full-time postgraduate researchers will be sent to pigeon holes which are located in the Post Room on the first floor in Essex House close to EH 110. Mail tends to be jumbled up so you should check fairly regularly. Part-time postgraduate researchers and those on continuation have mail sent to their home address. Those on fieldwork will have mail sent to their fieldwork address.

Semester Dates 2023/24

The Sussex academic year has two semesters. Some postgraduate researcher activities continue into the Summer vacation. Semester dates for this academic year are as follows:

Semester One: Monday 2 October 2023 to Saturday 20 January 2024

Semester Two: Monday 29 January 2024 to Saturday 1 June 2024

For further information please visit: <https://www.sussex.ac.uk/about/term-dates>

The University publishes key dates on the following webpages, *including details of minimum service days when faculty and staff are not typically available and*

some University of Sussex facilities are closed:

<https://www.sussex.ac.uk/about/term-dates/>

The University runs a Christmas event that international postgraduate researchers often choose to attend. *Over this holiday period it is advisable to check the arrangements for local transport services etc.*

Research Centres in ESW

Research in ESW is carried out through the individual research of faculty members, by teams associated with externally-funded projects and by postgraduate researchers working under the supervision of faculty members. Details of the research interests and recent publications of all ESW staff can be found on their University of Sussex web pages www.sussex.ac.uk/esw/

Much of the current research activity in ESW is clustered around its six Research Centres. All doctoral researchers in ESW are encouraged to become a member of at least one and many choose to belong to two or more. One reason why it is important to become a member is that you will then be included in any emails about upcoming events and opportunities such as a seminar series, speakers or conferences. Research Centres host a range of activities for postgraduate researchers throughout the year. *These activities are open to all, regardless of affiliation.*

Eve Wilcox is the Senior Research centre administrator for all ESW Research Centres and can be contacted at E.Wilcox@sussex.ac.uk

The Centre for International Education (CIE)

<https://www.sussex.ac.uk/research/centres/centre-for-international-education/>

CIE has forged an international reputation for its research on education and development in the Global South and its diaspora over the last thirty years. Reflecting the 2030 Sustainable Development Goals agenda of universal development goals involving the entire world, our work transgresses the binaries of global north and south to tackle inequalities and poverty reduction through education in low and high income countries alike. We aim to offer a friendly, supportive and challenging environment in which to debate development issues, theoretical perspectives and methodological positions related to education and development. Current research includes: political economy analysis of education systems, teacher development in sub-Saharan Africa; access to quality education in low-income countries; gender and development; education and conflict; refugee education; youth and citizenship; aid and education development. In 2023 the University awarded CIE the status of *Centre of Excellence*, recognising it as a flagship pillar of research strength. The centre is led by Professor Linda Morrice and Professor Jo Westbrook. Doctoral students will have the opportunity to attend regular CIE research cafes, workshops and reading groups as well as present their work in a friendly and supportive environment.

Eve Wilcox is the Senior Research centre Coordinator for CIE, and is the immediate contact for new and old PGRs who wish to be a member – cie@sussex.ac.uk. You can also receive emails on CIE events by filling out the online form at the end of the main page of the CIE website:

<https://www.sussex.ac.uk/research/centres/centre-for-international-education/>

CIE has regular Café space where members and PGRs are welcome to attend Incubate sessions, CIE Research seminars with invited speakers and informal discussions. Please sign up to our mailing list to receive details to be kept informed of upcoming events [CIE email list](#)

The Centre for Teaching and Learning Research (CTRL)

www.sussex.ac.uk/education/ctrl/

CTRL is engaged with education in all its pedagogical and social complexity. We are an inclusive and welcoming centre, with members' interests spanning local, national and international contexts and a range of formal and informal settings, running from Early Years to Higher Education and including Initial Teacher Education. CTRL's strapline is *Making Connections*, reflecting its focus on bringing research, theory, policy and practice together with a view to promoting positive change. Specific activities include hosting a regular **CTRL Postgraduate Space to Share**. Details are posted on the ESW PhD Canvas site (under the announcements section) and the agenda for discussion is developed around the interests of those who affiliate to the centre and/or indicate that they wish to attend. Postgraduate researchers in ESW are also warmly encouraged to join us at all of our other events, including open seminars and events. For more details of who we are and what we do please visit our website. Please also feel free to email Dr Louise Gazeley, CTRL Director, to find out more and/or to become an affiliated member.

Centre for Higher Education and Equity Research (CHEER)

www.sussex.ac.uk/education/cheer/

CHEER research centre activity is quiet at the moment due to staffing. However the key contact for interested doctoral researchers is Dr Emily Danvers

E.Danvers@sussex.ac.uk

CHEER ON Facebook: www.facebook.com/groups/CHEERSussex

CHEER ON TWITTER @SussexCHEER

Centre for Innovation and Research in Childhood and Youth (CIRCY)

www.sussex.ac.uk/esw/circy/

CIRCY is one of twelve Centre of Excellence at the University of Sussex, bringing together research, scholarship and expertise from across the University. The Centre is hosted by the School of Education and Social Work, where it is directed by Dr Liam Berriman (Social Work/Childhood and Youth) - yet it is truly interdisciplinary, with a membership that includes researchers from the social and life sciences, arts, humanities and professional fields including social work, law, psychology, humanities, education and health. Our diverse research and scholarship are united by a critical engagement with children and young people's lives in time, and a focus on the rights, voice and welfare of the

child or young person at the centre of inquiry. Our research themes were established to inform and inspire our work, and build synergies rather than categorise or set boundaries between studies or thematic areas; they are: (i) Childhood Publics; (ii) 'Good Childhoods' and (Extra)ordinary Children; (iii) Emotional Lives; (iv) Digital Childhoods; (v) Methodological Innovation.

CIRCY provides a stimulating environment and offers networking opportunities for visiting academics and opinion formers. We aim to be interdisciplinary, innovative, international, and 'in the real world', creating a space for dialogue, collaboration, creativity and capacity-building that supports research and knowledge exchange at all career stages. CIRCY remains strongly committed to building a thriving doctoral community, encouraging all doctoral researchers whose research has children, childhood and youth at its centre to join us – this can be in addition to involvement with other research centres. As well as inclusion in wider CIRCY networking and events, we have a network specifically for postgraduate researchers, offering work-in-progress seminars, methodological workshops, and discussion groups to share knowledge and support. Recent topics for discussion have included ethical and practical issues to bear in mind in fieldwork with children and young people.

Since CIRCY was established in 2012, we have grown in international recognition as a Centre of Excellence in research relating to children, young people and families. In recent years, our funders have included: the Economic and Social Research Council; the Arts and Humanities Research Council; the Department for Education; Nuffield; the Children's Commissioner for England; and the European Research Council.

The Centre for Social Work Innovation and Research (CSWIR)

<http://www.sussex.ac.uk/socialwork/cswir/>

The Centre of Social Work Innovation and Research (CSWIR) is an interdisciplinary research centre established since 2015 with strong engagement from practice partners. The co-directors of the Centre are Dr Lisa Chen and Dr Jeri Damman, Senior Lecturers in Social Work.

CSWIR provides supportive intellectual communities, public interfaces and extensive local, national and international reach to advance a local, national and international profile and enhance the impact of innovative research and interdisciplinary approaches in social work. Our aim is to bring together social work scholars, professionals and students to provide a distinctive platform for research and innovation focussing on the changing nature of social relations in social work and other social action interventions.

As an innovation and research centre CSWIR aims to:

- promote social justice, rights and inclusion
- support protection and development of vulnerable populations under new global conditions of austerity and inequality

- strengthen the re-articulation of social work as a distinctive mode of collaborative and participatory relationship-based social action

In CSWIR, we benefit from cross-disciplinary local, national, and international collaborations and links, and aim to extend and advance our partnerships with scholarly, professional, and governmental bodies. CSWIR welcomes PGRs to all of the Centre's activities and is keen for the PGR community to contribute to both identifying and delivering CSWIR events.

Centre for Innovation and Research in Wellbeing (CIRW)

www.sussex.ac.uk/socialwork/cirw/

The Centre for Innovation and Research in Wellbeing (CIRW) generates cutting edge research, scholarship and teaching on wellbeing and builds on growth in academic research and service development in this area. It is a significant interdisciplinary, innovative and international centre in the field of wellbeing and focuses in particular on the areas of migration and wellbeing, nature and the natural environment and wellbeing and the impact of religion and spirituality on wellbeing. Recent projects include an examination of interventions in schools to enhance migrant and refugee wellbeing, drawing on work across six European countries.

CIRW is led by Professor Charles Watters and Research Fellow Anna Ridgewell

Research Environment for Postgraduate Researchers in ESW

In conjunction with the PGR training opportunities offered through the Doctoral School (see link) ESW aims to offer a diverse programme of activities for postgraduate researchers. These afford opportunities to all to participate at different points throughout the year, in person or through online media.

We also actively encourage PGR initiatives and welcome new ideas. The Doctoral School Researcher-Led Initiative offers funding to PGRs to support the development of events. See here for more details:

<http://www.sussex.ac.uk/internal/doctoralschool/funding>

All postgraduate researchers in ESW are expected to develop their research networks and skills through their participation in the many researcher development activities hosted by the different Research Centres, including the regular ESW Seminar Series, Research in Progress presentations and ESW workshops.

Information about ESW postgraduate events is available from a range of sources including:

- The Education and Social Work Postgraduate Notice board outside room 110, Essex House and on noticeboards in each PGR room;

- The PhD Announcements tab accessed via CANVAS:
<https://student.sussex.ac.uk/>
- By email direct from Research Centres and/or ESW Doctoral Admin.

ESW Open Research Seminars (hosted by Research Centres)

ESW Open Research Seminars take place regularly during term time and are hosted by the different ESW Research Centres. They are led either by invited speakers or faculty. Online participation when possible/appropriate will be available for those who cannot be on campus and if so a link will be made available via email. *Your participation in these can be recorded in your progression review forms as part of your training and professional development.* We are looking to record these sessions when possible so that postgraduate researchers off-campus or on field work can access these remotely.

Conference Attendance and Support

ESW encourages PGRs to present their research at external conferences in the UK and abroad, up to £500 is available to support this. Applications are considered on merit. Please submit requests in advance using the form available on the PhD CANVAS site to eswpgradadmin@sussex.ac.uk

Please use one request form per conference and keep all receipts for claiming back.

There is also a Doctoral School fund to support overseas presentations or online presentations, see <http://www.sussex.ac.uk/internal/doctoralschool/funding>

The PhD Research Degree

The aim of the PhD is to provide postgraduate researchers with the support and resources necessary to complete a substantial piece of research which in most cases has a significant empirical component. Individual tutorial support is provided by research supervisors with established expertise in each PGR's area of research. The PhD can be undertaken part-time or full-time. There are also two PhD routes, the 1+3 and the +3 pathways.

The 1+3 pathway

Postgraduate researchers on the 1+3 PhD complete the full MSc in Social Research. The MSc course is currently located in the School of Global Studies and the co-ordinator is Daniella Kiernan D.Kiernan@sussex.ac.uk (all enquiries regarding the MSc should be sent to Daniella). This interdisciplinary course is recognised by the ESRC as a pathway to postgraduate study and attended by students from across the Social Sciences. All 1+3 PGRs (including 1+3 ESRC studentship holders) are automatically registered for its core modules.

MSc Social Research Methods PGT students (both standalone and 1+3) will have a guaranteed place on core and optional modules of the course. It is possible for other PGRs to take some of the MSc modules, however the following points should be noted:

Postgraduate researchers who have an external funder (SeNSS, CHASE, etc.) that requires a student to take a particular research methods module and are PAYING FOR IT will have a secured place; they will be added to the module along with the MSc SRM students.

Postgraduate researchers WITHOUT specific external funding for research methods training but who were promised specific research methods training as part of their official PGR 'offer letter' (before arriving at Sussex) will be also be given a place if at all possible.

Postgraduate researchers WITHOUT specific funding for research methods training and WITHOUT a specific promise on their offer letter but for whom the 'research training needs assessment', to be carried out at the start of each year, show that they need specific training in 1 or more methods, will need their supervisor to send a request to the School DDS on what they need and why. Based on a prioritised list of requests, the MSc coordinator then allocates any available places.

Please note that places on some modules are extremely limited and that MSc students have priority.

The +3 PhD pathway

PGRs who gain direct entry to the PhD will normally have previously completed a Masters in Social Research, or will have equivalent research qualifications and/or experience. They may be required to undertake additional research training, depending on their research training needs. This is assessed at the point of application and by the main supervisor at the beginning of each year.

A limited number of modules on the MSc Social Research Methods course may be open to +3 PGRs (see above). Module details will be sent from the MSc coordinator to Mike/Adriana who will then send them on to ESW PGRs. You are advised to discuss which MSc modules are likely to be useful to you with your supervisor(s) as part of an initial assessment of your training needs for a place. Requests must then be returned with a brief rationale from the supervisor as to why module attendance is required. You must also state whether you wish to audit or take credit for the module you wish to take.

A note on referencing

Referencing meticulously is an important academic skill. In ESW all PGRs are required to use the Harvard referencing system. Detailed information about this can be found in Appendix Four.

Plagiarism

Developing confident academic referencing practices is key to the avoidance of plagiarism. Plagiarism is a serious form of academic misconduct. You can find out more about what this is and how to avoid it here:

<http://www.sussex.ac.uk/rsao/examination/>

Key Stages in your Postgraduate Research Journey

The PhD has a number of key stages. Information about each one has been provided below to help you plan and manage your journey through your PhD. (See also Appendix Three 'Key Milestones Guide' for Postgraduate Researchers over PhD Journey'.

Stage One: Refining your research proposal

All PGRs are asked to write a research proposal which will include:

- Explanation of the research rationale, aims and research questions;
- A detailed literature review showing considered and critical engagement with the relevant background theoretical and/or empirical literature;
- Discussion of the appropriateness of the methodological approach, research design (and concrete details of this) and their implications for the study;
- Reflections on ethical and practical issues and how these will be managed;
- A detailed timeline for field work, through to completion of the thesis.

The development of the research proposal allows you to refine your thinking on the central issues that your research addresses, clarify your methodological approach and construct a plan of action. It should be a concise but comprehensive document, a maximum of ten thousand words, excluding the abstract and bibliography. This word limit should be strictly adhered to as the academic reviewers may return proposals which exceed it.

For more detailed guidance on what to include in your research proposal and how you can structure it, please see Appendix Two.

Drafts of research proposals should be prepared for discussion with both supervisors well in advance of the deadlines for submission. A structured timeline has been developed to support your development through the research proposal, with precise dates varying according to the pathway you are on. The steps give opportunities for you to communicate your research proposal to your peers and academic faculty, and to respond to feedback in your subsequent revision.

The steps in the timeline are shown below:

- Research Proposal presentation to the PhD peer group in the First Year Support Group;
- Submission of full draft to supervisor;
- Research proposal presentation to academic faculty and PGRs;
- Revision of draft research proposal in response to feedback from presentations;
- Formal submission of research proposal (to second supervisor and PhD convenor);
- Development of application for ethical approval;
- Research proposal review meeting to review the submitted research proposal.

Additional information for 1+3 PGRs on developing your PhD research proposal

Postgraduate researchers write their MSc dissertation as a research proposal. They must submit a title, a short plan and an indicative bibliography at the beginning of July for approval by their supervisor and Course Leader. After submitting their MSc dissertation (and subject to having attained the necessary grade for progression), 1+3 PGRs then refine or redevelop this proposal for submission in the first year of their PhD for approval to go to fieldwork. The main supervisor will advise on the appropriate submission date, in particular whether this happens in Term 1 or Term 2.

Stage Two: The Research Proposal Review Processes

A pdf or word version of the PhD proposal should be submitted via email by the agreed date to eswpgradmin@sussex.ac.uk This should be accompanied by the Submission of Research Proposal Form, a copy of which can be downloaded from CANVAS or obtained via the above email.

Research proposals are reviewed by at least two members of faculty, usually the second supervisor and the PhD Convenor. The postgraduate researcher will then be invited to take part in a Research Proposal Review meeting lasting around 1.5 hours where the reviewers will ask the postgraduate researcher to provide expansions and clarifications on their research proposal (e.g. clarification on the research questions and how they will be answered, justifications for the proposed approach to the research, further reflections on the literature drawn upon, research time-scales, ethical issues etc.)

The outcome of the review will be conveyed by the reviewers immediately after the meeting and confirmed in writing shortly afterwards They can recommend

the research proposal for acceptance for fieldwork (Outcome A), request further written clarifications (Outcome B), or refer the research proposal for revision and resubmission (Outcome C). If Outcome B, a date will be established for submission of the written response, typically around one month from the date of the notification of the outcome. If Outcome C, a more extended date for resubmission will be established which takes into account the expectation that the research proposal approval should be gained before progression can be confirmed in the postgraduate researcher's progression review. The main and second supervisor read and review the revised research proposal for B or C.

Key Dates for the Research Proposal Review in 2023/24

Full-time, September 2023 starters:

Research Proposal Presentation: w/c Monday 25 March 2024
Research Proposal submission: w/c Monday 15 April 2024
Research Proposal Review meeting: w/c Monday 29 April 2024

Part-time, September 2023 starters:

Research Proposal Presentation: Sept/Oct 2023
Research Proposal submission: Oct/Nov 2023
Research Proposal Review meeting: Nov/Dec 2023

1+3 doctoral researchers (transferring to the+3), full-time, September 2023 start:

Option 1

Proposal Review process in Autumn term 2023

Option 2

Proposal Review process in Spring term 2024

(Please discuss with your supervisors).

Full-time, January 2024 starters:

Research Proposal Presentation: w/c Monday 10 June 2024
Research Proposal submission: w/c Monday 1 July 2024
Research Proposal Review meeting: w/c Monday 15 July 2024

Part-time, January 2024 starters*:

Research Proposal Presentation: January/Feb 2025
Research Proposal submission: January/Feb 2025
Research Proposal Review meeting: Feb/March 2025

*All TBC

Please note all dates are subject to availability.

Stage Three: Securing Ethical Approval

All research proposals for postgraduate research involving people and/or personal information about people and organisations also require ethical approval of one of the University's Cluster Research Ethics Committees (C-REC). ESW PGRs normally apply for University research ethics approval from the Social Sciences C-REC. Some research proposals will require ethical approval by external research governance bodies, either in addition to or instead of University approval. PGRs are strongly advised to take into account the time required to gain ethical approval when planning their projects. The Social Sciences C-REC meets monthly to review and send out for review, all those applications received by the 20th of each month. Please note however that C-REC typically does not meet in August.

The application for ethical approval should include a risk assessment. PGRs conducting fieldwork outside the UK are also required to complete the University's Overseas Travel Safety and Security Risk Assessment. These typically receive a response by the 20th of the following month. Should the response be delayed, you can contact the ESW C-REC representative to check on the progress of the review or to request advice. Contact details are:

- Education - Prof. Lisa Holmes ljh54@sussex.ac.uk
- Social Work - Prof. Rachel Thomson R.Thomson@sussex.ac.uk

Postgraduate researchers should discuss the submission date for ethical approval with their main supervisor. Often this is just after the Research Proposal Review meeting so postgraduate researchers are advised to begin preparing a draft application at around the same time. This should include project information sheets and consent forms as well as indicative questionnaires, interview schedules etc. Ethical approval must be obtained before fieldwork is carried out and ethical issues will need ongoing consideration throughout the research period and when writing up. Full details of ethical review processes and some examples of completed ethical review applications can be found at: <http://www.sussex.ac.uk/esw/internal/research/ethics>. Regulations related to the Covid-19 pandemic can be found here: <http://www.sussex.ac.uk/staff/research/governance/covid19>

Stage Four: Progression to fieldwork

When both academic and ethical reviews have been completed, postgraduate researchers complete an Application to Undertake Fieldwork form. This allows PhD research registration to be confirmed by the Director of Doctoral Studies (DDS) and records progression to field work with the University of Sussex Research Student Progress Office. A copy of this form is available on study direct or from the Research Progress Office: <http://www.sussex.ac.uk/rsao/forms/>

Although the general expectation is that full fees will normally be payable during fieldwork, for PGRs working overseas on fieldwork in conditions where access to University facilities and supervision is limited, distance learning registration can be available for the period of fieldwork at a reduced fee, subject to approval by the DDS (usually 65% of the full-time fee). Time spent on this is equivalent to full-time study in terms of minimum registration requirements.

Please note that for fieldwork in the UK you may require a **Disclosure and Barring Service (DBS)** check. The School does not cover the cost of this but you can contact Greg Harris G.Harris@sussex.ac.uk with any questions on the application process. Please make sure you have looked into the need for this in advance of any fieldwork placement. For general details on the DBS see here: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Stage Five: Completion and submission of the final thesis

Postgraduate researchers then continue to work to deepen analytical frameworks, review relevant literature, refine data collection methods, plan and carry out any fieldwork necessary. Their research is then written up in the form of a thesis of approximately 80,000 words (including references and Bibliography at the back). This is examined by an external and an internal examiner. On the basis of their reports and a *viva voce* examination, a recommendation on the award of the degree is made to the Senate. The main criterion for the award of the PhD is that the thesis makes a significant, original contribution to knowledge. For more information on the submission and examination processes see here: <https://www.sussex.ac.uk/rsao/examination/>

Length and format of the thesis

This can be found here: <https://www.sussex.ac.uk/rsao/examination>

The maximum word length in Education and Social Work (80,000 words) includes footnotes and bibliography but excludes any appendices. Any request to exceed the word limit would not normally exceed 10% of the stated maximum and must be submitted via the Approval to Exceed Thesis Length form and approved by your School, as here: <https://www.sussex.ac.uk/rsao/forms/>

A full-time PGR may submit a thesis for examination after a minimum period of two years (six terms). The maximum period of registration for full-time PGRs is four years (twelve terms). For part-time PGRs the minimum period is three years (nine terms), with a maximum of six years (18 terms). The normal expectation would be that a full-time PhD would take between three and four years to complete, a part-time PhD five to six years.

The Research Student Progress Office provides all the information you will need, including a link to the Intention to Submit form which should be submitted *around 6-8 weeks in advance of submission*. You will need an agreed copy of your thesis summary and your supervisors' approval before sending this in. More information about all of these processes can be found here: <https://www.sussex.ac.uk/rsao/examination>

Pre-submission status

postgraduate researchers can apply to transfer to pre-submission status, for which a reduced fee is payable. This would not normally be before having completed a period of three years full-time study or five years part-time study. Feedback must also have been received on a full draft of your thesis and supervisors will have confirmed that this is now in a sufficiently advanced state for you to work on it independently. You will continue to have access to supervision twice a term.

Requests to move to Pre-submission status must be made in periods of quarters (3 months), up to a maximum of one year. They can only take effect from the beginning of a month or beginning of a term. At the same time as requesting a transfer to pre-submission status you will be asked to provide a detailed timeline and plan for your work up to the period to submission. Please refer to the details here: <https://www.sussex.ac.uk/rsao/researchdegree/>

Stage Six: Preparation for the Viva

Information about how you can prepare for the Viva can be found on the ESW PGR Canvas site for . This should include asking yourself what questions you would ask if you were the examiner! Your supervisors will also give you the opportunity to prepare for the Viva by participating in a mock one. Although it is very natural to be nervous on the day, many find they enjoy the opportunity to discuss your work with people who have read it closely and share your passion for this particular area of research. In consultation with your supervisor, you may also find it useful to organise a more informal presentation of your work to PGRs (e.g. as part of the DRiP presentations).

Progression Review

The Progression Review takes place between May and July each year and is the formal mechanism by which the University assesses your progress with your PhD research. The process must be completed by all postgraduate researchers including those who are on intermission, and or pre-submission status. The Director of Doctoral Studies with the Convenor will then make a recommendation regarding your progression and re-registration in the next academic year. The review processes involves a number of steps as shown below.

- Progression Review forms sent by email to all PGRs and main supervisors and returned to eswpgradmin@sussex.ac.uk;
- PGR meets with 2nd Supervisor (or other nominated or independent reviewer) to discuss forms and review progress;
- Reviewer records recommendation re progression for next academic year;
- All paperwork submitted for PhD Convenor and Director of Doctoral Studies to review and final recommendation made and reported back to PGRs.

It is very important to return your review by the given deadline so that your re-registration is not delayed. Progression Review forms should be returned to eswpgradmin@sussex.ac.uk by the dates advertised. If you have any questions about the Progression Review process or require copies of the forms please contact Mike or Adriana at eswpgradmin@sussex.ac.uk

Facilities for Postgraduate Researchers

General Work Facilities

The rooms in Essex House equipped with PCs which have been reserved for the use of PGRs in Education and Social Work are 128,140 and 145. Network cables are also available in these rooms. During induction door codes will be provided to those rooms which have access locks or these can be obtained from eswpgradmin@sussex.ac.uk. You are also welcome to use the student kitchen area located on the Ground Floor of Essex House. Some locker space is available for temporary storage of personal papers, books etc. (subject to availability). Keys for lockers are available by contacting the Operations Manager Ana Pereira A.Pereira@sussex.ac.uk

We are keen for the postgraduate researcher rooms to be welcoming, flexible and open working spaces. If you wish to work from the same desk over a period of time, this is possible on a termly basis. Please notify Ana Pereira A.Pereira@sussex.ac.uk to organise this.

We are grateful for postgraduate researchers' attention to maintaining them in a tidy state. Please notify Ana if you have any concerns about use of these rooms in Essex House.

Please note: personal belongings are left at your own risk.

Printing and photocopying

There are environmental concerns about printing which apply to all staff and we have been asked to bear the following in mind:

- Try to work on screen rather than printing out documents
- Do not use colour printing unless absolutely necessary
- Look for eco print options on the last page before sending to the printer where this makes sense.

Although we encourage you to keep printing to a minimum, postgraduate researchers will be provided with a £30 print allowance at the beginning of term. If you run low you can request a further top up by emailing eswpgradmin@sussex.ac.uk

Out of hours access to Essex House

Normal working hours are 8am to 6pm Monday to Friday. For out of hours access to Essex House, a key fob is required. Please contact the Operations Manager Ana Pereira A.Pereira@sussex.ac.uk

You should notify security via email if you are going to be using rooms in Essex House outside of these hours on +44 (0) 1273 678234 / ext. 8234 or by email: Security@sussexstatesfacilities.co.uk

The University of Sussex Library

The University Library's electronic resources include the library catalogue and other information databases, an extensive collection of academic journals, newspapers and periodicals, and local library resources. The Library can provide specialized training for postgraduate researchers on request (e.g. tailored, individual support sessions on searching electronic journals and databases). To arrange this, contact library.researchliaison@sussex.ac.uk

See <http://www.sussex.ac.uk/library/research> for full details of the research support provided by the Library. PGRs can also take advantage of SCOUNL to access other university libraries (see <http://www.sussex.ac.uk/library/>)

The Library has a large number of networked PCs for student use. The Research Hive on the second floor of the Library is a dedicated working space for PGRs <http://www.sussex.ac.uk/library/staff/research/hive>

IT Services

A Computer Helpdesk to assist with IT issues including networking is located in the Shawcross Building. The IT Service Desk is open between 09:00 – 17:00 Monday to Friday +44 (0) 1273 678022 / ext. 8090. IT Services also provide many training courses on software applications. For online support with Frequently Asked Questions (FAQs) and more information about IT services see <http://www.sussex.ac.uk/its/>

The Institute of Development Studies (IDS) and the Science and Technology Policy Research Unit (SPRU) have extensive research holdings which may interest you. IDS library is the UK's official repository of literature in development studies. The British Library of Development Studies (BLDS) catalogue can also be accessed through the internet. International postgraduate researchers registered at the University are usually allowed to use the IDS library. Other IDS online information services include Eldis, BRIDGE and id21.

The Sussex Centre for Language Studies provides English language courses as well as study skills workshops and individual tutorials for registered postgraduate researchers. It also offers self-study materials and open courses for other languages. See the SCLS webpage for more information: <http://www.sussex.ac.uk/languages/index>

Catering

There are a number of cafes and restaurants on campus including: Bramber House Eat Central; Bramber House Dine Central; Dhabha Café; Library Café and IDS Café. Further details and opening hours can be found on the catering services website. See: <http://www.sussex.ac.uk/catering/> The Jubilee Cafe is closest to Essex House and is located opposite the Essex House Reception.

Suggested Reading

A range of readings for postgraduate researchers are suggested below. Courses offered within the MSc in Social Research will also indicate key literature and further and more detailed reading materials will be provided as and when appropriate.

Study Skills

Bell, J. and Waters, S. (2018). *Doing Your Research Project: A Guide for First-time Researchers*. (7th edition). London: Open University Press.

Macmillan Hayton, J. (2015). *PhD: An uncommon guide to research, writing & PhD life*. London: James Hayton.

Macmillan, P. M. and Rugg, G. (2020). *The Unwritten Rules of PhD Research*. London: Open University Press.

Phillips, E. and Pugh, D.S. (2015). *How To Get A Phd: A Handbook For Students And Their Supervisors*. London : Open University Press.

Thomson, P. and Walker, M. (eds.) (2010). *The Routledge Doctoral Student's Companion. Getting to grips with research in Education and the Social Sciences - Companions for PhD and D Phil Research*. Abingdon: Taylor and Francis. (Also available on line).

General Research Methods

Bryman, A. (2015). *Social Research Methods* (5th edition). Oxford: Oxford University Press.

Clarke, T., Foster, L., Sloan, L., Bryman, A. (2021). *Bryman's social research methods*. (6th edition). Oxford: Oxford University Press.

Dunne, M., Pryor, J. & Yates, P. (2005) *Becoming a researcher: A research companion for the social sciences*. Maidenhead: Open University Press.

Robson, C. (2011). *Real World Research* (3rd edition). Chichester: Wiley

Shaw, I., Briar-Lawson, K., Orme, J., & Ruckdeschel, R. (eds.) (2010). *The Sage Handbook of Social Work Research*. London: Sage.

Qualitative Research

Denzin, N. & Lincoln, Y. (Eds.) (2012). *Collecting and Interpreting Qualitative Materials*. (4th. edition). London: Sage.

Flick, U. (2018). *An Introduction to Qualitative Research* (6th edition). London: Sage.

Schwandt, T. (2015). *The Sage Dictionary of qualitative inquiry* (4th edition). London: Sage.

Shaw, I. and Holland, S. (2014). *Doing Qualitative Research in Social Work*. London: Sage.

Silverman, D. (2010). *Doing qualitative research. A practical handbook* (3rd edition). London: Sage.

Quantitative Research

Chen, H. (2012). *Approaches to Quantitative Research: A Guide for Dissertation Students*. London: Oak Tree Press.

Gorard, S. (2021). *How to make sense of statistics*. London: Sage.

Martin, W.E. and Bridgmon, K.D. (2021). *Quantitative and statistical research methods: From Hypothesis to Results*. Chichester: John Wiley

Muijs, D. (2010). *Doing Quantitative Research in Education with SPSS*. London: Sage

Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS*. London: Open University Press.

Mixed Methods Research

Cameron Hay, M. (2016). *Methods that matter: Integrating mixed methods for more effective social science research*. Chicago: University of Chicago Press.

Cresswell, J. (2018) *Research design. Qualitative, quantitative and mixed methods approaches*. (3rd edition). London, Sage.

O'Dwyer, L.M., & Bernauer, J.A. (2013). *Quantitative Research for the Qualitative Researcher*. London: Sage.

Plano Clarke, V.L. and Ivankova, N.V. (2015). *Mixed Methods Research: A Guide to the Field - Mixed Methods Research Series*. London: Sage.

Tashakkori, A., Johnson, R.B., and Teddue, C. (2020). *Foundations of Mixed Methods Research* (2nd edition). London: Sage.

Appendix One: List of Current PGRs and thesis titles

Education - PHD	Al-Nahi, Saja	Following Global Education Policy: A Cultural Political Economy Analysis of the Bootcamp Educational Model in Iraq
International Education & Dev - PHD	Aliyu, Hauwa Umar	Dropout of Girls from Rural Primary Schools in Northern Nigeria.
International Education & Dev - PHD	Alone, Massimo	Understanding education policy in protracted refugee situations: The case of South Sudanese refugees in Gambella, Ethiopia
International Education & Dev - PHD	Alwabel, Suha Abdulrahman S	A Digital Rift in the Saudi Arabian Family Dynamic: The Role of Technoference in Early Childhood Development and Self-Regulation
Education - PHD	Anim-Addo, Lorraine	A life history narrative inquiry into the relative absence of Black teacher leaders in London schools
Education - PHD	Ashall, Wendy J	Understanding Student Experiences of the Social Science Foundation Year Students at CSU: From Pre-Entry Choices to Belonging?
Education - PHD	Bailey, Kathleen Theresa	An Ethic of Sustainability as Told by Young Children
Education - PHD	Bajwa, Nehaal FH	Narratives and practices of fathering & family life in Lahore, Pakistan
Education - PHD	Banerjee, Sayanti	The Identities and Lives of Second Generation Bangladeshi Women in Brighton.
Education - PHD	Bardai, Farzana	Capacity development of education government officials by non-state actors: A case of AKF in Afghanistan
Education - PHD	Boateng, Pearl	Quality education for youth: A case study of secondary education provision in Ghana
Social Work and Social Care - PHD	Bromley, Victoria	Housing "Options" and "Poor Choices" - Lone mothers' experiences of accessing homelessness help and in emergency and temporary accommodation.
Education - PHD	Bull, Fliss J	Exploring Posthuman and Post-Developmental Pedagogies in Pandemic Times (working title)
Education - PHD	Campbell, Gregory Raymond John	Still Learning to Labour; Exploring the Dynamics of the Construction Classroom
Education - PHD	Campos Vidal, Tania Nayely	Exploring the literacy learning journeys of Deaf adults in Mexico.
Education - PHD	Carden, John Michael	Democracy and education: An exploration of student agency in UK secondary education
Education - PHD	Chisangano, Euralia	Inclusive Education in Mainstream Secondary Schools: Meaning and Practice for Teachers of Science in Zambia.
International Education & Dev - PHD	Comerford, Donnet	What is the nature of education during climate related and other disruptions: Perspectives from a rural community in Fiji
Social Work and Social Care - PHD	Delaine, Ella	Spiritual and Secular Approaches to Mental Distress Among Buddhists in the UK: Navigations and Interactions of Multiple Therapeutic Realities
International Education & Dev - PHD	Desai, Aditi Vijay	Understanding education policy mediation in India: Interrogating Initial

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Education - PHD	Emerson, Gillian L	Learning from home: A case study of online learning of primary mathematics in Chennai during and after the Covid-19 school closures
International Education & Dev - PHD	Farieta Barrera, Rene Alejandro	Incidence of Globalising processes in initial teacher education in Colombia
International Education & Dev - PHD	Ghairat, Abdul Bari	The Production of Girls' Education in Afghanistan
Education - PHD	Harvey, Christopher	How might greater implementation of approaches drawn from restorative practice facilitate the development of respectful relationships?
Education - PHD	Holland, Kevin K	The Mantle of Experts ; a phronetic case study
Social Work and Social Care - PHD	Hutchings, Anna	"A Gendered Landscape: Exploring the experiences of female social workers and young male clients in the context of Child Sexual Exploitation and Harmful Sexual Behaviours."
International Education & Dev - PHD	Hyder, Christina Yasmin	Perspectives on early childhood development (ECD) interventions for young refugee children and their families
International Education & Dev - PHD	Johnson, Matthew J	Beyond Formal Spaces:Re-imagining Youth Participation in Urban Zimbabwe
Education - PHD	Kotler, Angie J	Stories of peace and progress in Rwanda. All the pieces (of peace) matter: An ethno-methodological case study of a school in Rwanda which has been named Lead School for Peace.
Social Work and Social Care - PHD	Lynch, Amy J	Creating constellations of empathy: a relational-reflective exploration of social worker – parent empathy in the child protection sphere
Social Work and Social Care - PHD	Munshi, Nesreen HA	Using virtual reality games at Kindergarten in Saudi Arabia
International Education & Dev - PHD	Neville, Alan	Young Women Navigating Discourses of Marriage and Education: A Case Study of the Dinka Women in Catholic Education in South Sudan
Education - PHD	Nobes, Tamzin	An action learning study exploring the use of mentoring circles in providing targeted support for veteran primary school teachers
Education - PHD	OddHayward, Catherine E	Can the principles of youth mentoring, that support other vulnerable groups of young people, support autistic secondary school students with the challenges they face in mainstream schools? – a case study approach
Education - PHD	Olle, Hannah	Complex trajectories: A critical exploration of the transition from Alternative Provision to post-16 settings.
Social Work and Social Care - PHD	Oquosa, Odi O	When a dolphin is not a dolphin
International Education & Dev - PHD	Osman, Mohamed	Teacher Professional Learning in a Self-Directed Professional Development Programme in the

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		Global South: A Case Study in Mogadishu, Somalia
Education - PHD	Papanastasiou, Anastasia	What is the relationship between the teaching of History in Secondary Education and students and teachers' perception of national identity? A comparative study between schools in England and Greece.
Childhood and Youth - PHD	Paredes Ramos, Felipe	Care leavers experiences of transitions in Chile: A qualitative longitudinal Research
Education - PHD	Pinnick, Sue AJ	How might the use of drama-based pedagogy in the English classroom (11-14 years) support the interpretation of prose and poetry: an exploratory case study.
Social Work and Social Care - PHD	Polacek Kery, Evelyn	Exploring Children and Young People's Critical Thinking: The Case of YouTube
Education - PHD	Poole, Andrew C	Teachers and leaders lived experiences of the school inspection system in England: A case study of two secondary schools serving disadvantaged communities.
Education - PHD	Preston-Smith, Hayley L	'Good Friends Don't Throw your Shoes on the Bonfire': An Exploration of the Experiences and Conceptualisations of the 'Quality Interaction' with Children from Early Years Practitioners in Southeast England.
Education - PHD	Rabino, Daniella S	Rural Youth in the Island's Shadow: Undoing Education and Sustainability in Madagascar
International Education & Dev - PHD	Rasheed, Lee	Gender Regimes in Schools and the Production of Gender Identities in Kabul, Afghanistan
Social Work and Social Care - PHD	Ridgewell, Anna D	Growing up Green: Exploring how enabled children are to have nature contact in early years and primary education settings.
Childhood and Youth - PHD	Roberts, Lucy	How does a strengths-based approach to assessing children's social and emotional competencies help practitioners/ teachers to support children's development, particularly for children who have experienced trauma?
Childhood and Youth - PHD	Rodriguez, Loreto F	Understandings of the experience of psychotherapy following sexual abuse for young children in Chile
Education - PHD	Roy, Michael	Mapping the Politics of Education Policy in the Republic of North Macedonia: Integration, Segregation, and Conflict.
Education - PHD	Saraoru, Adriana Ramona	Teacher Professional Learning in the United Arab Emirates: A Case Study of a Professional Learning Community in a Public School in the Emirate of Abu Dhabi
Education - PHD	Sari, Imelda Dwi Rosita	A study of professional connectedness and isolation in the learning lives of teachers in remote and peri-urban primary schools in Indonesia
Education - PHD	Sibanda, Fezile	Coloniality in Academia: the experiences of Black British Academics In higher education institutions in England

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Education - PHD	Soar, Susan	Talking to parents: exploring experienced teachers' conceptualisations of good practice in school-home communication
Education - PHD	Stutt, Victoria	How do children's science books between 1740 and the modern day construct the human-nature relationship?
Education - PHD	Taylor, Louise A	Being Respectable: A study of the construction of schoolgirl femininities in an elite, independent girls' secondary school in England.
Social Work and Social Care - PHD	Thomas, Shantel	You can't PhD your way out of Racism: What can an auto-ethnographic study contribute to our understanding of racial (in) justice in white-led organisations in social work?
Education - PHD	Tinsley, Katharine	By heart: towards a transformative poetry pedagogy in the secondary school classroom
Education - PHD	Trogenza, Jo	How schools successfully support disadvantaged readers.
Education - PHD	Upchurch, Deborah	Re-imagining reading: exploring the pedagogic potential of young readers' relationships, talk and sociocultural diversity to raise reader engagement
Education - PHD	Wells, Abigail	Feminist becomings: What are the affective capabilities of girls transitioning from post compulsory school to life beyond school?
Education - PHD	White, Jessica	A Dialogic Approach to Developing Metacognition in Digital Education Contexts
Education - PHD	Wilkins, Agness M	Rethinking Sexuality Education: Voices of Rural Zambian Youth
Social Work and Social Care - PHD	Williams, Joanne	Below the Horizon of Supervision: Exploring the Psycho-Social World of the Social Work Supervisor
Education - PHD	Young, Jacqueline	Exploring creative thinking and disadvantage: A case study of two reception classes in schools serving disadvantaged communities

Appendix Two: PhD Research Proposal Guidelines

These guidelines are intended to assist in the preparation of PhD research proposals. They are not inflexible rules and should be interpreted to suit the special characteristics of the research proposal being made. They are provided as an aid to making sure that relevant information to the research proposal is included so that the quality and feasibility of the proposed research can be evaluated.

PhD research proposals should be viewed as working documents that may be modified as the research develops rather than as immutable specifications. They should be short documents that distil the central features of a proposal. And not exceed 10,000 words. The abstract and bibliography are additional to this.

The research proposal text should commence with an abstract that summarises the rationale for the research and its context, the main research question, the ways that this research question will be addressed, including important conceptual and theoretical frameworks, methodological approach, the research design and modes of analysis (maximum 300 words).

The research proposal itself is likely to include the following:

1. Description and Rationale

Guiding question: What is the problem or issue that the research will address and why does the research need to be undertaken?

This section should indicate the background to the research, providing sufficient contextual information to indicate what problems and issues the research will address. Considerations are likely to include reasons why the area was chosen. These may be some combination of, for example:

- It is a current matter of concern for a particular interest group;
- It is an area where little research has been undertaken before;
- It relates to an important policy issue;
- Performance indicators suggest the need for investigation;
- There is a need to develop more reliable instruments for the measurement of some social phenomenon.

Some indication of the researcher's position will also be helpful here. For example, the relationship between your professional concerns and development and your proposed study – i.e. why is this research also important to you.

2. Context

Guiding question:What information is required to contextualise your research topic?

The basic question to be answered in this section is: what does the reader need to know in order to understand the nature and purposes of my proposed research? For example, what are the key aspects of the national, institutional or individual setting which influence the nature of the topic being researched? What are the significant historical and contemporary aspects of the setting?

3. A Literature Review of the field

Guiding question: What previous work, if any, has been done on the topic by other researchers?

A review of the literature should indicate previous work which is relevant to the topic being investigated. This is necessary in order to:

Map the general terrain within which you will be working;

Inform your work by reference to other scholars and researchers in the area;

Position your work within an existing field, including with respect to theoretical and methodological perspectives

4. Research Questions

Guiding question: What are the Research Questions that the research proposal is designed to explore?

In this part of the research proposal the focus of interest becomes sharpened to specific questions that your research proposal will be designed to address. This may be one or more overarching questions that can be operationally broken down into a series of sub questions focusing on more specific dimensions of the main question.

5. Methodology and Methods

Guiding questions: How will the research questions be answered?What general approach to data collection will the research adopt and why?

This section is where the research questions are addressed in terms of the strategy adopted to answer them. It is important to bear in mind the distinction between methods which are ways of collecting data and methodology which is the philosophical frame which underpins the deployment of those methods and the ways in which the resulting data can be understood and analysed. Methodology does not automatically refer to issues of quantifiable or qualitative data because these can be deployed within a range of research traditions or methodological perspectives. For example, Action Research most often, but not exclusively, draws on a phenomenological theoretical frame and includes both quantitative and qualitative data. Whatever the research field the question has to be asked; what data will I need to answer my research questions?

It is useful in the research methodology and research methods section to outline the complete research strategy as a logical sequence moving from the general approach to the research to the research methods, followed by the concrete details of field sites, sampling strategies and details of research participants.

That is to say:

- These are my research questions, [e.g. how do Palestinian female undergraduates construct their study of English literature?]
- This is the research tradition I will be working within [e.g. I am working in a phenomenological tradition that assumes a constructivist model of the social]
- These are the methods through which I will gather/generate the data that I need to address those questions, [e.g. a series of semi-structured biographical interviews with 15 female participants studying at UG level at xxx university]
- These are the theoretical frames through which I understand my key concepts and the modes of analysis that I shall be adopting [e.g. post-colonial theory as a framework for understanding the issues combined with constructivist thematic coding of transcripts].

Ethical issues related to the research should be addressed in this section, taking account of Sussex C-REC ethical approval procedures and other relevant ethical codes. A risk analysis should also be undertaken.

Depending on the nature of the project some indication might be given as to the kind of results that are expected from the research. This should not presuppose that the results can be determined in advance (there would be no point in doing the research if this was the case). It might indicate how the research is intended to advance knowledge and understanding.

It may be desirable to indicate how the results of the research may be disseminated. The limitations of what the research can and cannot achieve should be noted.

6. Resources and Timing

Guiding question: What are the practicalities of the research plan in terms of resources and its timeline?

This section should make clear how much time will be needed for the research. It should also indicate where the research will be undertaken and any special resource demands this creates e.g. foreign fieldwork or language training.

A timetable of research activity should be provided that indicates the activities to be undertaken at different stages of the research. This could include deadlines for the research phases.

7. Budget

It is also helpful to think through an estimated budget that indicates anticipated costs under appropriate headings e.g. equipment, travel and subsistence, though this is not a requirement of your formal submission.

Additional notes

It is important to respect the date specified for submission of the research proposal for academic review. If you are asked to make changes and submit a revised research proposal following your research proposal review meeting you should respect that new submission date also.

Additional Information for 1+3 postgraduate researchers

PGRs within the 1+3 submit their MSc dissertation as a proposal at the end of the MSc. Progression to the PhD normally depends on gaining a grade of B+ or higher for the dissertation. As indicated above, progressing PGRs then draw upon the feedback from the dissertation to refine the proposal and submit it for approval for fieldwork. For full-time 1+3 postgraduate researchers, this will typically take place in the first term of their PhD registration.

Appendix Three: ‘Key Milestones Guide’ for Postgraduate Researchers over the PhD Journey

Key Reference websites:

Research Student Progress (RSP) information and forms for postgraduate researchers: <https://www.sussex.ac.uk/rsao/>

Doctoral School: <http://www.sussex.ac.uk/study/phd/doctoral>

CANVAS PhD site (access by logging in with your Sussex unername and password) <https://student.sussex.ac.uk>

	Actions/Milestones in the sequence they generally take place	Key forms / resources
F I R S T Y E A R (a n d s e c o n d y e a r f o r P T)	<p>First supervision meeting in first term (generally joint) to discuss:</p> <p>a) Supervisory roles, supervision patterns (joint/separate/frequency)</p> <p>b) Training Needs Analysis.</p> <p>c) Time Line developed and updated as necessary.</p> <p>Online profile at University level</p>	<p>a) Supervision Plan;</p> <p>b) Training Needs Analysis, c) Time Line (available from the postgraduate coordinators email: eswpgradmin@sussex.ac.uk)</p>
	<p>Supervisions: on a monthly basis as a minimum (FT), two monthly (PT).</p> <p>Supervision recording: PGR records supervisions as soon as possible after supervision. Supervisors to read, comment, tick to confirm.</p> <p>Mid-Year ‘Supervision Review’ discussion on the supervisory relationship (January for September starters)</p>	<p>Supervision record on Sussex Direct (not Study Direct).</p> <p>Supervision throughout postgraduate journey</p>
	<p>Working towards research proposal presentation to peers</p> <p>Arrange the date of research proposal presentation, submission date and research proposal review meeting with postgraduate coordinators</p>	<p>ESW PGR Coordinator email: eswpgradmin@sussex.ac.uk</p>
	<p>Research Proposal presentation in the School (audience includes colleagues of PhDs, PGRs, PGs and/or faculty).</p>	
	<p>Research Proposal submission (normally three weeks after the proposal presentation in the School).</p> <p>Normally takes place in April of year 1 for FT, year 2 for PT PGRs.</p>	<p>Research Proposal cover sheet on ESW PhD CANVAS page</p>
	<p>Research Proposal review meeting (normally, two weeks after the proposal submissions): second supervisor & convenor exchange independent reports; meet prior to the meeting, jointly carry out</p>	<p>Research Proposal Review Form 1 for each of the panel members.</p>

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	meeting with (main) supervisor(s) in attendance. Jointly written report issued thereafter. Amended version read and signed off by both supervisors.	Research Proposal Review Form 2 for a joint report of the panel members from REC Office
	Ethical review – online application goes to main supervisor first, who if approves, sends to C-REC Social Sciences (this process is not overseen by REC Office)	Online process (Sussex Direct > Research > Ethical Review) submitted by 20 th of each month
	Application for field work to be completed parallel to Ethical Review (above) and submitted to REC Office and to RSP and OSTTRA form	Approval for fieldwork from RSP/Study Direct
	Progression Review: Main supervisor and postgraduate researcher complete forms separately; face to face discussion between postgraduate researcher and second supervisor (or independent reviewer). Process normally starts in first week of May every year	Forms provided by REC

FIELDWORK	Supervisor and postgraduate researcher keep in regular touch through telephone, skype/Zoom, email reports and exchanges or other means.	Throughout the year, recorded as soon as possible after contact.
	On return from fieldwork: postgraduate researcher informs supervisors and arrange supervision; work towards making meaning from data; presentation at Research-in-Progress This period is often the longest and the hardest because it is simply writing up findings chapters, conclusions, refining literature review, finalising the methodology!	
NEAR THE END	Pre-submission (after c.3 years of FT study, 5 years of PT study): Main supervisor reads chapters drafts - if deemed to be in a sufficiently advanced state to be independently worked on, application for pre-submission is submitted with detailed timeline. Generally, the second supervisor reads the full draft and sends comments back to the PGR and main supervisor before submission, but patterns vary depending on nature of supervision over the three years and strength of draft thesis.	Form available from RSP https://www.sussex.ac.uk/rsao/forms/
	Postgraduate researcher and main supervisor complete Intention to submit form at least two months before intended date and return to RSAO	RSP

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	researchstudentoffice@sussex.ac.uk (not to ESW PGR Admin)	
	Thesis submitted to RSAO as a pdf	
	Viva preparation with both supervisors	
A F T E R S U B M I S S I O N	<u>Viva</u>	
	RSP send Appointment of Examiners form to postgraduate coordinator	
	Postgraduate coordinator sends Appointment of Examiners form to Main Supervisor	
	Main Supervisor completes Appointment of Examiners form and returns with External's CV to eswpgradadmin@sussex.ac.uk	
	RSP notifies examiners once appointed	Thesis and forms from RSP
	Internal examiner liaises with external over date and time and then passes info to postgraduate coordinator	Postgraduate coordinators
	Formal notification of viva letter to postgraduate researcher et al including room booking.	Postgraduate coordinators
	Viva – External & internal examiner write independent report, meet prior to viva; Main supervisor in attendance; jointly written report	Return forms to RSP
Any Graduation queries should be directed to Jo Blake J.Blake@sussex.ac.uk		

Appendix Four: ESW Guidelines on Academic Citation and Referencing

Acknowledgement: These guidelines were originally produced by Professor John Pryor and updated in 2017.

Referencing can cause problems for postgraduate researchers returning to study at postgraduate level, especially if they have moved from one academic discipline to another. You may at first see the rules as pedantic; however when you investigate the reasons behind them, and especially when you start to follow up references in other people's work, the rules begin to seem a little more practical. The purpose of this document is to act as an additional source of reference and it is therefore as full as possible. Nevertheless, if you cannot find the answer to a question you may have on this issue, you have a wide range of other options available to you including: referring to the online guidance provided by the University Of Sussex Library; referring to the guidance for authors produced by an academic journal; discussing your query with your peers and/or supervisor.

Advice on the Harvard referencing style is also available through InfoSuss, at <http://www.sussex.ac.uk/library/infosuss/>

These pages also contain information about the range of electronic referencing systems that are now available and which many postgraduate researchers elect to use.

Citation can be considered not just as a way of giving extra weight to your arguments but also as a courtesy to those who have influenced your thinking; after all, it is reasonable to give credit where credit is due. However, the main purpose of citation is exactly the same as that of the rest of the text – to communicate with and inform your readers. Authors are therefore cited and correctly referenced so that the reader knows where the ideas came from and thus where to find out more about them. The academic world takes this very seriously – see Section 10.2 on Plagiarism.

Several different systems of conventions are used by different publishers and in different disciplines. However, in order to make matters simpler, we specify the Harvard System, which is the one you will most commonly find in texts on education, though even here different publishers demand slight differences especially in punctuation.

Citations

The Harvard system involves embedding the citation in the text rather than using footnotes. The rule is that when you refer to someone's work, you should always give a citation. The only possible exception is when the idea has become so well-known as to have become a commonplace. For example if you wanted to refer to Marx's notion that religion is an opium for the people, you would not need to give a specific reference.

When work is referred to, but not quoted, it is done in the following form with both author and date of publication in brackets:

Few local authorities have published guidelines for schools on democracy in the classroom (Smith, 1995)

Alternatively, if you refer to the author directly in the text then you need only put the date in brackets:

A survey by Smith (1995) revealed that few local authorities had published guidelines to schools on democracy in the classroom.

If there are two authors then the same applies:

Published guidelines on democracy in the classroom tend to be of a very general nature (Smith & Brown, 1995).

If there are more than 2 authors then the form is:

Classroom democracy appears to be a concern of schools rather than local authorities (Smith et al., 1996).

Initials are only used if more than one author of the same name is cited in the document:

Whilst some authors focus on learning about democracy in the outside world (e.g. Smith, F., 1995), others are more concerned with its manifestation in the classroom (e.g. Smith, D., 1995).

If you are referring to several works by the same author then the form is:

(Smith, 1990, 1991, 1995)

If you are referring to more than one work by different authors, then these are separated by a semi-colon and arranged in chronological order:

(Smith, 1994; Brown, 1995; Patel, 1995)

If you cite more than one work by the same author in any year then the first work is called (a) the second (b), e.g.

(Smith, 1995a)

Occasionally texts are not dated in which case the citation is:

(Smith, n.d.)

Sometimes you may find it hard to find an individual author or authors. In this case you may need to cite the institution:

(Ministry of Education, 2000)

This is especially likely with web based materials. If you can find the author use them. If you cannot, ask the question “which organisation is the owner of this website?” and use them in the citation.

If the work in question is an article or chapter in a book, you cite the authors and date of publication in the same way as for a book, although in the references section (see below), you will provide the title of the book, the editors and the page numbers:

In an earlier chapter, Smith et al. (1996) refer to a school which has completely devolved the functions of its senior management team to a school council chaired by one of the year seven students.

Generally speaking a reference to a work implies that you have read it, even if only quickly and superficially. So, if you are referring to a work which is cited by another author, then you need to make this clear. However you must then give a reference for both works. This enables you to cite works that are unavailable to you:

The idea of the democratic kindergarten has been developed in one town in Austria (Doof, 1992, cited in Smith, 1994).

The exception to this is when you are summarizing someone’s argument. Here the formula is not needed, since the claims you are making about the secondary text are clearly those of your own source (in this case Smith):

Chris Smith’s analysis draws on a considerable amount of evidence from empirical studies both in this country (e.g. Brown, 1995) and abroad (e.g. Doof, 1992). She claims that there is little evidence anywhere that student councils are failing and that they are particularly strong in Australia, (Patel, 1993).

Making use of work that you have not actually read is permissible but can be risky, unless you are very sure about the accuracy of your attributions. In particular you should beware of very general statements which are based on other people’s generalised interpretations (e.g. ‘Piaget urged teachers to adopt a laissez-faire attitude’).

Quotations

All direct quotations of paper-based sources must be attributed. In addition to having the author and date of publication, such citations must also have a page reference so that it is possible for the reader to find the original without having to wade through a great deal of text.

For quotations of less than a sentence, then it is permissible to embed the quotation in your own text separated by inverted commas:

Most of the interviewees agreed with the contention that “schools are exceedingly democratic places” (Smith, 1995, p.176).

With electronic materials this is not necessary as readers can always use the search or find facility to locate exact text. If the document does not have page numbers, use whatever system is in place or a footnote to show that the pages are unnumbered:

(DfEE, 1999, para. 3.1.4)

Any longer quotations are normally indented, in single rather than double spacing, not italicised and without inverted commas, as in this example:

The most optimistic position is represented by Chris Smith:

It is an undeniable fact that within the context of British society schools are exceedingly democratic places and the days of the autocratic head teacher are long since passed. (Smith, 1995, pp.176-7)

It is not necessary to quote the whole of a quotation. If the operative parts of a quotations are at the beginning and end of a long paragraph you can use a series of dots to indicate that you have edited out irrelevant material:

Many of the older representatives indicated that they had had to be persuaded by teachers to join the Council ... [younger representatives] found election much more difficult, some even confessing to having bribed their classmates in order to get on the Council (Smith et al., 1996, pp.217-8).

Note that it is sometimes necessary in such cases to add explanatory material in square brackets in order that the quotation makes sense. When editing quotations however it is important to avoid perverting the sense of the original. Thus the omission of the words ‘not’ or ‘never’ would not be acceptable. The only other way that a quotation may be altered is by drawing attention to certain words through italics or emphasis. Once again, the fact that you have done this should be indicated.

The quality of discussion itself is not so important as the degree to which each representative *participates in the process of reaching consensus* (Patel, 1995, p. 43, emphasis added).

If the emphasis was made by the author you are quoting then the form is as follows:

It is not so much a question of hearing student voices as of listening to them (Brown, 1995, p. 444, original emphasis).

If you are using a word processor, the best way of ensuring that quotations are not mixed up with your own text is to type the first one in as required (i.e. inset), highlight it then choose style on the format menu and call the new style quote. When you then want to type in a new quotation start a new line and then choose the quote style from the drop down menu which in most software is positioned at the top left immediately under the font name.

References

There should be a reference section or bibliography at the end of the text in which full details of all the works that you have cited are placed. Bibliographic software is very useful for keeping a record of bibliographic information and generating reference sections. It is worth using a 'hanging paragraph' for references as this makes it a lot easier when reading a long list. The works should be arranged in alphabetical order. To give credit to all authors, list them all (not 'et al.').

A reference for a journal paper contains the name of the author(s), date, name of article, name of journal in italics (or underlined), volume, issue, and pages on which article appears:

Smith, C. (1995) Student Councils in the U.K: A Great Success Story, *Democratic Education*, 17, 3, pp.156-82.

A book is referred to similarly, though it is the title of the book that is italicised. The place of publication is always given alongside the publisher's name because sometimes different editions with different page references and occasionally even different versions are printed in different countries. So (London, Falmer Press) may refer to something different from (Philadelphia, Falmer Press). Similarly many books are revised and republished so you need to provide the edition you have consulted:

Smith, C. (1995) *Student Councils for Democratic Schools*, (Third Edition) (London, Nonesuch Press).

If you have cited a chapter from an edited collection you should give an individual reference for the chapter. This consists of the name of the author(s), date, name of chapter, 'in:' name of books editor(s) with initials now before surname, name of book in italics, place and publisher's name in brackets:

Smith, C., Brown, B. & Patel, K. (1996) Emancipating Students, in: K. Patel (ed.), *Managing the Democratic School*, (Melbourne, Utopia Press).

Papers which are published on the Internet should give its URL. If there is a date attached to the article, then use that; if not, use the form (n.d.). You should also indicate the date you accessed the text.

Smith, C. (1995) Right-on Schools, Available at http://www.ware.ac.uk/fac_pubs/uwfe/smith/rubsh.html, accessed 12 January 2001.

International Forum for the Promotion of Democracy (n.d) Fairly fair to students?
Available at <http://www.ifpd/pospaper1/http>, accessed 11 October 2000.

Patel K. (2001) Cybercouncils, Available at
<http://www.matilda.edu.au/research/nnsense.html>, accessed 21 March 2001.

Unpublished work such as conference papers, work associated with educational courses and internal school documents follow the same rules as other texts except that the title is not highlighted (e.g. using italics):

Doof, B. & Smith, C. (1997) Co-operating for democracy: European perspectives, paper presented to the Annual Conference of the International Association for Citizenship Education, Scunthorpe, September 1997.

Mob Lane Secondary Modern School (1976) Procedures for the Election of School Council Representatives, unpublished internal document.

Smith, C. (1979) Creating a School Council, unpublished MA dissertation, University of Ware.

Appendix Five: Expectations Questionnaire(to clarify the roles and responsibilities of doctoral researchers and Supervisors)

Complete the questionnaire separately, share, and then meet to discuss. For each pair of statements below, estimate your position. For example, for the first statement, if you believe very strongly that it is the supervisor’s responsibility to select a research topic you should circle “1”, if you think both the supervisor and doctoral researcher share the responsibility to select a research topic, circle “3”; or if you think it is the doctoral researcher’s responsibility, circle “5”

1 = Supervisor’s responsibility (high)
responsibility (high)

5 = Doctoral researcher’s

It is the supervisor’s responsibility to select a research topic	1 2 3 4 5	The doctoral researcher is responsible for selecting his/her own topic
The supervisor decides which theoretical framework or methodology is most appropriate	1 2 3 4 5	The doctoral researcher should decide which methodology or theoretical framework they wish to use
The supervisor should develop an appropriate programme and timetable of research and study for the doctoral researcher	1 2 3 4 5	The supervisor should leave the development of the programme of study to the doctoral researcher
The supervisor is responsible for ensuring that the doctoral researcher is introduced to the appropriate services and facilities in the department and the University/HEI	1 2 3 4 5	It is the doctoral researcher’s responsibility to ensure that he/she has located and accessed all relevant services and facilities for research
Supervisors should only accept doctoral researchers when they have specific knowledge of the doctoral researcher’s chosen topic	1 2 3 4 5	Supervisors should feel free to accept doctoral researchers, even if they do not have specific knowledge of the doctoral researcher’s topic
A warm, supportive relationship between supervisor and doctoral researcher is important for successful candidature	1 2 3 4 5	A personal, supportive relationship is inadvisable because it may obstruct objectivity for both doctoral researcher and supervisor during the candidature
The supervisor should insist on regular meetings with the doctoral researcher	1 2 3 4 5	The doctoral researcher should decide when he/she wants to meet with the supervisor
The supervisor should check regularly that the doctoral researcher is working consistently and on task	1 2 3 4 5	The doctoral researcher should work independently and not have to account for how and where time is spent

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The supervisor is responsible for providing emotional support and encouragement to the doctoral researcher	1 2 3 4 5	Personal counselling and support are not the responsibility of the supervisor – doctoral researchers should look elsewhere
The supervisor should insist on seeing all drafts of work to ensure that the doctoral researcher is on the right track	1 2 3 4 5	Doctoral researchers should submit drafts of work only when they want constructive criticism from the supervisor
The supervisor should assist in the writing of the thesis if necessary	1 2 3 4 5	The writing of the thesis should only ever be the doctoral researcher's own work
The supervisor is responsible for decisions regarding the standard of the thesis	1 2 3 4 5	The doctoral researcher is responsible for decisions concerning the standard of the thesis

Ingrid Moses, 1985, Higher Education Research and Development Society of Australasia.
Adapted by Margaret Kiley and Kate Cadman, 1997, Centre for Learning & Teaching, University of Technology, Sydney

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